

**SOCIAL DISCRIMINATION AS
PART OF THE PROCESS OF
FORMING THE MAIN
CHARACTER'S SOCIAL IDENTITY
IN THE NOVEL *WONDER***

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Abstract

Social discrimination is one of the problems that arises in the community from time to time. This study aims to describe the problem of social discrimination which is part of the process of forming social identity of the main character in the novel *Wonder* by R.J Palacio. Social discrimination experienced by the main character is caused by the genetic disorder he suffers. The analysis focuses on forms of social discrimination, the process of forming social identity that is formed through the existence of acts of social discrimination and the role of the family as a support system for the main character. Data processing in this analysis uses descriptive analysis methods and literature study techniques based on intrinsic and extrinsic elements. The result of the study shows that the form of discrimination received by the main character is direct discrimination and indirect discrimination, and that social discrimination experienced by the main character can be part of the formation of social identity if accompanied by family support.

Keywords: *social discrimination, family support, social identities, genetic disorders.*

Introduction

Background

Marginalization is a phenomenon of imbalance in the acquisition of opportunities in economic, social and educational aspects by a group of people (Alcock, 1993). Sindu Hartanto (2011) is defining it in a sociological way that marginalized groups are child labor, a person / group / community that gets unfair or discriminatory treatment because of gender issues, a person or group of people who experience social marginalization, and the community or community groups whose human rights are violated. Thus, individuals or groups of people who experience injustice / marginalization because of the problems mentioned above, is included in the marginal category. Therefore, the importance of understanding marginalized groups is seen as part of social diversity so that social discrimination can be minimized.

The family is one important element in the process of forming one's social identity, especially with regard to the child's social identity. The family is an informal educational institution that plays a role and is responsible for the growth, development and education of children in the family. This is in line with what was stated by Locke (Prayitno, 2005: 16) that "A child at birth can be likened to a pure white paper without stains, in which the environment can give any impression that

will determine the development of children".

Some opinions about identity say that identity is something that is never intact, cannot stand alone and always develops across differences, is always opposite and hostile both in discourse, practice, and position. This is a process of change. In other words, identity is a dynamic thing, it can change along with the times. This was stated in a book titled *Cultural Identity* written by Stuart Hall and Paul Du Gay as follows:

"Identities are never unified and, in late modern times, increasingly fragmented and fractured; never singular but multiply constructed across different, often intersecting and antagonistic, discourses, practices and positions. They are subject to a radical historicization, and are constantly in the process of change and transformation." (Hall, 1996: 4).

Chris Barker quotes the opinion of Stuart Allan in a book entitled *Cultural Studies* (2014: 260) which views identity in terms of its subject, identity can be built up by interweaving, in terms of the form of discourse and in terms of mental processes, is called the formation of subjectivity. According to Barker, the identity of an individual refers to temporary emotional points regarding the positions of the subject formed by discursive practices for us. In other words, identity is a unity. The formation of an identity is certainly not easy, it requires a process called the process of forming subjectivity. According to Chris Barker in his book entitled *Dictionary of Cultural Studies* (2014: 2), it is explained that subjectivity is usually described as the condition of being personal, and the

process that makes an individual personal. The formation of subjectivity is not about what the subject is, but about how he arrived at his present state.

In the process of individuals becoming personal, the state of the main character in R.J Palacio's *Wonder*, August Pullman, can be said to have experienced this process which was formed by all the unpleasant treatment of his school friends. He got a lot of treatments that are distinguished between himself and with his friends because August Pullman has a physical state, in this case the structure of the face, which is different so that he experiences social discrimination. Septiaji (2017), said that discrimination can be understood as a treatment in distinguishing, dividing, or marginalizing an individual or group within the scope of society based on skin color, class, ethnicity, economy, or religion.

