

**RELIGIOUS READERS' PERSPECTIVES ON THE
SPIRITUAL INSTRUCTION ISSUE IN
ELIZABETH GILBERT'S *EAT, PRAY, LOVE***

A GRADUATING PAPER

Submitted in Partial Fulfillment of the Requirement for Gaining the Bachelor Degree
in English Literature



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YOGYAKARTA
2014**

A FINAL PROJECT STATEMENT

I testify that this thesis is absolutely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with the ethical standards.

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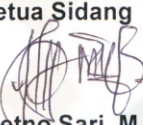
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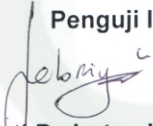
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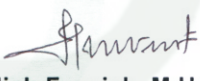
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RELIGIOUS READERS' PERSPECTIVES ON THE SPIRITUAL INSTRUCTION ISSUE IN ELIZABETH GILBERT'S *EAT, PRAY, LOVE*

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ABSTRACT

This research aims to discover the interaction among the text, the readers, and the responses in the reading process. The subject of this research is *Eat, Pray, Love* written by Elizabeth Gilbert while the object is the spiritual instruction issue within the story. The main topic of the issue concerns with the main character named Liz who actualizes some spiritual instructions in her life. The writer of this research applies a reader response theory by Wolfgang Iser about aesthetic response. It uses a phenomenology of reading which uses a phenomenological approach. In the formulation, the theory covers the interplay among the readers, the issue, and the responses which are substantially according to the readers' background. In terms of the background, the writer only focuses on religious background which is considered having a tight relation with spirituality. Therefore, the research questions mainly want to find out the religious perspectives on the spiritual instructions in the novel and to analyze the influence of the readers' background on the responses. In methodology, this research is categorized as a field research by using the interview technique to get some data. The writer of this research decides five respondents (i.e. Muslim, Hindu, Buddhist, Catholic, and Protestant) as the readers of the novel from different religions. The writer analyzes this research by using descriptive qualitative method. To conclude, every respondent as the reader of the novel has a different perspective on the spiritual instruction issue. Substantively, the perspectives are influenced by the readers' background that comes from different religions. The influential aspect can be seen from some religious terms or lessons which function as the supporting argument for the perspectives.

Keywords: *Spiritual Instructions, Perspectives, Respondents, Reader Response, Religious Background*

RELIGIOUS READERS' PERSPECTIVES ON THE SPIRITUAL INSTRUCTION ISSUE IN ELIZABETH GILBERT'S *EAT, PRAY, LOVE*

By: Farihatul Qamariyah

ABSTRAK

Penelitian ini bertujuan untuk menemukan sebuah interaksi antara teks, pembaca, dan respon dalam proses membaca. Subjek penelitian ini adalah Novel *Eat, Pray, Love* karya Elizabeth Gilbert sedangkan obyek penelitiannya adalah isu ajaran spiritual dalam ceritanya. Topik utama isu tersebut mengenai seorang karakter utama bernama Liz yang mengaktualisasikan beberapa ajaran spiritual dalam hidupnya. Penelitian ini menggunakan teori *a reader response* Wolfgang Iser tentang respon estetis. Penelitian ini menggunakan fenomenologi membaca yang berkenaan dengan pendekatan *phemonemology*. Dalam formulasinya, teori tersebut secara substansi meliputi proses saling mempengaruhi antara pembaca, isu, dan respon tergantung pada latar belakang pembaca. Dalam hal latar belakang, penulis hanya berfokus kepada latar belakang agama yang dianggap memiliki relasi erat dengan spiritualitas. Maka dari itu, pertanyaan – pertanyaan yang diajukan dalam penelitian ini ialah untuk menemukan perspektif agama atas ajaran – ajaran spiritual di dalam novel dan untuk menganalisis aspek keterpengaruhan latar belakang pembaca terhadap respon yang dihasilkan. Dalam metodenya, penelitian ini termasuk dalam kategori penelitian lapangan dengan menggunakan teknik wawancara untuk memperoleh data. Penulis penelitian ini menentukan lima responden yaitu Orang Islam, Orang Hindu, Orang Buddha, Orang Katolik, dan Orang Protestan. Penulis menganalisis data dengan menggunakan metode kualitatif deskriptif. Kesimpulannya, setiap responden sebagai pembaca novel tersebut memiliki perspektif berbeda terhadap isu pengajaran spiritual. Secara substansi, perspektif – perspektif tersebut dipengaruhi oleh latar belakang pembaca yang berasal dari agama yang berbeda. Aspek yang berpengaruh dapat dilihat dari beberapa istilah ataupun ajaran keagamaan yang berfungsi sebagai pendukung argumen atas perspektif – perspektif tersebut.

Kata Kunci: *Pengajaran-pengajaran spiritual, perspektif, responden, respon pembaca, latar belakang agama*

MOTTO

“I live to dream, anything...”

“Dreams are plans with deadlines!”

“Everything works because of you, your dreams, and your own motivation”

“You are responsible for your own future!”

“Learn your past, respect your future!”

“Be different, Be confident, Be successful”

“Indeed, every hardship comes ease” (Ash-Sharh)

“So which of the favors of your Lord would you deny?” (Ar-Rahman)

DEDICATION

This Graduating Paper I dedicate to:

My great dreams and promises

My unforgettable past and my brighter future

My beloved parents and my lovely family

My all teachers and lecturers

My incredible major, English Literature Department UIN Sunan Kalijaga

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LIST OF ABBREVIATIONS

MR: Muslim Respondent

HR: Hindu Respondent

BR: Buddhist Respondent

CR: Catholic Respondent

PR: Protestant Respondent



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CHAPTER I

INTRODUCTION

1.1. Background of Study

It is commonly known that literary works consisting of some genres (e.g. prose and poem) are the depiction of human's life experiences. There are two classifications of literature: serious literature and popular literature (Abrams, 2009: 178). Both of them have their own characteristics; one of them is about the audiences. Popular literature, in Kayam's statement, tends to have a great quantity of readers compared with the serious one (As cited in Nurgiyantoro, 2010: 88). It indicates that popular works are addressed to a mass appeal while serious works are more favorable to specific readers such as literary scholars.

According to Iwuchukwu in *Introduction to Prose Fiction*, prose is a kind of fictional literary works that is presented in narrative form (2012: 18). One of the prose genres is a novel. Caserio says "English novel encompasses a vast body of work, and one of the most important and most widely read genres of literature" (2009: ii). Substantively, novels have more complete, complex, and deeper story rather than the other works. One of the popular novels having a lot of audiences is *Eat, Pray, Love* written by Elizabeth Gilbert.

Eat, Pray, Love was published in February 2006. This work had gotten some awards. Firstly, the novel had become the national book award finalist. Then, it was awarded as the *New York Times* Best Seller for over 200 weeks. It

was also honored as an American Bookseller Association Acclaimed Best Seller, ranked as the first on the Book Sense Paperback Nonfiction List for over a year, and had been copied over ten million times until now (<http://www.elizabethgilbert.com/books/eat-pray-love/>). These data show that this novel has great mass' appreciation. As a matter of fact, those are influenced by the quantity of the readers.

Another interesting fact about this novel is that it was created based on the author's memoir, Gilbert's real life experiences. This type of book, memoir, becomes one of popular readings nowadays that can attract many readers. The significant point of this kind of book is that the author can draw the real life experience into the fictional work. The author wrote this novel due to the life problems she faced. The problems were started from Gilbert's failed marriage and her divorce with her husband. Then, it was followed by an affair with another guy, but it was not a harmonious relationship.

In the story, even though Gilbert as the main character could get everything she wanted in her life including a good career, a family and good wealth, she did not feel any joy inside of herself. In fact, those things did not change her life well. Consequently, she felt depressed, unhappy, confused, and worried about her life. Then, as the effort to unleash her burdens, she decided to travel to three countries: Italy, India, and Indonesia for different purposes.

In details, Italy was the representative place of exploring the art of pleasure. In that place, Gilbert did any activities that made her happy such as

eating pizza as much as she wanted, studying Italian language and having a long chat with some people she met. This place was symbolized as “Eat.”

Then, India was the representative place of experiencing the art of devotion by participating in spiritual class (e.g. yoga and meditation). Gilbert tried to experience the real devotion to God by meditation and work assignment in a temple. This place was symbolized as “Pray.”

Indonesia was the representative place of seeking the balance of life. In the place, exactly in Bali, Gilbert met KetutLiyer, a medicine man who taught her some lessons about life dimension. Afterwards, she also met WayanNuriyasih, a Balinese healer, whom she helped to reach a dream of having a new house as expected by her daughter named Tuti. In this place, Gilbert finally met someone whom she loved most named Felip. This relationship cured her of the miserable relationship with David. This place was symbolized as “Love.”

There are some issues within the story. One of the interesting ones is about spiritual instructions acted by Gilbert during her journey, particularly in India when joining a spiritual class. This issue seems to be a prominent way to solve her life problems: to get contentment and enjoyment inside of herself. This can be seen from one of her quotes in the novel, “I want to have a lasting experience of God and what I want to learn is how to live in this world and enjoy its lights, but also devote myself to God” (Gilbert,2006: 8).

The spiritualism issue here reflects the human’s need nowadays. In the real circumstance, to live is such a kind of seeking a life identity whether it is felicity

or misery. Everyone in this world ever experiences both things in life. In fact, through felicity, people can face their life optimistically as they pass it perfectly to the eternity. Yet, through misery, people perceive that life is full of misery, depression, confusion, constraints, and hopelessness, as experienced by Elizabeth Gilbert in the story of the novel. Hence, these cases make people think more about how to face their life in balance using various ways; one of them is by spiritual instructions.

Spirituality itself plays an important role for people's life in getting peace and balance. Besides, spirituality also focuses on someone's experience of God's existence that is proved by a faith in lives and world, "Spirituality concerns itself with how to be appropriate and incarnate the realities of faith" (Downey, 1993: 569). According to Dalai Lama, the concept of spiritualism is the level of the framework of people's belief and also the system of religious practices as the important aspects of human nature (Dalai Lama as cited in Erricker, 2001: 81). This statement indicates that spiritual instructions are often implied in religious practices. It becomes the realization of religion itself within its lesson, worship and ritual.

Every religion has its own ways in spiritual instruction. In Islam for instance, five prayers in a day (e.g. Fajr, Zuhr, 'Asr, Maghrib and Isha'a) become one of practical ways of spiritual instructions. In Buddhism, two prayers in a month; the first and seventieth of lunar months which are called upposattha, become one of ways of spiritual instructions of its religion. Thus, the way to

communicate well vertically and horizontally among God as the creator, humans as the creation, and nature is the point of it. Therefore, the spiritual instructions are the way humans get in touch with the God and the world in a good relation.

