CHAPTER I

INTRODUCTION

1.1 Background of the Study

People often confuse literature as every expression and form of writing which has specific characteristic and features such as poetry, novel, old short story, or famous plays. That statement is not compatible enough to classify any writing work into literature work. According to Barnet et al (1971) In everyday language, literature has two meanings. The first refers to anything written, for example in the health world we know the health literature or pharmaceutical literature. This type only provides information that makes it easy for the readers. The second is literature as art. As a work of literary art does not merely give explanations but also has an entertainment aspect. Moreover, literary works also invite readers to have more sense of humanity so the reader will be able to understand something new about what it means to be human and experience the world.

Brooks et al (1946) confirm that people's nature is always concern on what others people do, think, and feel. That curiosity leads into some action such as reading newspapers, magazines and books, watching movies and plays, talking to other, chatting, and also gossiping in order to satisfy their interest on fact. Those actions prove that people actually have interest in literature as stated by Brooks et al (1946) above that literature can "give us a picture of life" (Brooks et al, 1946, p.7). Brooks at al find literature gives "human meaning to the bare facts" (Brooks et al, 1946, p.3). Different from other facts which are presented in scientifically or

historically books, literature is able to present facts in a different sense, in its clear and affecting form. If the reader wants to learn more on content and effect of literature, it will give further and valuable understanding. The writer chose literature to be the subject of this study because by studying literature the writer will be able to understand the meaning of life lessons encountered in everyday life.

Roberts and Jacobs (1989) classify literature into three kinds of genre or classes: (1) prose fiction, (2) poetry, and (3) drama. Novel as a literature work belongs to the prose fiction. According to Kennedy the novel is "a book-length story in prose, the author's tries to create the sense that, while we read, we experience actual life" (Kennedy, 1983, p.180). This sense of actuality which differs from other long narrative prose, it also ends up being a distinctive feature of the novel. Kennedy also confirmed that the world has been helped to reform by novels in which they were written. The effects were more effectively than editorials, such as the novels of Charles Dickens helped to provoke the Victorian readers to protest injustice in society at that era, for example the injustice of orphan asylums, boarding schools. It does not mean that novel is only a work of literature, but novel can be an influential instrument for social action. As the writer has mentioned above about some reasons and novel's superiorities which distinguish novel from other form of literature, the writer then chooses novel as her object to study.

The article of "Victorian Literature" (n.d) explains that many authors are able to write many good stories and novels, but hardly any of them have talent to write something which is expected to be satisfying, something which could be

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grouped in literature. A work, writing especially, could be included in literature if the famous authors able to make a writing which is persisting and relevant to today's topics therefore their works are still read and studied until now. Most of the great writers were born in the Victorian era. Some of them were Charles Dickens, William Thackeray, George Eliot, Thomas Hardy, Robert Browning, Alfred Tennyson, Gerard Manley Hopkins, Algernon Charles Swinburne and many more ("Victorian literature", n.d.).

Hughes (1985) claimed Charles Dickens was a best-selling novelist in nineteenth-century England. He was able to entertain all levels of society with his writing talent (using multilayered plot, huge cast of characters, and a thrilling climax) which made his readers always looked forward to his next works. He wrote numerous highly acclaimed short stories, plays, novellas, novels, fiction and non-fiction during his lifetime. Dickens used his novel as a satire tools to Victorian Era, especially about poverty. More like a campaigner on social issues, he spoke out about living conditions of England's poorhouse and slums, the cruel and negligent Yorkshire boarding schools, the sexual mores of unmarried woman, the misery of child labor, the antiquated legal institution of Doctor's Commons, also the prison form of his era. It brought much awareness to their difficulty, which was both unusual and unique view at that period. Dickens used his art not only to engage in humanity issues but more for the purpose of social reforms. (Eliot, 2001)

Merriman (n.d) mentioned most of Charles Dickens's novels were first serialized in monthly magazines as was a common practice of the time. Start from his first story *"A Dinner at Poplar Walk"* and *Sketches by Boz*, he began to wrote

his novels started from *Pickwick Papers, Oliver Twist, Nicholas Nickleby, The Old Curiosity Shop, Barnaby Rudge, American Notes, Martin Chuzzlewit, Pictures From Italy, Dombey and Son, David Copperfield, Bleak House, Hard Times, Little Dorrit, A Tale of Two Cities, Great Expectation, Our Mutual Friend,* until the unfinished *The Mystery of Edwin Drood*. He also owns his weekly journal, *Household Words and All Year Round*.