Sears (1985: 149) defines that discrimination is the behavior of accepting or rejecting someone based on (at least influenced by) group membership. Influenced by group members is the group's position in the community. In cases of discrimination, usually people who get discriminated against will develop as the process goes. Some will develop into becoming stronger or vice versa, these people will fall down because they feel they are discriminated against. Development is psychophysical changes as a result of the process of maturation of psychological and physical functions in children (Kartono, 2009: 128), because there are changes and the process of maturation at every stage of the development of human life has an influence to form a strong personality in the future which will come.

The problems above are also clearly described in literary works including in children's literature. Most of children's literature focuses on children as the main character, and the issues raised are usually about the child's conflict with his life and social environment. Therefore, literature is one of the important things in the maturation process of one's personality. Literary work seeks to describe human life, not only in its environment with other humans, but also its relationship with itself. The novel as one of the literary genres that reflects the norm, sometimes by the community is accepted as the right way to act and infer something, because the author generally tells the problems of life that occur in society through every element of the story, be it characters, characterization, and the issues raised in it. In the novel *Wonder* by R.J. Palacio, the theme of social discrimination is shown through the main character in the background of this story, who is physically has different facial conditions, so that when the main character is confronted with the social environment, it is seen that there is discriminatory treatment in that environment.

Problem Identification and Limitation

Based on the explanation from the background above, the writer identifies that the problem lies in the physical differences that lead to social discrimination towards the life of the main character in the form of ill-treatment of his friends at school. He was always the talk of his friends which made Auggie sometimes hopeless. But on the other hand, Auggie always tries to be positive in the face of various forms of actions that are unpleasant.

Based on the explanation above, the research problem is limited to the physiological dimensions of the main character that is different from the others that lead him to become targets of social discrimination that are part of the process of forming a social identity that cannot be separated from the role of the family.

The research topic, which is social discrimination as part of the process of forming the social identity of the main character in R.J. Palacio's *Wonder*, is the basis of the writing of this research that will be examined using intrinsic elements such as: character and characterization, plot, setting, point of view, symbols and irony, as well as extrinsic elements, namely theories relating to social identity, social discrimination, and family functions.

Problem Formulation

From the description above, the problem formulations in this study are described as follows:

1. What forms of social discrimination do the main character experience in the R.J. Palacio's *Wonder*?
2. How does social and family discrimination as a support system become part of the process of forming the main character's social identity?

Research Purposes

Physiological limitations or weaknesses of a person often trigger social discrimination in their social environment, so that a person becomes insecure and seems to lose his social identity, but discriminatory actions can actually form subjectivity related to one's social identity. Therefore, research on the main character

is carried out to prove this and at the same time to indicate that various forms of a person's deficiencies cannot prevent him from going forward and thinking positively.

Research Methods

The method used in analyzing the aspects in the novel *Wonder* by R.J. Palacio is a descriptive analysis method, which is describing and interpreting objects according to what the research will be discussed (Nazir, 2003: 119). The approach used to examine the object of study is the theory of intrinsic elements of literary works, Social Identity, Social Discrimination and Family Function. While the data collection techniques used by in this study are literature review techniques or also known as library research. Literature review is a data collection technique by conducting a study of the review of books, literature, records, and reports relating to the problem being analyzed (Nazir, 2003: 111).

Literature Review

The novel is a work of fiction or non-fiction which generally presents the world created by the author through words. Literary works are also usually replicas of actual or real life. Literary works usually consist of novels, short stories, drama, prose, and poetry. Literary work is a unique phenomenon, in which there is a series of meanings and functions.

Intrinsic element

Intrinsic elements in the story are the elements that build a story that comes from within the story itself.

Figure and Characterization

Story characters (Character), as stated by Abrahams (1999: 32-33), are people who are displayed in a narrative work, or drama, which the reader interprets as having certain moral qualities and tendencies as expressed in words and what is done in action (Nurgiyantoro, 2015: 247).