Though religion has a connection to spirituality, both things are not always related to each other. Sometimes, there exists someone who is religious but not spiritual or someone who is spiritual but not religious. In another case, there are also people who are religious and spiritual. Consequently, both religion and spirituality become significant to be understood further. In line with the issue in *Eat, Pray, Love*, it will have more meaningful substance if it is examined through the responses of the readers.

Besides, from Islamic perspective, the relation between spirituality and religious practices can be proved by one of verses in Al Quran exactly in the verse of Al Ankabut 45. It is:

اٰتِلْ مَا اُوْحِيَ اِلَيْكَ مِنَ الْكِتَابِ وَاَقِمِ الصَّلَاةَ ۚ اِنَّ الصَّلَاةَ تَنْهٰى عَنِ
الْفَحْشَاۗءِ وَالْمُنْكَرِ ۚ وَلَذِكْرُ اللّٰهِ اَكْبَرُ ۗ وَاللّٰهُ يَعْلَمُ مَا تَصْنَعُوْنَ [٢٩:٤٥]

Means: “Recite what has been revealed to you of the Book and establish prayer. Surely, prayer prohibits immorality and wrongdoing. Certainly, the remembrance of Allah is greater. And Allah knows whatever you do.” (Zidan, Ahmad and Dina, 1995: 290)

Therefore, the spiritual instruction which is actualized by the prayer can be the media for guarding self from some bad acts and crimes in life. The message

from this verse could persuade people to do more kindness among people in the society.

Hereinafter, readers have an important role in literature. A literary work may not exist without the existence of the readers. A response to a literary work can only be reached from the readers who read the literary text (Iser, 1978: ix). In this case, there will be some connections among the author, the written text, and the readers of the text.

Besides, readers will give some opinions on the text read in the reading process. Indeed, every reader also creates a different perspective on the meaning of the text. The result of readers' perspectives definitely depends on their background of life. Regarding the object of this paper about spiritual instructions in *Eat, Pray, Love*, the readers examine the issue narrated according to their thoughts.

A Further reason for conducting this research related to readers' oriented research is because in Islamic teaching, Allah SWT commands the mankind in the world to read. Reading is an important message from God. That is stated in the first verse of Al-Alaq 1-5 which is revealed by Allah SWT to the Prophet Muhammad SAW:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ [٩٦:١] خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ [٩٦:٢] اقْرَأْ
وَرَبُّكَ الْأَكْرَمُ [٩٦:٣] الَّذِي عَلَّمَ بِالْقَلَمِ [٩٦:٤] عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ
[٩٦:٥]

Means: “Read, In the Name of your Lord who created. He created mankind from something which clings; Read! And your Lord is the Most Noble; who taught by the pen. Taught mankind what he did not know” (Zidan, Ahmad and Dina, 1995: 487).

As the first verse which was sent by Allah to the Prophet Muhammad SAW in Hira cave long time ago, there is a high value that must be known by all people, particularly for Muslims. Its reading becomes the medium of transferring knowledge from one source to a man. Of course, reading is one of ways to open the properties of the science. Therefore, the message of this verse is very appropriate for the object of this research.

Following the statements above, a reader plays an important role in the text existence. A reader’s background also plays a significant role in the reading process. There is a close relation between the reader and the background of life. The background here can be from gender, age, education, religion, social status, culture, and life experience.

Due to the limitation of this research, it only focuses on religious background. There are five readers who are from diverse religions. The reason for the reader number is that the writer of this paper comes from a country, Indonesia, which has six kinds of legal religions; Islam, Hindu, Buddhism, Catholicism, Protestantism, and Kong Hu Cu. Yet, the writer only takes five religions except Kong Hu Cu because of certain reasons.

Regarding the reasons, it is because each religion, as the respondent, represents a certain aspect related to this research. The Muslim respondent represents the writer of this paper. The Hindu respondent represents the spiritual instruction substances within the novel. The Buddhist respondent represents the religious connection with Hinduism and represents a little substance about the issue. The Catholic respondent represents some of Gilbert's friends in the novel and the religious connection with Protestant. The Protestant respondent represents the main character and the author of the novel at the same time.

According to the limitation, Kong Hu Cu is not involved in the selection because it does not represent any kind of aspect in the novel. Gilbert, as the author of the novel, does not tell anything that relates to that religion. Actually, there is another religion which is mentioned also in the novel: it is Judaism. Gilbert mentions it when explaining about the religious belief that also relates to Judaism's God, Jehovah. Yet, the writer of this paper does not take Judaism as the representative respondent because the religion itself does not have a significant thing in the plot of the story.

In line with the respondents as the readers, they must be well-faith persons who know about their religious identity deeply. The well-faith person can be considered from their high religious knowledge and devout to religious practices. They are people who have a good relation with the society horizontally and with God vertically. Both aspects are good and balanced. Therefore, from the variant religious background, the readers are assumed to produce different opinions or perspectives on the issue in this novel.

Finally, this research is important to be done, particularly in exploring the spiritual instruction issue in *Eat, Pray, Love* by the involvement of some readers to give their perspectives on the text. It significantly can create some valuable understandings about spirituality in the fictional work that is tightly related to religion. Again, this becomes the medium for sharing, taking, and giving some positive ideas among religious people to establish peace in life.

1.2. Problem Statements

This research aims to answer the following two questions.

1. What are the readers' perspectives on the spiritual instructions in *Eat, Pray, Love* by Elizabeth Gilbert?
2. How do the readers' religious backgrounds affect their responses to the spiritual instructions in the novel?

1.3. Objectives of Study

In connection with the problems above, the research aims to find out the readers' perspectives on the spiritual instructions found in *Eat, Pray, Love*, and also to analyze how the readers' religious background affects their responses in giving their opinion about the issue. In this case, this research will reveal the wandering viewpoint toward the issue and the effect of the reader's various religious backgrounds on their perspectives.

1.4. Significances of Study

This research aims to develop the language science, literature and cultural study both theoretically and practically. As the objective of the research is to find out the readers' opinions or perspectives on the spiritual instructions in *Eat, Pray, Love* related to their background of religion, this research is important to observe the relation among the text, the readers and the responses. Therefore, this can be one of the theory developments for additional sources in literary study.

1. Theoretically, in reality, language and literature develop dynamically. The existence of literary workreaders has an important role in that development. Therefore, this research is the part of it since the novel is a popular novel which reflects the real circumstance nowadays. In addition, it gives such kind of contribution to explore the substance of spiritual instructions in *Eat, Pray, Love* that was created based on the real experience of the author. Indeed, the involvement of the audiences from the reader's responses shows that readers can create another aspect of the existence of the text itself.
2. Practically, this research is important for:
 - English Literature Students, this research gives a help for them in understanding the reader response concept through giving perspective on a literary work especially a novel as the prose genre. It also will guide them to deliver their own opinion about a text read. Hence, this research is hoped to stimulate them to do other researches based on the readers' oriented research.

- Literati, this research becomes the comparison for other researches. Even this research can be debatable to be more perfect research using another reader response theory from the other theorists.
- Lecturers, this research will become the reference for their students in doing more literary researches based on the reader response theory.
- Religious people, this research can give a view of another side of the spiritual instruction issue especially in a text. Besides, it is such kind of encouragement for them to increase their knowledge and spiritualism for the better life.
- Common people, this research will give new knowledge about the reading process and giving opinion about a text. In this case, they are asked to be more active and sensitive to the text read. Again, they are also hoped to know more the concept of spiritual instruction and the significance of that issue in life.

1.5. Literature Review

There are some graduating papers examining this novel. The first paper (2012) is entitled “Seeking Harmony: The Life of Elizabeth Gilbert as Reflected in Her Novel *Eat, Pray, Love*” written by ArdiWidiansyah, the student of Foreign Language Department in Teknorat University, Bandar Lampung. He analyzes the main character, Liza: how she acts to achieve the harmony of her life by travelling to three different countries, Italy, India, and Indonesia. This paper uses a sociological approach in analyzing the case. Therefore, the writer only focuses on

finding a harmonious life which is written based on the real experiences of the author of the novel, Elizabeth Gilbert, and how this affects her life.

Another graduating paper that relates to the subject of this research is written by DytaDeasyAnggraini (2010), the student of English Department in University of Medan, North Sumatra. The title of the research is “An Analysis of Searching True Identity in Elizabeth Gilbert’s Novel *Eat, Pray, Love*.” In her research, she also examines the main character of the novel which focuses on seeking the true identity of the author after facing some troubles in her life: confusion, depression, and divorce with her husband. This paper is almost similar to the previous one, the similarity is on the focus of the main character and the difference is in the problem; this paper discusses about finding a true identity by using a psychoanalysis approach and the previous paper discusses about seeking a harmonious life by a sociological approach.

Another research is on the symbolization entitled “The Representation of Life balance in the Novel *Eat, Pray, Love*” which is written by TeqtainkarAlhadapassa, the student of University of Pembangunan Nasional (UPN), Veteran Surabaya. The writer of this paper uses the study of semiotic analysis in developing the balanced life between seeking happiness for the world and hereafter. In this case, he only concerns the issue of the ideal life to find a balance for the next life in the novel.

On the other hand, this research aims to discover another issue found in *Eat, Pray, Love* Novel which is about spiritual instructions. What makes this

research different from others is the involvement of some readers in analyzing this topic. This research will examine the readers' perspective on the spiritual instruction issue in the text based on their religious background. This topic has not been discussed by the other researchers yet.

1.6. Theoretical Approach

This research applies a reader response theory about aesthetic response by Wolfgang Iser. In the general concept, "literary works have two poles; it might be called as the artistic and the aesthetic: the artistic pole is the author's idea concretized as a text while the aesthetic is the realization achieved by the reader as a response" (Iser, 1978:21). In details, Iser describes aesthetic response as follows:

"Aesthetic response is to be analyzed in terms of a dialectic relationship between text, reader, and their interaction. It is called aesthetic response because, although it is brought about by the text, it brings into play the imaginative and perceptive faculties of the reader, in order to make him adjust and even differentiate his own focus" (1978: x).

