

CHAPTER II

LITERATURE REVIEW

A. INTRINSIC APPROACH

1. Character

Character is one of the important elements in the novel. Since the characters can only be found in the novel, so the reader must remember that they are not just like the real life people. It is because the author has specially created characters in the novel. Richard Gill in the book entitled *Mastering English Literature* explains, when the authors create the characters, they select some aspects of ordinary people, and then develop some of those aspects. The result of these actions is not an ordinary person but a fictional character that only exists in the novel (90). Furthermore, Gill in his book gives a description about the range of characters and which is refer to 'the fullness, or otherwise, which a character is given' (90). The first of this range refers to some characters that readers feel they know very well. The characteristics of these characters are

They seem alive, independent and, in many cases, original. When they act, think and speak, they do so in a distinctive way, and it makes sense to ask: why did he or she do, think or say that? These characters have many sides to them; they have a rich inner life; they are capable of growing and changing; and readers can follow them through a very wide variety of experiences, including in some novels, death itself. Readers feel they know these characters well because their authors have chosen to give them range, depth and richness (91).

The second of characters' range are the characters that are known from both the inside and the outside. The reader can find that the characters are viewed from the outside through their speech, their thoughts which are revealed, and their feeling which is need to be shown. These characters have more limited life and the author has given them a few characteristics such as they do not develop very much and rarely surprise the reader (92). The explanation above proves that these characters are not as rich, varied, or original as the previous characters. Then, the third ones are some characters that have only one feature. It means that these characters are never developed, do not have any inner life, never surprise the reader. It makes the reader never puzzled about them since there is nothing about them to cause puzzlement. Further, these characters can be pleasantly funny and memorable (93).

There are also some terms that can be found out about the range of characters in the novels. These terms can be distinguished into two, flat and round character. E.M. Foster in his book called *Aspects of the Novel*, distinguished between flat and round characters. 'Round characters are full, complex, and rich whereas flat characters are simple ones' (qtd. in Gill 94). Moreover, Foster also adds that another way of distinguishing between characters of a wide and a narrow range is to call one open and the other closed. In this sense, the terms of open and closed characters are differentiating based on the ability of characters to change. It means that an open character can grow and develop, whereas a closed character is fixed and unchanging (94).

2. Setting

The second of intrinsic approach that will be applied in this thesis is setting. Novel does not only consist of dialogues, or actions of the characters, but the author also sets these conditions against a background of the scenes. Then, these scenes are combined to create the atmosphere and the mood of the novel. Thus, setting is inseparable from the characters. When the reader remembers about the characters, he or she may find that the characters cannot be separated from the scenes. When the reader recalls some scenes in the novel, he or she will think about what this section is. Further, the role of setting is

It covers the places in which characters are presented; the social context of characters, such as their families, friends and class; the customs, beliefs and rules of behavior of their society, the scenes that are the background or the situation for the events of the novel; and the total atmosphere, mood or feel that is created by these (106).

Setting is one of the important things in the novel because it can make a contribution to the novel. Through setting, the reader may retain a vivid picture of the character in some places or can have the impression of the atmosphere and the mood of the novel. Moreover, setting can reveal the mood, personality and the emotions of the characters. Furthermore, setting can help to reveal the theme of the novel. So it can be the main source of interest for the novel.

B. EXTRINSIC APPROACH

1. Postcolonial Theory

In the 1990s postcolonial criticism emerged as one of the distinct theory in literary works. Lois Tyson in his book entitled *Critical Theory Today: A User Friendly Guide* gives some descriptions of postcolonial criticism. The definition of postcolonial criticism is divided into two: as a subject matter and a theoretical framework. As a subject matter, postcolonial criticism analyzes 'literature produced by cultures that developed in response to colonial domination, from the first point of colonial contact to the present', while as a theoretical framework, postcolonial criticism 'seeks to understand the operations-politically, socially, culturally, and psychologically- of colonialist and anticolonialist ideologies' (365). From the explanation above, it can be said that postcolonialism deals with the effects of colonization on cultures and societies of the colonized.