There are four categories of figures according to Burhan Nurgiyantoro (Nurgiyantoro, 2015), namely:

- Main Characters and Additional Characters
- Protagonist and Antagonist
- Simple Figure and Round Figure
- Static Figure and Developing Figure

Appearance and portrayal of characters must support the character's character. If the portrayal of the characters in the story is not in harmony with the character that is owned then this will reduce the weight of the story. The character's character must also be relevant to other elements of the story. In addition, it must also be relevant to the story (Waluyo and Wardani, 2009: 28). A complete picture of the profile of the main character intact covering three dimensions, namely: physiological, psychological, and sociological. Physiological dimensions, including the description of the physical characteristics of the characters, such as: sex, body shape, age, body characteristics, body condition, and facial features, clothing and jewelry. The sociological dimension includes the depiction of the social characteristics of the characters in the story, such as: social status, position, occupation, role social, education, personal life, family life, outlook on life, ideology, religion, social activities, political parties /

mass organizations entered, hobby, descent and ethnicity. The psychological dimension includes the description of the psychological characteristics of the characters, such as: mentality, moral norms, temperament, feelings, desires, attitudes, character, intelligence (IQ), special skills and abilities.

Plot

Plot is very important in a story, especially in writing fiction. Because with plot, the story will be much more alive and more connected with one another. Stanton (1965: 14) argues that the plot is a story that contains a sequence of events, but each event is only connected causally, one event caused or caused another event (Nurgiyantoro, 2013: 167).

Setting

The setting according to Abrahams (1999: 284) is also referred to as the foundation of the story, referring to the understanding of the place, the relationship of historical time, and the social environment in which events are told (Nurgiyantoro, 2015: 302). The setting of the place refers to the location of the event told in a work of fiction. The place element in question might be places with certain names, certain initials, maybe certain locations without a clear name. The use of place settings with certain names must reflect, or at least, do not conflict with the nature and geographical conditions of the place concerned (Nurgiyantoro, 2015: 314-315).

Time setting relates to the problem of "when" events occur that are told in a work of fiction. The problem of "when" is usually connected with factual time, time that is related or can be associated with

historical events. Appointment of historical elements in fiction will cause the time being told to be unique, typical, and can be so functional that it cannot be replaced with another time without affecting the development of other stories (Nurgiyantoro, 2015: 318-319).

Social or cultural setting refers to matters relating to the behavior of social life in a place that is told in a work of fiction. Social or cultural background is part of the overall background. So it is in cohesiveness with other background elements, namely elements of place and time (Nurgiyantoro, 2015: 322 & 325).

Point of View

In literature, point of view refers to the perspective from which a story is told. The nature of the point of view, refers to the way a story is told, the point of view is the way and / or view that the author uses as a means to present the story in a work of fiction to the reader (Abrams, 1999: 231). Thus, the point of view is essentially a strategy, technique, strategy, deliberately chosen by the author to express ideas and stories. Everything that is stated in fiction is the author's property, which among others in the form of outlook on life and interpretation of life. However, all of that in fictional stories is channeled through the point of view of the characters, through the eyes of the characters who are deliberately created.

Baldic (2001: 198) did not differ in his understanding, namely that the point of view is the position or angle which is advantageous to convey to the reader about the events and stories that are

observed and told. storytelling techniques so that what is told is more effective.

Point of Views

1. Perspective of the third person: "He"

The style of "he", the narration of a story that uses the perspective of the third person. The narrator is someone who is outside the story that displays the characters of the story by mentioning names, or pronouns; he, she, they. The names of the characters, especially the main ones are often or constantly mentioned, and as a variation used pronouns. This will make it easier for readers to recognize who is the character being told or who is acting.

a. "He is the Most"

The point of view of an omniscient third persona in English literature is known as the omniscient point of view, third-person omniscient, the omniscient narrator, or author omniscient. In this point of view, the story is told from the point of "he", but the author, the narrator, can tell anything about the "him" character. The narrator knows everything, he is omniscient. He knows a variety of things about characters, events, and actions, including the motivations behind them. He is free to move and tell anything in the scope of time and place of the story, moving from one "he" character to another "he", telling or otherwise "hiding" the words and actions of the character, even also only in the form of thoughts, feelings, views, and motivations of the characters clearly as well as real words and actions (Abrams, 1999: 232).