This theory concerns the act of the reading process of a literary text which will be focused on a phenomenology of reading by using a phenomenological approach in examining the research. The important concept of phenomenology of reading is wandering viewpoint. Iser says,

"The wandering viewpoint is a means of describing the way in which the reader is present in the text. This presence is at a point where memory and expectation converge, and the resultant dialectic movement brings about a

continual modification of memory and an increasing complexity of expectation” (1978: 118).

This concept describes that the readers’ presence of a text plays an important role in creating a new perspective. It is created from the readers’ memory and the expectation to the text read. Therefore, that process can continually produce some resultant modification of the readers’ perspectives.

Iser creates the theory for analyzing some literary works, especially prose fiction. The subsequent existence of a literary text after its creation can only be seen when it is read by the reader. This is why readers have an important role in a text. The individual reader can produce the meaning of a text as a response (Abrams, 2005: 299). In Iser’s view, “literary text is a product of the writer’s intentional acts, in part controls the reader’s responses.” This identifies that readers must be a part of the presence of a text by affiliating to the participant process in reading experience.

In addition (Iser, 1978: 107), “reading is not a direct internalization, it is not a one-way process, and our concern will find means of describing the reading process as a dynamic interaction between text and reader.” Interaction between a text and a reader becomes the complex phenomenon in this case. Interpreting the text by a reader generates a certain meaning related to the reader’s background, knowledge, and experience. This is what the statement called by dynamic interaction because it needs some processes to deal with the research. Consequently, this is a tightly subjective viewpoint and every reader will tend to create a different perspective on the text read.

To control this wandering viewpoint, there is a limitation for the readers to affiliate to the process. The reader's position in the text is at the point of intersection between retention and pretension (Iser, 1978: 111). In addition, reader's retention means the memory, the idea, and the thought of readers, while reader's pretension is the reader's right and willingness to exist in the reading process.

The affiliation of readers with a text gives some interpretation through opinions or perspectives. Related to it, a reader has to build an image. The image is the basic of ideation (Iser, 1978: 137). It must be connected to the reading process in the way of transferring some possible meanings from the text read. Iser states that the act of reading indicates the process in which a reader has to grasp a specific and implied meaning expected as a certain experience. The point is a reader has to be active in the reading process as the interplay between the text and the reader. There will be continual interplay that is modified by expectation and memory.

In line with the general concept of *The Act of Reading* which covers a theory of aesthetic responses in the phenomenology of reading, the writer of this research formulates a concrete outline in applying this theory. As stated in the description of the phenomenological approach according to Iser, in reading process, there are two levels which are operated each others: the alien "me" and the real "virtual me" (as cited in Clarke, 1974: 9).

In terms of the formulation, the alien “me” is the readers’ level when he/she is positioned as a common reader who creates a certain structural meaning inherently from the text (Iser, 1978: 152). Meanwhile, the formulation of the real “virtual me” is the readers’ level when he/she is positioned as a part of community members, virtual background, who stands outside the text (Iser, 1978: 152). Furthermore, Iser adds, “Every text we read draws a different boundary within our personality, so that the virtual background (the real “me”) will take on a different form, according to the theme of the text concerned” (1972: 293-294).

In exploration, Iser maps out three domains: first, the readers are involved in producing the potential meaning of the text, then they are asked to investigate the aesthetical object in reading process, and finally they are required to explore the communicatory structure of literature in examining the readers’ condition, in term of background, to the text – reader interaction (Clarke as cited in Iser, 1972: 152). In brief, the substantial result for this exploration, the readers are not only able to produce the meaning from the text, but also affected by the interplay works in term of how the text effects on its reader.

In details, the first exploration which is the production of meaning, it focuses on the exploration of the readers’ first impression on the text read, the readers’ understanding toward the main issue, and the readers’ opinion on some aspects related to the issue. The second exploration is the construction of aesthetic object. It focuses on the exploration of the readers’ new perspective toward the issue, as the aesthetic responses, which explores the readers’ faculties from the

virtual background. The last exploration is the interplay aspect among the readers, the text, and the response as the influential movement in the reading process.

In line with those explorations, according to Collins, the main focus on the phenomenological approach is centered at the virtual work which is the living phenomenon. It is created from two significant elements: the actual text and the readers' imagination (2009: 1). Iser adds that the readers' imagination plays an important work in the reading process. It also relates to the fact that the readers' faculty can be affected by the reality. To some extent, the virtual dimension between the text and the readers produce a creative activity in the reading process. Iser conveys "The virtual dimension is not the text itself, nor is the imagination of the reader" (As cited in Clarker, 1972: 279).

To sum up, the research based on the readers' oriented research in phenomenology of reading lies into three important aspects. Firstly, it is the reading actor inside of the text as a common reader that can produce a certain meaning. Secondly is the reading actor outside of the text that is a part of community members who can create a certain perspective. Lastly, it is the process of the interplay between the reader and the text to the issue in the process of wandering viewpoint.

1.7. Method of Research

1.7.1. Type of Research

This research uses a descriptive qualitative method that does not apply a statistic and measurement (Boeree, 2005: 1). This type commonly refers to

phenomenology of the specific issue that happens either in a literary text or in real environments. One of the ways in the qualitative method in doing the research is by interview technique to the respondents.

The interview technique is the way to get the data expected related to the issue. This is a compatible method used to do this research about knowing, understanding, and analyzing the respondents' perspective on the spiritual instructions issue stated in *Eat, Pray, Love*. Therefore, the writer uses a field research to find the data by doing a direct interview to the respondents chosen and applies the theory of reader response to do the analysis.

1.7.2. Data Sources

The main source of the data in this research is the respondents as the readers of the novel that come from different background of religions, a Muslim, a Hindu, a Buddhist, a Catholic and a Protestant. Here, the readers' perspective is the important data and the key point in doing this research. Then, the supporting data is the novel *Eat, Pray, Love* by Elizabeth Gilbert, particularly the content of the issue of the spiritual instructions. The additional sources are from some books and articles on internet websites related to this topic.

1.7.3. Data Collection Technique

To collect the data, the writer uses technique of interview. In the qualitative method, there are three kinds of interview section; structured interview, semi-structure interview, unstructured interview (Sugiono, 2009: 233). In this case, this research uses structured interview which means the writer firstly

has well preparation before doing this research. This technique becomes the interaction and communication process among the interviewer, respondent and the issue (Singarimbun as cited in Moehnilabib1997: 87).

This research uses two kinds of interview technique since three respondents of this research choose to have an oral interview and two of them choose a written interview. In the instrument used, oral interview section uses a recording device and transcript while the written interview uses a correspondence.

Moreover, as the qualitative method, the research instrument is the writer who conducts this research. It is a human instrument that focuses on deciding the subject and object of research, choosing a respondent as the source of getting some data, analyzing data, qualifying data and drawing some conclusions (Sugiyono, 2009: 222). This statement shows that the writer of this research is the key instrument. In terms of the qualitative research instrument, Lincoln and Guba argue:

“The instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of inquiry, but human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has production” (As cited in Sugiono 1986: 223).

The other instrument of this research is some questions related to the spiritual instruction issue. There are eleven questions that are divided into two parts; six questions are categorized as the questions for the respondents as the

1.7.4. Data Analysis Technique

As the qualitative method used for doing this research, the writer conducts an in-deep interview with the respondents to get some data. Then, in analyzing the data, this writer uses the technique of the field research model by Miles and Huberman. They define (1984) that a qualitative field research is committed interactively and continually which actualizes some techniques: data reduction, data display, and conclusion drawing/verification (as cited in Sugiono, 2009: 246).

First, data reduction means encompassing the data by choosing some points and focusing on the important things to get the essential theme and feature. Secondly, data display is presenting the data by short explanation, draft, flow chart or relation among categories in order to understand firstly before going to the next plan. The last technique is drawing some conclusions related to the data then doing a verification to prove the validity.

According to the techniques by Miles and Huberman (As cited in Sugiono, 2009: 246), the first analysis of this research is about the respondents' opinion as the reading actors inside the text of *Eat, Pray, Love*, particularly in the issue of spiritual instructions in it. Here, the writer observes the understanding of each respondent. Definitely, this is to know how the respondents get the substances of the novel and the issue. Then, the second part is the writer tries to understand the aesthetic object of the respondents' answer. In this case, it is the respondents' perspective on the issue. The last, the writer observes how their

religious background affects their opinion in viewing the issue. This case refers to the readers as the part of religious people.

In the formulation of the analysis is a discussion. It is divided into two parts of discussion; it is the religious perspective on the spiritual instructions issue in *Eat, Pray, Love* by Elizabeth Gilbert and the influence of the readers' religious background on the responses given in the interaction. In details, the first part consists of the production of meaning, which covers the readers' stock of knowledge, readers' understanding of the spiritual instruction issue, readers' response on Gilbert's feeling, and readers' sense on Gilbert's problem. The second part is the construction of the aesthetical object: which covers the readers' perspective on the core of the issue, readers' response of experiencing the spiritual instructions, readers' feeling of experiencing the spiritual instructions.

In term of making classifications on those elements including stock of knowledge, understanding, experience, feeling, sense, and perspective, the writer of this research formulates an outline from the concept of the reader response theory. It is combined by the basic elements of considering some aspects in doing an interview as the technique of field research according to Patton and Mollelong (as cited in Sugiono, 2009: 235).

In short, those elements are involved in the core of the generalization of the background aspect in the initial aspect of the reader response work. Furthermore, the second discussion is analyzing how the respondents' religious

background influences the responses when giving the answer related to the spiritual instructions issue.

1.8. Paper Organization

This paper is divided into five chapters. The first chapter is the introduction of the paper including the background of study, problem statements, objectives of study, significances of study, literature review, theoretical approach, method of research, and paper organization. The second chapter consists of the elements of *Eat, Pray, Love*: about the novel, intrinsic element (e.g. theme, character and characterization, setting, point of view, and plot summary) and the concept of the spiritual instruction issue found in it. The third chapter is the background of the respondents. The fourth chapter is the analysis and discussion (e.g. the religious readers' perspectives on the spiritual instruction issue in *Eat, Pray, Love*, and the influence of readers' religious background toward the responses on the issue). Finally the last chapter is conclusion. The last chapter states some conclusions of the analysis and some suggestions.

CHAPTER V

CONCLUSION& SUGGESTION

5.1. Conclusion

The first question is about the religious readers' perspectives on the spiritual instructions in Elizabeth Gilbert's *Eat, Pray Love*. In conclusion, Firstly, according to MR from Islam, he gives a perspective on the spiritual instructions practiced by Gilbert as the progress of human thought covering Gilbert's wisdom as her knowledge gotten from her own contemplation. It is a transpersonal conversation which is turned into belief as a solution.