In order to understand the issue of postcolonial identity, firstly, it is important to learn about the colonialist ideology and the reactions that constitute the origin of postcolonial identity. Colonialist ideology referred to 'as colonialist discourse to mark its relationship to the language in which colonialist thinking was expressed' (366). This colonialist ideology based on the colonizers' assumption about their own superiority. The superiority of colonizers, of course, is very contrasted with the inferiority of native people of the lands that they invaded. In this term, the colonizers believed that they were more civilized than the colonized. It makes the colonizers defined the colonized people as the savage and even uncivilized. Since the colonizers think that they are more civilized than

the colonized, the colonizers often call themselves as the superior one. As the superior people, the colonizers viewed the colonized as 'other', different, and therefore inferior.

Those attitudes are often called as *Eurocentrism*, 'the use of European culture as the standard to which all other cultures are negatively contrasted' (366-367). One of the examples of Eurocentrism is *Universalism*. The term of Universalism lead to the consideration that literary works are considered universal when they resembled with British, European, and American literature. Another example of Eurocentrism, a specific form of othering, which will be applied in this study, is called *Orientalism*.

2. Orientalism

Orientalism represents the first phase of postcolonial theory. Orientalism is critique and set of beliefs, which play as an important background for postcolonial studies. In *Encyclopedia of American Studies*, it is stated that

Orientalism is a term once commonly employed by European and American scholars in reference to the study of Asia and its people. Now, particularly in the fields of postcolonial and Asian American studies, the term primarily refers to constructions of the East by the West during colonialist expansion, emphasizing their influence on and participation in the imperialist project as well as on similar later constructions (266).

Later, Leela Gandhi also stated that, 'Orientalism directs attention to the discursive and textual production of colonial meanings and to the consolidation of colonial hegemony' (64-65). It means that the concepts in the textual production can be analyzed in order to understand the colonialist ideologies.

The history of Orientalism began in 19th century. Danielle Sered in her article entitled *Orientalism* stated that;

The first 'Orientalist' were 19th century scholars who translated the writing of 'the Orient' into English, based on the assumption that a truly effective colonial conquest required knowledge of the conquered peoples...By knowing the Orient, the west came to own it. The Orient became the studied, the seen, the observed, the object; Orientalist scholars were the students, the seers, the observers, the subject. The Orient was passive; the West was active (www.english.emory.edu/Bahri/Orientalism.html).

From the quotation above it can be said that the most significant constructions of Orientalist scholars are the Orient itself. Moreover, in the 19th century, Oriental Studies became an academic study because the West had to create the East so this study can take place. By creating an image and knowledge about the Orient then subjecting it into an academic study, shows that the Occidentals were taking control of the Orient. It proves that the West not only take control in academic study, but also political and economic of the East as well.

During 19th century, the U.S. was not involved in colonizing the East, as were the English and the French. In the article entitled *Orientalism*, it is states that 'between 1790 and 1830, more than one hundred and fifty million people primarily in the East were brought under British imperial rule and during the same years, the U.S. had little direct engagement with the East' (www.wmich.edu/dialogues/texts/orientalism.htm). Nevertheless, by the middle of the nineteenth century, the knowledge of the Orient had reached the U.S. So the East was a popular topic for many writers.

According to Said, Orientalism is ultimately 'a political doctrine willed over the Orient' by Occidentals (204). It shows that Orientalism is as an indicator for the Occidentals to hold the power over the Orient. In this term the West create and reinforce prejudice against non-Western people and classified them as the Oriental (or Other). Said's Orientalism explores about the process by which the 'Orient' was constructed in European thinking and how this process continues to be in their mind. In his book, Said also stated, the 'Orient is not only adjacent to Europe; it is also the place of Europe's greatest and richest and oldest colonies, the source of its civilization and languages, its cultural contestant, and one of its deepest and most recurring images of the Other. (1-2).' Those statements show that the Orient has helped to define Europe (or the West) and for the Europeans, Orient is the 'Other', which have the contrasting image, idea, or personality from the West.

In this study, Said also focuses his attention on the relationship between the 'Occident' and the 'Orient'. The Occident is the term for the West, such as English and the United States, while the Orient is the term for the East, such as Middle East, India, China, and Southeast Asia. The relationship between the Occident and the Orient is a relationship of power, domination, and hegemony. Said also stated that according to the Occidentals, the Orientals had no history or culture independent of their colonial master. Consequently, Orientalist discourse, for Said, is 'more valuable as a sign of the power exerted by the West over the Orient than a true discourse about the Orient' (7).