b. "He" is limited, "He" is the Observer

In the perspective of "he" is limited, as in "he" is omniscient, the author describes what the character sees, hears, experiences, thinks, and feels, but is limited to only one character (Stanton, 1965: 26), or limited in a very limited number (Abrams, 1999: 233). There may be quite a lot of story figures, who are also "him" characters, but they are not given the opportunity (read: not pictured) to show themselves like the first character. Therefore, in this technique there is only one character that is selected to be revealed, the character is the focus, mirror, or center of consciousness, the center of consciousness. Various events and actions are told through the "views" and / or awareness of a character, and it also functions as a "filter" for the reader.

2. Persona First Perspective: "I"

In narrating a story that uses a persona perspective, first-person point of view, "I", so: "I" style, the narrator is someone involved in the story. He is the "I" character who tells the story, self-awareness, self-consciousness, tells the events and actions, which are known, seen, heard, experienced, and felt, as well as his attitude towards other people (characters) to the reader. We, readers, accept what is told in a limited way as seen and felt by the character of "me" is.

a. "I" Main Character

In the perspective of this technique, the "I" tells the various events and behaviors they experienced, both inwardly, in themselves, and physically. His relationship with something outside him. The "me" becomes the focus, the center of awareness, the center of the story. Everything that is outside of "me", events, actions, and people, is told only if it relates

to him or is considered important. If not, it is not mentioned because "I" have limitations on everything outside of him. But on the contrary, the character "me" has the freedom to choose the problems to be told. In such a story, the "me" becomes the main character, first-person central.

b. "Me" Additional Leaders

In this point of view the character "me" appears not as the main character, but as additional figures, first-person peripherals. The figure "me" is present to bring the story to the reader, while the characters told are then "left" to tell their own experiences. It is this character who is left to tell his own story that later becomes the main character because it is he who appears more, brings various events, actions, and relationships with other characters. After the main character's story has finished speaking or appearing, the additional "me" reappears, and it is he who tells the story.

c. Second Persona Perspective: "You"

In various books of fiction (literary) theory, it is seldom found (not to say never) talk about the perspective of the second person or the style of "you" (second person point of view). What is commonly called only the third and first persona point of view. However, factually, the perspective of the second persona is not uncommon to be found in various fictional stories even if only as a distraction from the style of "he" or "me". That is, in a fictional story no or has never been found that from the beginning to the end of the story which entirely uses the point of view of "you". The "you" style perspective is a way of narration that uses

"you" which is usually a variation of the way of looking at me and her.

d. Mixed Perspective.

The use of perspective in a novel may be more of a technique. The author can switch from one technique to another for a story he wrote. All of that depends on the writer's willingness and creativity, how they utilize various existing techniques for the achievement of more effective storytelling, or at least to find variations of storytelling in order to give another impression. Utilization of these techniques in a novel, for example, is done by considering the strengths and limitations of each technique.

The use of mixed perspectives in a novel may be the use of the perspective of a third person with the omniscient "he" technique and "he" as an observer, the first person with the "I" technique as the main character and an additional "I" or as a witness. In addition, it can also be a mixture of first and third persona, between "me", "he", sometimes even interspersed with the second persona "you" at once.

Symbol

A symbol is something that symbolizes a story. Usually mentioned repeatedly.

Extrinsic Element

Extrinsic elements are elements outside the main construction of literary works, but indirectly gives an influence on the overall building or construction of literary works themselves. In reviewing R.J Palacio's *Wonder*, the author uses theories related to cultural identity to support the study of the main character.