According to HR from the religion of Hinduism, he gives his perspective on the issue that is the medium for having a spiritual passion through some spiritual practices (e.g. meditation and yoga) in order to get the righteous goals in finding God. Those media are such kind of effort to get Atma in order to get a better path in finding God. It is not a matter of ways used though it comes from Hinduism practices but it is about the goals to reach.

Meanwhile, according to BR's perspective from Buddhism, the issue acted by Gilbert is because of a crucial reason, unhappiness. Gilbert participates in the spiritual class because she wants to experience herself as a happy woman. In fact, though she has luxurious life needs, she never feels happy inside of herself. BR emphasizes his perspective on the problem of getting happiness which has

essentially already stayed in someone's life, yet Gilberts has no power to show it within herself.

Furthermore, according to CR from Catholicism, he gives a perspective that Gilbert's problem and her solutions are the indication of personal spiritual awakening in line with the purpose to get the enlightenment from God. It is supported by some spiritual instructions she practices through obedience in doing prayers and charity in serving people in order to get the better life.

The last answer is from Protestantism, PR gives a perspective that Gilbert's decision in participating in the spiritual class using Hinduism concept is about freedom of life. Though she was a Protestant, yet, she has a right to choose whatever the ways to be close to God. In addition, it is also practiced in order to make a balance between Gilbert's life with God and society.

To sum it up, the bottom line of the respondents' perspective on the spiritual instruction issue actualized by Liza in the story of *Eat, Pray, Love* written by Elizabeth Gilbert refers to one general theme. It is that the spiritual instructions practiced represent Gilbert's willingness and effort to challenge herself including her thought, passion, and character, in order to experience the new spiritual realm as the way to get the better life quality.

In addition, it is found a similarity and a difference in some respondents' perspectives and opinions when conveying some religious teachings. For example, the similarity can be understood from the substantial religious teaching in Islam, between *hablumminallah* and *hablum minas*, and the philosophical

concept of the cross symbol in Protestantism. In brief, those are different in the term but they are similar in the substantial message. The message is people can make a good relation with God – in Islam it is called *hablumminallah*, while in Protestantism it is represented by the vertical line of the cross - and a good relation with society – in Islam it is called as *hablumminannas*, while in Protestantism it is represented by the horizontal line of the cross.

The second question of the problem statements is how the readers' religious background affects their responses on the spiritual instruction issue. The answer is started from MR's answer when giving the responses. MR's indication of influential aspect can be known from his supporting perspective which uses an additional statement from Al Quran consisting of three verses At-Takatsur 5 and 7 and Al-Haqqah 51.

Then, HR's influential aspect can be understood when he delivers his perspective using some terms in Hinduism teaching examining the use of meditation and yoga such as Sanatana Dharma, Atma, TapaBrata Yoga Semadhi. In details, in doing a spiritual instruction such a meditation is the way to get the noble place in God's position which can be called as Atma.

Next, BR's influential aspect can be seen from his responses when he tends to highlight the answer emphasizing the happiness aspect. The terminology of happiness becomes the basic meaning in the Buddhism teaching. Everything is aimed to get happiness even in the suffering condition.

Further, CR's influential aspect can also be known from some Catholicism terms such as spiritual awakening, obedience, enlightenment, etc which are commonly used in the public worship and Christian religious practices. Those things are delivered because CR also does a work assignment in a church.

The last session is from PR's influential aspect. It can be known from her statements about Christian's law in viewing the spiritual instructions acted by Gilbert. PR also draws a general purpose of Gilbert's effort which symbolizes a philosophical meaning of the cross. It makes a balance between the relation with God vertically, and the relation with all creation horizontally.

To sum it up, in this part, when the respondents as the readers of *Eat, Pray, Love* written by Elizabeth Gilbert answer their opinions and perspectives on spiritual instructions, they are substantially influenced by their own religious background. The influential aspects can be seen from some supporting arguments including religious lesson, religious norm, and religious terminologies, which are delivered by each respondent.

5.2. Suggestion

At last, the writer of this paper has some suggestions to be considered by the next researchers. First, when conducting a field research by applying an interview technique for collecting the data, it is suggested to do the same treatment for the respondents. Generally, there are two kinds of interview technique: oral interview and written interview. Therefore, it is better if using one of them as the type. Related to this research's collection data, it uses both oral and

written interview, in consequence, there is a different quantity of readers' answer between the oral interview and written interview. The oral type tends to have a long answer of each question given compared with the written one, while the written type tends to be concise and short.

Second, it relates to the research topic which is spiritual instructions. For the next researchers who are interested in examining this object, it is suggested to specify every single spiritual instruction to be asked to the readers. Definitely, there are various spiritual instructions actualized by Liza, as the main character in the novel. Then, this research only generalizes the spiritual instructions without delivering a specific question related to each spiritual instruction. Finally, it will be more interesting to be researched if the readers' responses toward every spiritual instruction in the story are explored. In brief, it should focus on each special spiritual instruction only.

Third, the instrument of the interview should cover open questions not closed ones. Therefore, the answers will be more complete and clear. Related to the case of this research, the questions for the respondents tend to be closed, consequently, it is found that the answer from the certain respondent tend to be short and less complete.

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DECLARATION LETTER

To whom it may concern.

Herewith I testify that I sincerely become the respondent of this field research as a reader of *Eat, Pray, Love* written by Elizabeth Gilbert. Indeed, I know the story of the novel because I have read it well. My name is Ahmad Nashrullah. Regarding my religious background, I am really a Muslim who is open – minded and willing to share any ideas related to religious issue and its development. Therefore, I hope this declaration letter can be one of the evidences in examining the validity of the research. Later, if there is any doubt, I do not mind to be contacted through my identity enclosed. Thank you for the attention.

Jakarta, 12th of November 2013

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke, positioned above the printed name.

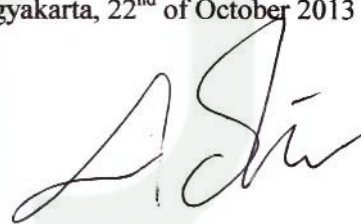
Ahmad Nashrullah

DECLARATION LETTER

To whom it may concern.

Herewith I testify that I sincerely become the respondent of this field research as a reader of *Eat, Pray, Love* written by Elizabeth Gilbert. Indeed, I know the story of the novel because I have read it well. My name is I Made Adi Mahardika. Regarding my religious background, I am really a Hindu who is open – minded and willing to share any ideas related to religious issue and its development. Therefore, I hope this declaration letter can be one of the evidences in examining the validity of the research. Later, if there is any doubt, I do not mind to be contacted through my identity enclosed. Thank you for the attention.

Yogyakarta, 22nd of October 2013



I Made Adi Mahardika

DECLARATION LETTER

To whom it may concern.

Herewith I testify that I sincerely become the respondent of this field research as a reader of *Eat, Pray, Love* written by Elizabeth Gilbert. Indeed, I know the story of the novel because I have read it well. My name is Daniel. Regarding my religious background, I am really a Buddhist who is open – minded and willing to share any ideas related to religious issue and its development. Therefore, I hope this declaration letter can be one of the evidences in examining the validity of the research. Later, if there is any doubt, I do not mind to be contacted through my identity enclosed. Thank you for the attention.

Riau, 20th of November 2013



Daniel

DECLARATION LETTER

To whom it may concern.

Herewith I testify that I sincerely become the respondent of this field research as a reader of *Eat, Pray, Love* written by Elizabeth Gilbert. Indeed, I know the story of the novel because I have read it well. My name is Franciskus Xaverius Yuliawan. Regarding my religious background, I am really a Catholic who is open – minded and willing to share any ideas related to religious issue and its development. Therefore, I hope this declaration letter can be one of the evidences in examining the validity of the research. Later, if there is any doubt, I do not mind to be contacted through my identity enclosed. Thank you for the attention.

Yogyakarta, 2nd of November 2013



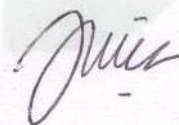
Franciskus Xaverius Yuliawan

DECLARATION LETTER

To whom it may concern.

Herewith I testify that I sincerely become the respondent of this field research as a reader of *Eat, Pray, Love* written by Elizabeth Gilbert. Indeed, I know the story of the novel because I have read it well. My name is Eukaristianica Theofani. Regarding my religious background, I am really a Protestant who is open – minded and willing to share any ideas related to religious issue and its development. Therefore, I hope this declaration letter can be one of the evidences in examining the validity of the research. Later, if there is any doubt, I do not mind to be contacted through my identity enclosed. Thank you for the attention.

Semarang, 12th of November 2013



Eukaristianica Theofani

CURICULUM VITAE

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Life Motto: Don't ask why I run, ask why you don't.



CURICULUM VITAE

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 English Ability: Great



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Life Motto: As a human being, I always hope much blessing from the magnificent God to live and to enjoy the life and art, then to give a meaning of them.