Thus, Orientalism is the product of Western domination and control toward non-Western lands and peoples. This control is not only through military oppression, but also through the construction of the term the 'Other'. In general terms, the 'Other' is anyone who is separated from one's self and the existence of others is crucial in defining what is normal and in locating one's own place in the world (qtd. in Ashcroft 169). The term of the 'Other' in postcolonial theory refers to the colonized people who are marginalized by the colonizers and these colonized people are identified by their difference from the colonizer. Furthermore, the term of 'Other', whether it is African, Native American, Moslem, etc, is constructed in order to distinguish and make them apart from the colonizers. It seems relevant with Aschroft's statement that 'the colonized subject is characterized as 'Other' through discourses such as primitivism and cannibalism, as a means of establishing the binary separation of the colonizer and colonized and asserting the naturalness and primacy of the colonizing culture and world view' (169). Thus, those conditions can create and reinforce prejudice and racism against non-Western people.

C. RELATED STUDIES

There are several related studies that are relevant with this thesis. One of them was done by Mitzi-Ann Stiltner "*Don't Put Your Shoes on the Bed: A Moral Analysis of To Kill a Mockingbird*". This article tells about the moral lesson in the novel through the use of history, moral instructions, and characters development. With characters representation, this article reveals how often people suffer

misjudgement and mistreatment because of fear and prejudice. However, as the inferior people the blacks do not have any power to defeat the whites. In this way, the blacks always become the victim of whites' prejudice. Whereas, historical background plays a vital role; sets up a moral foundation for the characters in the novel. The setting of the novel is due to the great depression era, so the mindset and attitude of white people toward other races reflects the time. Therefore this article is very helpful in analyzing how the history affects the attitude and mindset of the characters so the whites' prejudice develops. Furthermore, this article is very useful in understanding the context of the story especially dealing with the prejudice of the whites toward the blacks.

Another related study is taken from the article *"Using Tom Robinson's Trial as a Starting Point, Explain What We Learn About Maycomb Society After Reading To Kill a Mockingbird."* This article gives information during the trial, the reader can learn a lot about people's view and beliefs toward the blacks. Further, the reader can learn the most about Maycomb society through the trial. Tom's trial is the most significant event in the novel, which shows the prejudice against the blacks. This article is very helpful in analyzing the prejudice against the blacks. White people are very prejudiced with Tom's case. As the result, Tom does not have a fair chance in the trial and he still pronounces guilty. So, this article is relevant enough to support this study in analyzing how often black people suffered from the whites' prejudice and the impact of the whites' prejudice.

To Kill a Mockingbird is a novel with many themes. The work discusses about racialism, love, compassion, youth, and tolerance, anger, pride and depression among others. Not many essays were written about Lee's work. The writes found two titles from the internet and only one, by Siti Eko Wijayati, from Gajah Mada University. Her thesis, 'Racial Conflict in Harper Lee's *To Kill a Mockingbird*', depicted racial conflict as seen by Jem (12), Scout Finch (7) and Charles Baker Harris, known as Dill (7). These brother and sister were Atticus Finch's children, Tom Robinson's lawyer. Jem and Scout were brought up by Calpurnia, the black nanny and housekeeper for Atticus Finch's family, after the death of the children's mother. Despite her love and devotion to the children, Cal was strict in educating them, "If anything, she's been harder on them in some ways than a mother would have been...She's never let them get away with anything, she's never indulged them the way most colored nurses do" (139).

The Finches children had never experienced racial discrimination. So far, the whites and blacks of Maycomb were living side by side "harmoniously." However, Maycomb had changed almost overnight, when Atticus Finch took Tom Robinson's case willingly. That was the time of children learned about the rage of the whites toward the Finches, one of the descendents of an old respectable former plantation owner. They encountered threats, insults and contempt, coming from their relatives and neighbors, which had never been met before. It was a trying time for the young Finches, especially during their schooldays. Their schoolmates mocked them by calling Atticus as "Nigger lover;" while their cousin, Francis, had called him "a whore-lady." All these started because Atticus Finch, the first

white lawyer in Maycomb, was willing to defend Tom Robinson, a black who was accused for raping Mayella Ewells, a white trash.

CHAPTER III

DATA PRESENTATION AND ANALYSIS