Cultural Identity in a Family

The formation of an identity to establish a culture can be done in various ways. Kilp (2011) explains that the process of cultural construction in a person to accept another culture starts when one's basic culture is not strong and feels the need to choose a new culture. The construction of cultural identity can begin when they are children, when they enter a state of rejuvenation and can also be formed when they are adults. This is done to help in providing a form of awareness about who they are when they grow into adult figures (Samovar, 2010: 196). Culture in a family becomes a differentiator in knowing one's identity in social life. This can be seen from how to communicate or convey a message to individuals or groups. Daily behavior can also be seen, about how the pattern of life, there may be striking differences so that it can reveal a person's identity.

Social Identity

Baron and Byrne (2003) define social identity as someone who has the same personal attributes and attributes as others, such as gender and race. According to Baron and Byrne (2003) social identity can be best conceptualized in four dimensions, namely: (a) intergroup contexts (relationships between one's in-groups with other comparative groups), (b) attractiveness of in-groups (the effects arising by someone's in-group), (c) interrelated beliefs (norms and values that result in the behavior of group members when they are trying to achieve the same goals and beliefs), and (d) depersonalization (seeing themselves as examples of social categories which can be replaced instead of unique individuals). According to Hogg's Social Identity Theory (2002), there are three factors that

influence the formation of social identity, namely (a) self-categorization, (b) social comparison and (c) interactional models.

According to Weeks (1990: 89) social identity is a matter of similarity and difference, about personal and social aspects, "about your similarities with a number of people and what distinguishes you from others". Identity is not only a matter of self-description but also a matter of social labeling (Fitriah & Januar, 2014: 176).

Family Function

According to Kingslet Davis in Murdianto (2003) states that family functions are:

- a. *Reproduction*, which replaces what has been used up or lost for the preservation of the relevant social system.
- b. *Maintenance*, namely care and care for children until they are able to stand on their own. The Role of the Family is Very Important in Mental Education
- c. *Placement*, giving a social position to each of its members be it the position of head of the household or household members, or other positions.
- d. *Socialization*, education and inheritance of social values so that children can then be accepted properly as members of the community.
- e. *Economics*, meet the needs for goods and services by way of production, distribution and consumption carried out among family members.
- f. *Care of the ages*, care for extended family members.
- g. *Political center*, giving a political position in the community where they live.

h. *Physical protection*, providing physical protection, especially in the form of clothing, food and housing for its members.

Social Discrimination

The definition of discrimination proposed by Fulthoni, et.al (2009: 8), basically discrimination is the difference in treatment. Discrimination is an unfair and unequal treatment that is done to distinguish individuals or groups based on something. Usually are categorical or distinctive attributes. Discrimination often occurs because of prejudice. Starting with that, then someone will continue to think that someone is different and eventually someone else acts of discrimination. Discrimination becomes a global problem in society, a prolonged dilemma, and triggers the emergence of an attitude of lack of tolerance that can cause social inequalities between individuals. Fulthoni (2009: 5) divides several types of discrimination into the following.

- a. Discrimination based on ethnicity / ethnicity, race and religion / belief
- b. Discrimination based on sex and gender (social roles due to sex n). For example, boys are preferred to get access to education compared to girls; women are considered husband's property after marriage; and others.
- c. Discrimination against persons with disabilities. Example: a person with a disability is considered ill and is not accepted to work in a government agency.
- d. Discrimination in people with HIV / AIDS. Example: HIV / AIDS sufferers are ostracized from the community and are considered community trash.

e. Discrimination due to social caste, Example: in India, the lowest caste is considered the social trash and is impoverished or marginalized so that it lacks access to enjoy their human rights.

Liliweri (2005: 221) divides discrimination as follows:

1. Direct discrimination is the act of restricting a particular area, such as settlements, types of work, public facilities, etc. when decisions are directed by prejudices against certain groups.
2. Indirect discrimination, this discrimination is carried out through the creation of policies that prevent certain racial / ethnic groups from dealing freely with other racial / ethnic groups regarding rules and procedures that contain discrimination or not.