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4. Pernah menulisMimbar agama Buddha di Metro Tapanuli
5. Pernah Pengisimimbar agama Buddha di RRI Sibolga
6. Menjadi guru pendidikan agama Buddha di SD Bina Budi Mulia Malang
7. Menjadi guru Agama Buddha di SMP TriRatnakota Sibolga
8. Aktifdalamkegiatan-kegiatanlintas agama danlingkunganhidup
9. Kepala Sekolah Ananda Bagan Batu-Sekarang

Life Motto: MENGABDI, BERKARYA, MENIKMATI HIDUP

CURICULUM VITAE

Name: FranciskusXaveriusYuliawan

Address: Mangkukusuman GK 4/1475 Yogyakarta

Born: Yogyakarta 07 – 04 – 1971

Age: 42 years old

Email: -

Phone: 0815 7852 0576

Profession: Church Official Employee

Religion: Catholic

English Ability: Average



Formal Education:

- Kanisius Institution

Religious Affiliation / Organization:

- REBON (Christian Catholic Community)

Life Motto:

- To live is to serve all human beings (melayanisesama)

CURICULUM VITAE

Name: EukaristianicaTheofani

Address: Jl. Kawi no.6 Kediri, East Java

Born: Semarang, 20th of August 1993

Age: 20 years old

Email: eukaristianicatheofani@yahoo.com

Phone: 0857 3229 7406

Profession: Student of University

Religion: Christian Protestant

English Ability: Average



Formal Education:

- Elementary School of Kristen Petra Kediri
- Junior High School of Kristen Petra Kediri
- Senior High School 2 Kediri
- Faculty of Psychology, Diponegoro University

Religious Affiliation / Organization:

- PMM Psikologi UNDIP (Persekutuan Mahasiswa Kristen Katolik)
- LKM PMKP UNDIP (LatihanKepemimpinanMahasiswa Persekutuan Mahasiswa Kristen Protestan)

Life Motto: Living as God's People


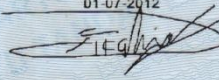
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ENCLOSURE

**PROVINSI BALI
KABUPATEN BADUNG**

NIK : 5103061006910001

Nama	: I MADE ADI MAHARDIKA	
Tempat/Tgl Lahir	: NAGASEPAHA, 10-06-1991	
Jenis Kelamin	: LAKI-LAKI Gol. Darah : O	
Alamat	: BR. CANGGU PERMAI BLOK C.III NO.12	
RT/RW	: - / -	
Kel/Desa	: TIBUBENENG	
Kecamatan	: KUTA UTARA	
Agama	: HINDU	
Status Perkawinan	: BELUM KAWIN	
Pekerjaan	: PELAJAR/MAHASISWA	
Kewarganegaraan	: WNI	
Berlaku Hingga	: 10-06-2017	

BADUNG
01-07-2012



ENCLOSURE

**PROVINSI SUMATERA UTARA
KOTA SIBOLGA**

NIK : 1273022209900003
Nama : DANIEL
Tempat/Tgl Lahir : GUNUNG SITOLI, 22-09-1990
Jenis Kelamin : LAKI-LAKI Gol. Darah : O
Alamat : JL. GABU NO.10

RT/RW : - / -
Desa/Kel : PANCURAN GEROBAK
Kecamatan : SIBOLGA KOTA

Agama : BUDHA **Status Kawin** : BELUM KAWIN
Pekerjaan : KARYAWAN SWASTA
Berlaku Hingga : 22-09-2017
Kewarganegaraan : WNI


 KOTA SIBOLGA, 02-10-2012
 KEPALA DINAS KEPENDUDUKAN
 DAN PENCATATAN SIPIL KOTA
 SIBOLGA
Drs. CHARLI SINAMBELA
 NIP. 196706101990021003


 Tanda Tangan/Sidik Jari Pemegang KTP

**KARTU TANDA PENDUDUK
REPUBLIK INDONESIA**

P. 1273.0034491



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ENCLOSURE


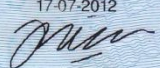


ENCLOSURE

**PROVINSI JAWA TIMUR
KOTA KEDIRI**

NIK : 3571016008930005

Nama	EUKARISTIANICA THEOFANI		
Tempat/Tgl Lahir	SEMARANG, 20-08-1993		
Jenis Kelamin	PEREMPUAN	Gol Darah	B
Alamat	JL. KAWI NO. 6		
RT/RW	017 / 005		
Kel/Desa	MOJOROTO		
Kecamatan	MOJOROTO		
Agama	KRISTEN		
Status Perkawinan	BELUM KAWIN		
Pekerjaan	PELAJAR/MAHASISWA		
Kewarganegaraan	WNI		
Berlaku Hingga	20-08-2017		


 KOTA KEDIRI
 17-07-2012




LIST OF QUESTIONS ABOUT SPIRITUAL INSTRUCTION ISSUE

IN *EAT, PRAY, LOVE*

Name of respondent: Ahmad Nashrullah

Religion: Islam

Instructions:

- 1. Read carefully and understand all the questions below. Then answer them according to your religious background, knowledge, experience, opinion, feeling, and sense when reading the novel!**
- 2. Remember! You explain the answer of the questions must relate to the content of *Eat, Pray, Love* written by Elizabeth Gilbert!**
- 3. There are two parts of the questions; firstly, you are reading actor inside of the text as common readers which means you answer it truly based on the novel and secondly you are reading actor outside of the text as a part of religious people which means you answer it according to your religious background.**

Part 1: Respondent as reading actor inside of the text (common readers)

No	Question	Answer
	Do you understand the story of the novel? (Knowledge)	Yes, I do
	What do you think about the story of the novel? (Opinion)	<p>The story is written beautifully, heartfelt memoir touched a nerve among both readers and reviewers. Gilbert tells us how she made the difficult choice to leave behind all the trappings of modern American success (marriage, house in the country, career) and find, instead, what she truly wanted from life.</p> <p>In addition, the story describes her travels and explorations of three different cultures, in an</p>

		effort to find balances in her life.
	What is your understanding toward the spiritual instruction issue in the novel? (Opinion)	It's all about what we call nowadays as "spiritual worldview", which considered as vision of reality and truth, meaning a metaphysical survey of visible as well as the invisible worlds including the perspective of life as a whole, is not a worldview that is formed merely by the gathering together of various cultural objects, values and phenomena into artificial coherence.
	What do you think about the main character, Elizabeth Gilbert, who actualizes the spiritual instruction in the novel? (Opinion & Sense)	<p>She is a modern woman who seemingly has everything, yet leaves it all to search for what she really wants in life.</p> <p>Her story has me thinking about how simple life really is when you get down to the core of it. She explains it in three words: eat, pray, and love. The appetites we have and the things we do to appease them, the connections we have with the spiritual realm, and the connections we have with each other. These things make up the core of our existence, from which everything else transpires. And our journey is made of the roads we travel – and those we create - as we seek and discover these things.</p>
	<p>Have you ever had a friend who has a problem like Elizabeth Gilbert and what solution did you give?</p> <p>If "No", then if you were Gilbert's friend (e.g. Susan,</p>	<p>No, I haven't.</p> <p>And my advice to her seems to be delivered by means of both spiritual and emotional approaches.</p> <p>It is important to know that the breakdown of our relationship is for a greater purpose.</p>

	Iva, or Richard), what would you advise to her for solving her life problems? (Sense)	Understanding some of the basic spiritual laws of the Universe will help us to discover that there is a reason we're going through this pain. These laws will guide us through the process of healing and bring us back to a place deep inside that is filled with wisdom, knowledge, and compassion for the human experience.
	How do you feel about Elizabeth Gilbert's life after participating in spiritual instruction in the novel? Are there any effects from it? (Feeling)	Surely her emotional and spiritual experiences escalated. What she feels is mystical and magical as she finds incredible peace and serene, encounters that she is fading away and merging with something greater. It seems she is literally one with the universe. After all, she believes that frictions of peace are in experience, and then her experience is confirming that belief. At last, she thinks, she is connecting to that spiritual realm. Later, her studies take her on many paths,-Hindu meditation and philosophy, spirit contact, and past life regression.

Part 2: Respondent as reading actor outside of the text (a part of religious people)

No	Question	Answer
	Have you ever participated in any kinds of spiritual instruction in your life? Especially in your religious practice? (Experience & Background)	Yes, I have

	<p>Regarding the 1st question above, if “Yes” how do you feel? (Feeling)</p>	<p>My experience was so transcendental and so sublime, so profound and so enthralling, so euphoric and, to some extent, so confounding that it defies ordinary human verbal expression.</p> <p>This is the conclusion I inevitably reached, having had the blessed opportunity, to partake of my first Hajj in 2008.</p> <p>At its height, and on occasion, one witnesses a spectacle of seeming mass euphoria and apparent hysteria bordering on a frenzy of emotional excess as thousands and thousands of pilgrims march along, noisily chanting the Hajj mantra in glorification of God at various decibels of individual intensity. This collectively cascades to a crescendo, then gradually falls and rises again and again in a virtually never-ending chain of monumental rhythm and voluptuous excitement.</p>
	<p>What is your religious perspective concerning on the spiritual issue acted by the main character of the novel? Give some reasons! (Knowledge & Background)</p>	<p>All wisdom is knowledge but all knowledge is not wisdom. Sometimes what we assume knowledge to be is in real only the contemplation of man. The more this contemplation becomes consolidated with facts, the more it comes near to Truth, Wisdom. Therefore Wisdom can be considered the final stage of man’s contemplation, which could be according to</p>

		<p>Qur'an, either, '<i>ilm al – yaqin</i>' (Q:102:5), '<i>ain al yaqin</i>'(Q:102:7), or '<i>haqqulyaqin</i>' (Q:69:51). Hence the difference between Wisdom and Knowledge could be considered as the progress of human thought.</p>
	<p>Do you have any objections on what Elizabeth Gilbert's done by joining spiritual instruction class? If "Yes" what will you do as a tolerant person? How could you control disagreement? If "No" what is your argument? (Opinion)</p>	<p>No, I don't.</p>
	<p>If you were Elizabeth Gilbert who faced some confusion and burdens in the story what would you suppose to do? Why? (Feeling)</p>	<p>First of all, is the remembrance of God (Allah). Dhikr, has a wonderful affect in calming the soul and releaving stress and worry. '...Verily in the remembrance of Allah do hearts find rest'.</p> <p>Second, equipping myself with good deeds, reason being, the believers in God whose faith is correct and motivates them to do righteous deeds that reform their hearts and characters, and change their status in this world and the next, have the basic principles according to which they deal with every kind of joy and grief that they may face. They receive blessings and joys</p>

	<p>with acceptance and thanksgiving, and put them to use in beneficial ways. When they do this, they feel happy and hope that it will last and will bring them reward for their gratitude, as well as other things that will supercede the original goodness and blessings.</p> <p>The one who is distressed or worried should know that whatever psychological pain afflicts him is not wasted, but serves a purpose in increasing his good deeds and expiating for his bad deeds. The Muslim should realize that if it were not for disasters and afflictions, we would come empty-handed on the Day of Resurrection, as some of the early generations of Islam pointed out, which is why they would rejoice when misfortune struck just as we rejoice at times of ease.</p> <p>I know and always tell my self, that after every 'hardship there comes ease'. So I should stay positive and try to think positive at all times and know that Allah will make a way out for me, and things will become better, inshaAllah.</p> <p>I Prepare myself mentally and constantly anticipate, the fact, that life will throw, many obstacles, in my way- whilst thinking in this way, seek refuge with Allah. The problems can range from losing a loved one, to financial problems etc, but know</p>
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		<p>that hardship falls upon us all, and if God-forbid, such matters do materialise, I will be mentally strong enough to deal with them, as I have already put my ‘yaqeen’ / faith in Allah. And indeed Allah is the One who has the cure to everything.</p> <p>Above all, being faithful and grateful are extremely needed</p>
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-Thank You A Lot for Your Help, May God Bless You Always-