According to Hughes (1985) among Charles Dickens's novel, *David Copperfield* is believed as the "autobiographical" of Charles Dickens' life because the plot and some characters in this novel reflect his personal life in some ways. *David Copperfield* tells about the main character's life, David Copperfield, grows from a boy to a man. This kind of novel is classified as Bildungsroman novel or also known as a coming-of-age novel, a special kind of novel that focuses on the psychological and moral growth of its main character from his or her youth to adulthood. The writer found that the main character's struggling journey to find his place in the world and to master his own heart somehow becomes something valuable. The main character's ability to do his best in bad circumstances and to use memory to make sense of and integrate all the experiences, whether happy or traumatic, makes him, in the end, the hero of his own life. These good points about *David Copperfield* novel affect the writer's decision to pick it as the subject of her study.

Many conflicts are faced by the main character in this novel, Most of the conflicts are the social conflicts between the main character and major characters. Those social conflicts attract the writer to conduct a study about the social conflict

in David Copperfield since there is no researcher either in journal or essay examines social conflict in Charles Dickens's *David Copperfield.*

Social conflict is usually between the main character with one other character, for example between a superhero and a villain. Because the conflict experienced by character is between itself faced with another character, then social conflict is more often referred to as "man against man conflict" (Shaw, 1972, p.64). The writer considers the social conflict is important to analyze as it holds as it holds deeper understanding about the main character's personality through the conflict with other person in the story. Thus, the writer wants to know more the effect of social conflict faced by the main character toward his personality in Charles Dickens's *David Copperfield*.

1.2   Statement of the Problem

Related to the title of the study, the primary research question is:

"What is the influence of David Copperfield's social conflict toward his personality in Charles Dickens' *David Copperfield*?"

The primary research question can be achieved through these following questions:

1. What social conflict is experienced by David Copperfield?

2. How is the personality of David Copperfield after experiencing social conflict?

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1.3   the Objective of the Study

Related to the research questions above, this study aims at finding out "The effect of the main character's social conflict toward his personality in Charles Dickens's David Copperfield". This can be achieved through finding out: (1) the personality of David Copperfield before experiencing social conflict, (2) the social conflict which was experiencing by David Copperfield and (3) the personality of David Copperfield after experiencing social conflict.

1.4   Significance of the Study

The writer hopes that this study will be useful especially for English Department's students of Widya Mandala Catholic University. As this study investigated the social 'man against man' conflict, hope those who work on Literature thesis or wants to learn more about Literature expected to gain some helpful materials related to their study so they are able to deepen their knowledge more about Literature.

This study also expected to encourage and enrich people's thought about social conflict, especially for those who study or read Charles Dicken's David Copperfield.

1.5   Scope and Limitation of the Study

To avoid the study of going too broad, the writer limits this study on the analysis of the social conflict faced by the main character. There are two variants of social conflict: 'man against man' conflict and 'man against society' conflict. The writer limits her study only on 'man against man' conflict because she only

wants to examine the influence of social conflict towards the main character's personality. In addition, the writer will not discuss real social conflicts in Victorian era; the writer only see social conflict faced by the main character as depicted in the novel.

In this way, the writer uses objective approach theory to get closer to the analysis of social conflict. The writer limits her study on using objective approach theory because she only wants to examine *David Copperfield* as an art work, apart from the influence of the other factors. It means she analyzes the novel through its intrinsic elements: setting, character, plot, and theme before make further interpretation about novel's content.

1.6 Theoretical Framework

Related to the topic of the study, there are some underlying theories to discuss. They are as follow: (1) theory of literature, (2) theory of novel, (3) the elements of fiction: point of view, characters; plot, form, and time; setting, style, and tone, (4) types of conflict: physical conflict, social conflict, and psychological conflict (5) theory of objective approach.

1.7 Definition of Key Terms

1. Character

Character is the persons who appear in fiction. McKenzie (1978:25) stated that character is "an imaginary creation that possesses only those qualities, capacities, thoughts, and responses that a creator has granted". She divided

characters into four main categories: static and dynamic characters based on the changing in course of the story; flat and round characters based on the traits.

2. Social Conflict

According to Shaw (1972) social conflict related to a struggle between man and man. There is another variant form of social conflict; it is a protagonist's struggle against society or a man's struggle against fate and destiny. Usually the dominant struggle is between man and a man or man and society.

3. David Copperfield

David Copperfield is written by Charles Dickens in 1850. The writer uses Charles Dickens's *David Copperfield* book which was firstly published in 1992 by Wordsworth Edition Limited. This novel belongs to Wordsworth Classiscs Edition which complete and unabridged. In the early page of the book there are introduction and notes by Adrienne E. Gavin (added in 1999) with illustrations by H. K. Browne who known as Phiz (added in 2000).

1.8 Organization of the Study

This research consists of five chapters. Chapter I deal with the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation of the study, the theoretical framework, the definition of key terms, and the organization of the study. Chapter II presents the review of the theories used in analyzing of the literary work as well as the review related literature. Chapter III views the research method of the study. Chapter IV exposes the findings and the analysis of the study. Chapter V informs the conclusion of the study and the suggestion.