Discussion

Wonder tells the story of a boy who experiences direct and indirect social discrimination in his environment, especially in his school environment, Beecher Prep. The child who experienced this act of social discrimination was named August Pullman who was often also called by the name Auggie. He has a genetic disorder called *Mandibulofacial Dysostosis*. This genetic disorder causes August Pullman to experience acts of social discrimination. At first, Auggie only studied at home with her mother, but as Auggie's age grew, her mother suggested that Auggie attend regular schools like children in general, and from this many social discrimination acts emerged that Auggie experienced, until the formation process of August Pullman's social identity took place.

The main character received an act of social discrimination, and for this action a process of social identity was formed. Of all the behavior of the people around him, especially in Auggie's new school environment, he had felt down and not confident, he felt the most different and no one would accept it at school except Mr. Thusman, for he is the principal. Until finally he was reunited with Summer and Jack Will. Auggie was again excited about his days at school, he is able to get through his day in school.

August Pullman experiences direct and indirect social discrimination. One of the direct discrimination that Auggie experienced was when he wanted to join sitting in the canteen for lunch, but he was refused, the other child reasoned that the place was already taken. Indirect discrimination is when Julian removes Auggie from her class photos by using photoshop and spreading the photo to other mothers.

The point of view contained in the story is the perspective of the first person with six different characters. In literature, point of view refers to the perspective from which a story is told. In R.J. Palacio's *Wonder*, the point of view used is the point of view of the main person "me". The main character In this technical point of view, the "I" tells the various events and behaviors they experienced, both inner and physical and "I" Additional Characters, in this perspective, the character "me" appears not as the main character, but as an additional character, first-person peripherals. The figure "me" is present to bring the story to the reader, while the characters told are then "left" to tell their own experiences. This novel uses two main persona points of view, not only

from the point of view of the main character, but also from the point of view of the closest people, namely Olivia (August Pullman's sister), Justin (Olivia's boyfriend), Jack Will (August Pullman's friend), Summer (August Pullman's friend) and Miranda (Olivia's friend). This can be seen in each chapter. This point of view also relates to the process of forming August Pullman's social identity, because his family and closest people are involved in every story Auggie lives.

Judging from his physiology, the main character is ten years old and sits in fifth grade. He is a boy with *Mandibulofacial Dysostosis*, a genetic disorder that causes damage to the sufferer's face. From Via's point of view, August Pullman has a face that seems to melt, his eyes are blue, large, and look more contrasting than the other senses on his face. Auggie also doesn't have auricle. His eyelids are half open, his eyes cannot be fully opened, the red color of his lower eyes is visible and he has no eyebrows or eyelashes. His nose looked bigger for the size of his face, Auggie also did not have cheekbones, his upper teeth were small and oblique protruding outwards and had a very small chin and there were folds between his mouth and nose. He also has several scars around his mouth.

In Summer's point of view, August Pullman can be said to be the protagonist, because Auggie is described as a child who has a good personality, smart, fun, funny, and easy to get along with. For this reason, Summer chose to befriend Auggie despite the fact that Auggie's face had many shortcomings. From here also, the strength of friendship given Summer made Auggie survive and from that all the acts of social discrimination that he received

over time made August Pullman strong and unwittingly had formed his identity in the environment he lived.

In its sociological dimension, August Pullman comes from a family of middle and upper class, because Auggie uses hearing aids at a quite high price, Auggie's operation has been done twenty-seven times since he was born and when Daisy's pet dog was sick, his mother took Daisy to the vet to do X-rays and blood test. His family's beliefs were Jews / Jews brought by his father, because Auggie's father's family adheres to the Jewish faith. In this social element it can also be seen that the Pullman family carries out its function as a family by meeting Auggie's needs.