LIST OF QUESTIONS ABOUT SPIRITUAL INSTRUCTION ISSUE

IN *EAT, PRAY, LOVE*

Name of respondent: I Made AdiMahardika

Religion: Hinduism

Instructions:

- 1. Read carefully and understand all the questions below. Then answer them according to your religious background, knowledge, experience, opinion, feeling, and sense when reading the novel!**
- 2. Remember! You explain the answer of the questions must relate to the content of *Eat, Pray, Love* written by Elizabeth Gilbert!**
- 3. There are two parts of the questions; firstly, you are reading actor inside of the text as common readers which means you answer it truly based on the novel and secondly you are reading actor outside of the text as a part of religious people which means you answer it according to your religious background.**

Part 1: Respondent as reading actor inside of the text (common readers)

No	Question	Answer
	Do you understand the story of the novel? (Knowledge)	Yes, I understand the story well because the language of the novel is standard. In this case, the language used is not difficult enough. I think, for common people who have not an excellent English ability, they can understand the flow of the story well. The vocabulary used also is almost familiar in daily life.
	What do you think about the story of the novel? (Opinion)	My opinion is the novel telling about someone who wrote the story based on the author's real life, it's so clear. She told from the beginning of the phenomena until she could find the solutions for her problems. The novel is really good. I like the

		<p>story since there are many learning points that can be an inspiration. So, I can take some positive moral values from her life experiences.</p>
	<p>What is your understanding toward the spiritual instruction issue in the novel? (Opinion)</p>	<p>My understanding about the spiritual instruction issue in the novel indeed mostly applies the concept of spiritual instruction from Hinduism including India Hinduism and Bali Hinduism. It can be seen from some spiritual instruction that is acted by Elizabeth Gilbert such as Yoga and another instruction in the novel.</p> <p>I think the case of this novel is related to someone's passion. In fact, everyone born with religion according to his parents. But by the time, everyone will find his transpersonal about the way how he can be close to the God. Indeed, from the first time, I was born as a Hindu, She was born as a Protestant and we were born as what our parent's religion, yet finally they selves who can decide what kind of ways in term of religion that will be chosen to be closer to God.</p>
	<p>What do you think about the main character, Elizabeth Gilbert, who actualizes the spiritual instruction in the novel? (Opinion & Sense)</p>	<p>For my opinion, that's her life choice. Though she is a Protestant but in the novel she decides to practice spiritual instruction from another religion, those are really up to her. When she decides to take a certain path, then she has known about the rules or the instructions, definitely she has to obey all the obligations which are made by the Guru. Then,</p>

		<p>there are also some activities that have to be participated completely since she has decided to take the spiritual instructions what her Guru commanded. Besides spiritual instruction that She does, she also acts a work assignment like scrubbing and cleaning the temple. It's kind of devotion to the Guru.</p>
	<p>Have you ever had a friend who has a problem like Elizabeth Gilbert and what solution did you give?</p> <p>If "No", then if you were Gilbert's friend (e.g. Susan, Iva, or Richard), what would you advise to her for solving her life problems? (Sense)</p>	<p>Yes, I have ever had two friends from Muslims lately who have similar problems with Elizabeth Gilbert. They also ask my advice. But I advice them freely without any doctrines. I say, "when you feel spiritual crisis in your life, try to look into your heart and ask yourself whether you feel enjoy with your path now or you need to find another path.</p> <p>There are some religions that can be chosen by you, when you feel convenient with one of them, convince yourself to the decision". Also, I give some sources of my religious book to be their new knowledge in spiritual instruction like meditation.</p> <p>Even, one of them ever visited a religious place from another religion, it is a church. Finally, one of them is still in his religion, Islam, yet he also keeps doing meditation. He thinks that to get contentment in life, he should not move to another religion then he has to do the spiritual instruction seriously. On the other hand, the rest one decides to move to Hindu.</p>
	<p>How do you feel about Elizabeth Gilbert's life after participating in spiritual</p>	<p>What I see finally Elizabeth Gilbert can feel calmer and she also finds what she is looking for, it's her</p>

	instruction in the novel? Are there any effects from it? (Feeling)	life identity. Then she could back get her path and the meaning of her life. Also, She can unleash her life burdens and spiritual crisis.
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Part 2: Respondent as reading actor outside of the text (a part of religious people)

No	Question	Answer
	Have you ever participated in any kinds of spiritual instruction in your life? Especially in your religious practice? (Experience & Background)	Yes, I ever participate in spiritual instruction in my religion. My spiritual instruction is meditation. There is a difference between Yoga itself and meditation (sit calmly). In Yoga the system of instruction is from physical art to psychological mental while meditation is from psychological mental to physical aspect. Both of them are related each others. Physical aspect means body consciousness while psychological mental means the psychological consciousness. As we know that our mental will influence our physical condition and vice versa. So this spiritual instruction is important to be practiced in daily life. There are some religious practice is my religion, but the common practice are called Tri Sandya. It is a prayer three times in a day exactly at 6.00 am, 12.00 o'clock, and 6.00 pm. As a Hindu in Indonesia, especially I am a Hindu Bali, I use Sanskrit for the language mantra. The second practice is making Banten (Sesaji). It is kind of traditional offerings consist of some fruits and flowers that will be presented and given to our God and some elements that help us such as fire, water, environment. Those things become the

		<p>symbol of grateful. In fact, every day we always get some gifts and health, therefore we do that as the media to be the thanks giving. Again, there is a difference for the religious practice between Hindu India and Hindu Bali.</p>
	<p>Regarding the 1st question above, if “Yes” how do you feel? (Feeling)</p>	<p>After doing the religious practices or the spiritual instruction, I feel more enjoy. In analogy, when I have done it, there is an empty room which has been occupied. In this case, the room itself refers to the spiritualism. Every time I get depression, I always do it then it makes my condition becomes stable and my emotion is balanced.</p>
	<p>What is your religious perspective concerning on the spiritual issue acted by the main character of the novel? Give some reasons! (Knowledge & Background)</p>	<p>I am as a Hindu viewing this phenomenon; knowing about what she did is a case about how she is looking for her personal identity in fulfilling her empty spiritual. My perspective regarding doing the ritual of spiritual instruction from Hinduism is firstly her choice since everyone has a freedom and a right to take some decisions in life path. Secondly, when she decides to take the path, the point is she could be close to God however and whatever the way, even if she has to move to another religion to be close, she is better to do that in order to reach her main purpose particularly in being intimate with God. The conclusion, whatever the way and however the steps you did the significant thing is you can be intimate with God. Everyone is free to choose his choice.</p>

		<p>The original name of Hinduism is Sanatana Dharma which means a truth, an eternal virtue, and a universal righteousness. Although, meditation and Yoga come from one of Hinduism holy books, but in practice, both spiritual instructions are commonly used by some people from diverse religion. Nowadays, there are some kinds of Yoga retreats though they are same in the technical practice but they differ in the version used. Regarding the existence of truth which can be analogized by meditation and Yoga as the media for finding the truth itself, it can be possessed and practice by all people together. In Hinduism teaching, meditation and Yoga are two of some religious practices that become the way to lead up to God which is called as Tapa Brata Yoga Semadhi. Both spiritual practices bring people to find God from within. Hindu convinces that himself was born from Atma (sprinkling holy light of God) in order to live in God ways through some religious practices. Related to the case of Gilbert, when she actualizes both spiritual instructions; Yoga and meditation, it is not matter since those things can be actualized by whoever who wants to deepen a spiritual level. Even, for those who want to learn those spiritual instructions, they do not need to move to Hinduism in order to learn the concept, though they freely get the practice. In fact, there are many Yoga and meditation class which are opened, yet the instructor is not necessarily from Hindu.</p>
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	<p>Do you have any objections on what Elizabeth Gilbert's done by joining spiritual instruction class? If "Yes" what will you do as a tolerant person? How could you control disagreement? If "No" what is your argument? (Opinion)</p>	<p>No, I don't have any objections even I accept and understand Gilbert's situations. I appreciate her decision to take the spiritual instruction since everything is done by her. She did it by her own self. She is herself who is responsible on what she chose. She is herself who feels happy in doing that. When someone could not find something he wants in certain path for example in A and another path here means in B you can find it, what for you still stand off? I am tolerant in knowing this case. It means when in one religion you could not feel the existence of God in your life, you can find God in another religion. It is not good to force ourselves standing in a place that we don't like.</p>
	<p>If you were Elizabeth Gilbert who faced some confusion and burdens in the story what would you suppose to do? Why? (Feeling & Opinion)</p>	<p>Perhaps, I will do what Gilbert Did in the novel. I will find the same solution by learning some substances in some religions whether in Islam, Christian, Catholic, Buddhism, etc. The point is by doing spiritual instruction I am not only free from the problems but also I can get a contentment and get blessing by feeling closer with God especially I can find the meaning of my life. I do not want to walk in the thorn even I was born in that situation. I will find my own destination of faith.</p>

-Thank You A Lot for Your Help, May God Bless You Always-

LIST OF QUESTIONS ABOUT SPIRITUAL INSTRUCTION ISSUE

IN *EAT,PRAY,LOVE*

Name of respondent: DANIEL,S.Pd.B

Religion: Buddhism

Instructions:

- 1. Read carefully and understand all the questions below. Then answer them according to your religious background, knowledge, experience, opinion, feeling, and sense when reading the novel!**
- 2. Remember! You explain the answer of the questions must relate to the content of *Eat, Pray, Love* written by Elizabeth Gilbert!**
- 3. There are two parts of the questions; firstly, you are reading actor inside of the text as common readers which means you answer it truly based on the novel and secondly you are reading actor outside of the text as a part of religious people which means you answer it according to your religious background.**

Part 1: Respondent as reading actor inside of the text (common readers)

No	Question	Answer
	Do you understand the story of the novel? (Knowledge)	Yes, I understand about the story. The story of the novel is about a woman who is being confused, depressive, and stressful toward her life. Those feeling cause her being burdened and trauma on her marriage. The interesting part is when she decides to travel to three countries which have different purpose. In Italy, she tries to learn Italian language, enjoy any kind of foods, and relax herself. In India, she tries to find a happiness through some spiritual instructions by staying at Temple in Ashram, doing some meditations and Yoga class in order to reach the inner and spiritual happiness. Last in Indonesia, she found a balance between spiritual enjoyment

		and mundane which could be balanced so she can feel more peace.
	What do you think about the story of the novel? (Opinion)	The story is very good because it teaches us how to find a true love, solve a problem and learn about a rigidity in life.
	What is your understanding toward the spiritual instruction issue in the novel? (Opinion)	My understanding toward the spiritual instruction in the novel is the way how someone could stand with the life power. To do it, he must do something by his heart not eyes or imagination, so he will find the true love and great happiness in life.
	What do you think about the main character, Elizabeth Gilbert, who actualizes the spiritual instruction in the novel? (Opinion & Sense)	I think Gilbert is a woman who wants to know more what is in her heart and she is a logician woman who is not easy to believe something in her life. What she actualizes in the novel is actually one of her experimentations to find the meaning of life which is more spiritual through some instructions in the spiritual class.
	Have you ever had a friend who has a problem like Elizabeth Gilbert and what solution did you give? If “No”, then if you were Gilbert’s friend (e.g. Susan, Iva, or Richard), what would you advise to her for solving her life problems? (Sense)	Yes, I have a friend who faces a problem like what Gilbert’s problem. But, my friend’s economical condition is not as Gilbert. My solution to him is I always give him some motivations about life. This is the way how to realize him accepting the reality of life; which is life is not always as what our great dreams expected. In fact, all the expectations that are not fit to the reality will cause pain and sadness, and vice versa. We are born actually in one package with a variety of problems. Therefore, we may not escape from the reality of lives. What we have to do now is to be wise in facing the life problems, that’s

		wisdom. What I often suggest him about solving his problem is he has to control his heart and mind to be calm so he will not take any kind of wrong decisions toward the problem. To calm himself, I instruct him to do a meditation since meditation could make us calmer and not aggressive in facing the problems in life.
	How do you feel about Elizabeth Gilbert's life after participating in spiritual instruction in the novel? Are there any effects from it? (Feeling)	Of course "Yes" especially in Elizabeth Gilbert's mindset or point of view. Her lifestyle is definitely the lifestyles of western people, but when she has known about spiritual world she is more intensive in seeking the meaning of life which is about peace and remission. Finally, she also could try actively to communicate with herself and God.

Part 2: Respondent as reading actor outside of the text (a part of religious people)

No	Question	Answer
	Have you ever participated in any kinds of spiritual instruction in your life? Especially in your religious practice? (Experience & Background)	Yes I ever. I participate in any kind of meditation retreats. I am so blessed when practicing these spiritual instructions in order to get self awareness such as decreasing and unleashing my life burdens then the point is it makes my mind calmer. In consequence, I am more relaxing in facing any kind of my problems. These instructions are the media to control my emotional and anger.
	Regarding the 1 st question above, if "Yes" how do you feel? (Feeling)	The effect of those spiritual instructions is I am very glad and feel like my life more meaningful. Another effect is there is something shown within myself that I am always pity seeing suffered people and I am moved

		to help them.
	<p>What is your religious perspective concerning on the spiritual issue acted by the main character of the novel? Give some reasons! (Knowledge & Background)</p>	<p>As a Buddhist, I see the problem that is faced by Elizabeth Gilbert concerning about “The shaken soul” of family case especially about her marriage. She has been injured by some traumas which make her “phobia” to get married again or to make a special relation with a guy. Another issue which found is she also searches the meaning of happiness in her journey to Italy, India, and Indonesia. This case indicates that she feels less happy in her inner. She tries to find happiness outside herself by travelling. Actually, happiness is already inside of someone heart. What someone must do is trying to show the happiness itself. That’s what actually must be done by Elizabeth Gilbert. In fact, everyone has a different way to create happiness, and Gilbert found her happiness through her journey to the three countries. So hilarious!</p>
	<p>Do you have any objections on what Elizabeth Gilbert’s done by joining spiritual instruction class? If “Yes” what will you do as a tolerant person? How could you control disagreement? (Opinion) if “No” what is your argument?</p>	<p>I have no objections even I am so pleased when knowing a person like Elizabeth Gilbert who wants to learn new thing outside of hers including from other culture or other religion. This case reflects the level of someone’s intellectuality and spirituality.</p>
	<p>If you were Elizabeth Gilbert who faced some confusion and burdens in the story what</p>	<p>If I were Elizabeth Gilbert, I would try to face my problems by controlling my confused and depressive mind and I would practice a meditation</p>

	would you suppose to do? Why? (Feeling)	intensively more and more. Then, besides them I would find the best solution for my problem because I opinion that problem is not a stumbling stone but it is a kind of therapy that gives me an energy and mentally power in facing every single problem in my life.
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-Thank You A Lot for Your Help, May God Bless You Always-

LIST OF QUESTIONS ABOUT SPIRITUAL INSTRUCTION ISSUE

IN *EAT, PRAY, LOVE*

Name of respondent: FranciskusXaveriusYuliawan

Religion: Catholicism

Instructions:

- 1. Read carefully and understand all the questions below. Then answer them according to your religious background, knowledge, experience, opinion, feeling, and sense when reading the novel!**
- 2. Remember! You explain the answer of the questions must relate to the content of *Eat, Pray, Love* written by Elizabeth Gilbert!**
- 3. There are two parts of the questions; firstly, you are reading actor inside of the text as common readers which means you answer it truly based on the novel and secondly you are reading actor outside of the text as a part of religious people which means you answer it according to your religious background.**

Part 1: Respondent as reading actor inside of the text (common readers)

No	Question	Answer
	Do you understand the story of the novel? (Knowledge)	Yes, I understand the story of the novel which tells about someone's journey of life that searches for the enlightenment from her life noisiness, restlessness, and confusion. Then about the language of the novel, I think the author wrote the plot of the story is back and forth. Sometime the author tells about a certain topic then suddenly she moves to another topic but I know that it focuses on the same purpose. Perhaps she wants to learn a new thing, to make an analogical explanation toward the story, and to actualize what she experienced to the society.
	What do you think about	The story of the novel is quite interesting. Everyone

	the story of the novel? (Opinion)	needs to read this novel since the theme is about the spiritual awakening. Elizabeth Gilbert as the main character tries to find a self identity in her fulfilled mundane but in fact she has an empty spirituality inside of herself.
	What is your understanding toward the spiritual instruction issue in the novel? (Opinion)	I make an analogy toward this novel like a traditional play called as Perwayangan in Javanese culture. The essential play of it is finding a connection between one actor and another. Related to the story of this novel, Elizabeth Gilbert such finds her own self identity that can be called as her life twin. She did it by doing some spiritual instructions such as meditation in order to change herself slowly by using the ways how the India Monks practiced. There are some kinds of spiritual instruction I saw in the novel, they are like Yoga class, obedience that can be seen from her assignment like scrubbing and cleaning the temple, patience, and discipline. In fact, those could change her lifestyle by the time she practices always. Actually, spiritual instruction is self instruction which focuses on herself, within her inner spirituality. In the simple words is to know Elizabeth's own self.
	What do you think about the main character, Elizabeth Gilbert, who actualizes the spiritual instruction in the novel? (Opinion & Sense)	In my opinion, when Elizabeth Gilbert actualizes the spiritual instruction in the novel is a common phenomenon because in the real life especially in my environment, there are some friends including me practice one of the spiritual instructions such as stated in the novel, meditation. When I have some discussion with one of pastors, to do a spiritual

		<p>instruction from Hinduism is allowed. At the beginning, we use the concept of Hindu teaching, but after then, we look into our self and find the right aim according to our faith, our religion. It's just the way though it has a different main purpose. Related to this novel, it's a kind of self correction and contemplation, firstly she was busy with her jobs as a writer but finally she is only busy with her spiritual instructions. In fact, she has is not used to do the meditation, it can be seen from the story that Gilbert often breaks herself when she tries to practice a certain meditation because at the beginning she is not able to actualize in her daily life. To sit in the proper way, to be silent in the long durations are not the simple condition even for those who are not used to do that. Yet, she does it because she has a certain reason, she wants to find a special thing within her life.</p>
	<p>Have you ever had a friend who has a problem like Elizabeth Gilbert and what solution did you give?</p> <p>If "No", then if you were Gilbert's friend (e.g. Susan, Iva, or Richard), what would you advise to her for solving her life problems? (Sense)</p>	<p>Yes, I have but then I tend to tell my own spiritual experience. I have ever had a condition which really touches my heart. Indeed, at that time I have been working and dedicating myself toward the church and the priest. The problem is I am wrong in interpreting the banquet ritual in my religion, wine that is in the philosophy interpreted by the blood of Jesus. Therefore, I always drink wine for about one month because I am addicted to it. In fact, I got a reprimand from God, it is I got a worst condition, I am sick desperately till my eyes could not see normally. I was so regret at that time that I misuse to drink wine excessively. When I ask some suggestions</p>

		<p>to a few of my friends including a priest about my problem, they suggested me to pray and admit my sin to God truly. In one night that became the memorable moment which never be forgotten. I prayed to God sincerely in long time, I think it was one of my prayers that I got the answer directly from God. Suddenly in the middle of my praying, there is a broad wing which is flied above my house roof. I tried to find the source of sound because it was so loud and close to my ear. When I come out from my house and I climb to the roof but I didn't find it. The next morning I asked to my spiritual friend about it, he said that it is an Angle from God as the media to answer your prayer. From that condition I correct myself, I am back to church and back to pray.</p> <p>Besides, I also have a friend who felt spiritual crisis and my suggestion to him is I ask him to contemplate, to pray again more and more, to do some kindness more and more toward others. I don't want my friend to move to another faith. I just want him to revitalize his religious practice according to his own faith.</p>
	<p>How do you feel about Elizabeth Gilbert's life after participating in spiritual instruction in the novel? Are there any effects from it? (Feeling)</p>	<p>I think when she learns the spiritual instructions and she could actualize them in her daily activity, she looks happy inside of herself. Of course, there will be some good changes inside of her life. At the beginning, she felt depressive and confused, but when she actualizes the instructions such as Yoga class, devotion, and discipline work, she seems to have the new spirit in her life. She has the difference</p>

		spirit when doing that. Finally she not only views of herself, but also she can open herself and her mind toward other people, it can be seen from her deed when staying in Bali, helping other people. She could satisfy her own heart that can be valued by a number.
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Part 2: Respondent as reading actor outside of the text (a part of religious people)