In this story, Auggie has repeatedly said about Halloween day, so it can be said that Halloween is a symbol in this novel. Auggie loved the day. The reason is that Halloween is a day where everyone usually wears scary and unique costumes and masks. In other words, Halloween symbolizes Auggie's imperfect face and looks different because of a genetic disorder that he suffered. However, Auggie loves Halloween very much, because for him, Halloween is the best holiday in the world, because on that day he can walk freely without anyone noticing and he can walk without needing to bow his head. Auggie hopes that every time is Halloween, because he and everyone will always wear a mask. So he can walk freely with his friends and get to know each other before seeing his appearance under the mask, because if Auggie wore Halloween clothes and wore a mask, everyone would no longer see it strange and creepy and people would not look at him with odd looks.

The time setting in the novel is not mentioned specifically, but it is estimated that the period of time told in the story lasts around one year, namely from the time August Pullman entered school in fifth grade at Beecher Prep until the graduation ceremony. The setting of the story in the novel is in North River Heights, Manhattan home of August Pullman and Beecher Prep school from August Pullman. There are three atmosphere settings in R.J Palacio's *Wonder* novel, the setting of the atmosphere depicted that is sad, touching, and happy. This is illustrated, Auggie was sad because at the beginning he went to school no one wanted to be close to him. Auggie receives acts of social discrimination. The atmosphere of emotion in this novel is when Auggie was named a child who should be emulated by his behavior, he won a medal and was called to go on stage. Many were touched by the incident, especially the teachers of Auggie. The happy atmosphere was felt when Auggie took a photo together, he felt there was no problem whatsoever for photos with his friends, whereas previously Auggie did not even want to be photographed. In this emotional and happy atmosphere, Auggie succeeded in forming his social identity, he was successfully accepted by his community, all thanks to his mother and father who had sent Auggie to go to regular school, they had carried out their functions as family.

As a child who was born far from perfect, Auggie was finally able to accept his condition. Of all the social discrimination that he experienced, Auggie could accept it well, even all the actions and forms of social discrimination became the process of forming his social identity.

Auggie was also not afraid to mingle with his classmates, and his friends ended up accepting Auggie's shortcomings

Conclusion

Based on the discussion conducted through the study of the main character in the novel *Wonder*, it can be seen that the social discrimination received is very influential in the process of shaping August Pullman's social identity.

The factor causing social discrimination is because of the main character, August Pullman, suffers from a genetic disorder called *Mandibulofacial Dysostosis*. This disorder causes sufferers to have facial structures and parts of the ear that are not formed properly. Because of this, other kids treat August Pullman very differently, leading to an act of discrimination in the Beecher Prep environment, which is where August Pullman attends school.

The process of forming social identity began with August Pullman being asked by his parents to go to a regular school called Beecher Prep, because previously he only studied at home with his mother. Although at the beginning Auggie refused to go to school, however, he finally agreed with his parents' plans. Auggie's new school can be said to be a social environment where acts of discrimination emerge, such as unpleasant gazes, whispering, distancing, rejection, avoiding physical contact and being called by inappropriate names.

The acts of social discrimination that August Pullman accepted at the beginning made him insecure and sad, however, in the end he was able to accept all the unpleasant actions against him. The

family as a support system is also very influential on the attitude and formation of August Pullman's social identity. His family performed its function as it should until Auggie survived and accepted the reality that was in him. His mother, father, and sister were always there when Auggie needed their support.

Thus, it can be concluded that the process of the main character's social identity is formed in his school environment, so that he can be accepted by the environment because of his good attitude and positive thinking despite receiving discriminatory treatment in both direct and indirect forms. The bad things he received in the form of social discrimination against him made him stronger and accept his physical condition. He realized physical beauty was not everything, because with his imperfect conditions he was still accepted by the surrounding environment. The main character realizes that his heart and attitude made him accepted and liked by his school friends in the end. Therefore, through this research it is proven that social discrimination does not always make a person despair and surrender, but social discrimination can shape social identity, and family support contributes greatly in the struggle to find the main character's social identity in R.J.'s *Wonder* novel. Palacio.

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