No	Question	Answer
	Have you ever participated in any kinds of spiritual instruction in your life? Especially in your religious practice? (Experience & Background)	Yes I do. Mostly I do it lonely every day. I do not wait to pray only in Sunday but I do it every day, I pray by myself I admit my sins to God directly without any kind of mediations. But commonly in Catholic, there is religious practice which is weekly, monthly, even annual prayer like Christmas and Easter. There is a certain day which is Friday that is a day for admitting people sins to the priest then the priest gives the punishment like some prays for cleaning the sins.
	Regarding the 1 st question above, if “Yes” how do you feel? (Feeling)	I have more enthusiasm to serve all people. Of course I feel calmer, patient, though I have ever been deceived by other, but I could receive it by not complaining that event.
	What is your religious perspective concerning on the spiritual issue acted by the main character of the novel? Give some reasons! (Knowledge & Background)	I think there is a kind of personal spiritual awakening that is found from her life journey. It can be understood that her life mundane is sufficed but actually her spiritual need is empty. So that, she tries to search a certain thing from her own self to change her life better, to share with others, to have a spirit inside, finally she could find it by participating in spiritual class. There is an

		enlightenment that can be found from its way. In fact, this phenomenon is not her desire but it is caused by a certain spirit inside of her personality.
	Do you have any objections on what Elizabeth Gilbert's done by joining spiritual instruction class? If "Yes" what will you do as a tolerant person? How could you control disagreement? If "No" what is your argument? (Opinion)	No I don't have. Let Gilbert find her own way to seek her own purpose. Whatever the way, my expectation is may the spiritual instruction acted by Gilbert could be the jumping stone of achieving her pleasure. Everyone has his own way to find his spiritual attainment. We could not force someone else to experience what we experienced. It is really different from one person to another person. The point is Gilbert can discover her spiritual experience in order to get the happiness inside of hers.
	If you were Elizabeth Gilbert who faced some confusion and burdens in the story what would you suppose to do? Why? (Feeling & Opinion)	If I am myself who face that kind of phenomena like Elizabeth Gilbert. When every single good event I have ever experienced then suddenly I got strike on my life because of the bad event, my solution is I will try to come back to my faith. In reality, I am God's own. Another solution I will go away from the crowded situation then visit to a certain place or pilgrim to do a prayer. My other simple solution is being silent, sitting lonely, and contemplating about myself in order to unleashing my emotional problem. My opinion when someone got problem, it is actually an indication of God's examination. So the important solution is sitting and listening to your own self in order to find the best solution. What I saw Gilbert in the novel is she could not want to empower herself to be silent, to

		be relax, to silent, and to contemplate. Otherwise actually those things could help her in losing her burdens.
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-Thank You A Lot for Your Help, May God Bless You Always-



LIST OF QUESTIONS ABOUT SPIRITUAL INSTRUCTION ISSUE

IN *EAT, PRAY, LOVE*

Name of respondent: EukaristianicaTheofani

Religion: Protestantism

Instructions:

- 1. Read carefully and understand all the questions below. Then answer them according to your religious background, knowledge, experience, opinion, feeling, and sense when reading the novel!**
- 2. Remember! You explain the answer of the questions must relate to the content of *Eat, Pray, Love* written by Elizabeth Gilbert!**
- 3. There are two parts of the questions; firstly, you are reading actor inside of the text as common readers which means you answer it truly based on the novel and secondly you are reading actor outside of the text as a part of religious people which means you answer it according to your religious background.**

Part 1: Respondent as reading actor inside of the text (common readers)

No	Question	Answer
	Do you understand the story of the novel? (Knowledge)	Yes I do. The story tells about a woman, Liz, who had got married but unfortunately she divorces with him. Finally, she wants to search the essential meaning of her true life because she really felt depressive. Then about the language, it tends to be structured form. There are some unfamiliar terms found yet I can understand all since the author explained the real definition of those.
	What do you think about the story of the novel? (Opinion)	I Like the story of the novel. I think this novel is smart novel which can touch someone's feeling, it

		<p>is me. It tells anything about the author's real experience, her biography. I am interested in the main character, Liza, who can openly tell anything about her life events even it's about the worse event that she experienced. She can show it to all people, "it's the real me" without considering any kind of privacy.</p>
	<p>What is your understanding toward the spiritual instruction issue in the novel? (Opinion)</p>	<p>I think the most prominent plot that refers to spiritual instruction in the novel is when Liz living in India. In my opinion when reading this novel, I can understand another side that actually spiritualism is not only based on someone's own faith or religion. Yet, all religion is similar in teaching spirituality, it differs in the level of someone's spirituality. There are many ways that can be done to get closer to God, then Liz did it such as doing some meditations, doing a pilgrims, even she also met spiritual person in her dream. So, I see this phenomenon, spiritual instruction is really human's need. It's the effort to find God. Reading this novel becomes my additional knowledge about spiritualism. Another side of the spiritual phenomenon within the real life of person is the important thing to be understood as the life lesson for myself.</p>
	<p>What do you think about the main character, Elizabeth Gilbert, who actualizes the spiritual instruction in the</p>	<p>My opinion about the main character is Liz does not see spirituality from religiosity. As stated on the novel that the spiritual class which is about Hinduism concept are participated by some</p>

	novel? (Opinion & Sense)	people from various religion. It is actually up to her. Everyone finds God using his own ways. In consequence, when I read this novel, I could more open toward another issue about spiritualism that actually to gain a spiritual teaching is not fetched from one order of religious practice only. This case personally refers to human's willingness.
	Have you ever had a friend who has a problem like Elizabeth Gilbert and what solution did you give? If "No", then if you were Gilbert's friend (e.g. Susan, Iva, or Richard), what would you advise to her for solving her life problems? (Sense)	So far I have no friends who have a spiritual crisis. If I am Gilbert's friend, I will not give her a direct solution which instructs her to this or that, but I will tend to let her find her own solution for the problems. Perhaps I can ask some questions to her regarding the problems then when she openly tells the problem to me then I will ask her back how she can solve the problem. The solution will come from her point of view not from me, transpersonal ways. In reality, when someone has a problem actually she herself who can find know and the solution.
	How do you feel about Elizabeth Gilbert's life after participating in spiritual instruction in the novel? Are there any effects from it? (Feeling)	As I see in the story Liz could have more spiritual acts, stronger to face her life, and she can finally know her own personal identity. The most important, she could manage the point of view of her problems.

Part 2: Respondent as reading actor outside of the text (a part of religious people)

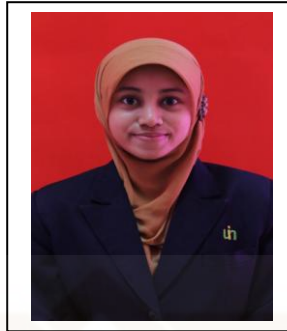
No	Question	Answer
	Have you ever participated in any kinds of spiritual	Yes I have. Commonly as Christian I participate in the ritual of public worship weekly on Sunday, but

	<p>instruction in your life?</p> <p>Especially in your religious practice? (Experience & Background)</p>	<p>since I am affiliated in the Christian youth community in Church, there is a routine gathering which is held on Saturday Night for praying, being grateful to God and confessing a sin in order to increase the spiritual level. Annual spiritual instruction is Christmas, Easter, and noble Friday. If I am myself, I often daily prayer in the morning and reading the Holy Bible as my private spiritual instruction, it's called as the morning contemplation.</p>
	<p>Regarding the 1st question above, if "Yes" how do you feel? (Feeling)</p>	<p>I feel peace and tranquility. My life is more guided in a day. I feel more grateful to what I got in my life. There is so much blessing I felt.</p>
	<p>What is your religious perspective concerning on the spiritual issue acted by the main character of the novel? Give some reasons! (Knowledge & Background)</p>	<p>According to myself as Christian who tries to be tolerant one to others viewing this issue, it is really up to Liz that is more personal decision. She has her own ways and rights to find God. But according to the faith of Christian, as long as she does not worship the mystical god, it is allowed. But if she does any kind of spiritual instructions that believe in God that is not from her faith, it is forbidden. In conclusion, everyone is unique in finding God. Liz's phenomenon I think is perhaps at the beginning when she is in the gorgeous condition she forgets God but when she is depressive she finally remembers God.</p>
	<p>Do you have any objections on what Elizabeth Gilbert's done by joining spiritual instruction class? If "Yes" what will you do as a tolerant</p>	<p>No if it is according to my opinion as a tolerant religious person because everyone is different and it's about human choice. We can't judge one religion is the truest in the practice. If someone can feel more</p>

	<p>person? How could you control disagreement? If “No” what is your argument? (Opinion)</p>	<p>convenient with one spiritual instruction in a certain religion, why not? It is a life choice.</p>
	<p>If you were Elizabeth Gilbert who faced some confusion and burdens in the story what would you suppose to do? Why? (Feeling & Opinion)</p>	<p>I can't imagine if I am as Liz. Perhaps I will be unconscious when doing something. But my solution will be the same as her, I will take a decision to take travelling also to unleash all the burdens. Yet, that solution only can be the solution of my problem for a while. The best way of course I will meet my priest to share my problem and ask the best solution to cure it. Besides, I will visit a certain psychologist to take control of myself in solving my problem.</p>

-Thank You A Lot for Your Help, May God Bless You Always-

THE WRITTER'S CURRICULUM VITAE



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She was born on 26th of August 1992 in Mempawah, West Kalimantan. She registered as the student of English Literature Department UIN Sunan Kalijaga in 2010 and finally she could finish her study on 23th January 2014. During her study in college, she has affiliated to any kind of organizations and communities in the level of college, regional, national, and international: HIMASI (Himpunan Mahasiswa Sastra Inggris), Sanggar Sarasilah, LPM (Lembaga Pers Mahasiswa) Arena, SWAKA (Swara Kampus) Kedaulatan Rakyat, GYC Yogyakarta (Garuda Youth Community), IYC (Indonesian Young Change makers), (Youth ESN) Youth Educator Sharing Network, (ISYF) Indonesian Student and Youth Forum, IESA (Indonesian English Student Association), YES (Youth Entrepreneur Society), Interfaith Youth Community, Satu Hati Management, (RPJ) Rumah Penulis Jogja, (KPK) Komunitas Penulis Kreatif, 350.org and some voluntary activities. Those affiliations are the media for improving her skill and potency outside the academic field. Besides those activities, she spends her spare time by working as an English tutor, an Outbound instructor, and doing an online business. For her, the most significant act in life is how to manage the time among study, organization, and work as well. There is no reason for being a passive student, but there are so many reasons to be an active student. To live is to dream and experience any kind of great events. Therefore, everything can be done consistently. Anything can be gotten successfully. The important thing is how the way you get it and how you control yourself from a disappointment of failure. A failure means you have the second chance to correct and make anything better. Then, live your life become more alive!

Yogyakarta, 30 January 2014