

CHAPTER I

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1.1 Background of the Study

Students at the English Department of Widya Mandala Catholic University Surabaya has to take 160 credits to finish their study to get an S-1 degree. There are 8 credits for literature subject, which are divided into: Literature I in the fourth semester, Literature II in the fifth semester, Literature III in the sixth semester and Literary Appreciation that is given in the seventh semester.

Literature helps students grow, both personally and intellectually; it provides an objective view based on their knowledge and understanding; it helps them connect themselves to a broader cultural, philosophical and religious world of which they are a part; it enables them to recognize human dreams and struggles in different places and times that they never know (Little, 1966:2).

Whether transmitted through spoken or written word, literature is an art of word that can help one become more sensitive to language and other people to face the condition of all living things-human and animal. While reading a literary work, students can also learn about another culture and human life and improve their vocabulary and grammar.

Literature motivates students by touching on themes they care about, such as love, fear, changes and dreams. Good literature is about the human experience; it is meaningful to the students from different cultural backgrounds.

The great eighteenth-century English critic, Dr Samuel Johnson, once says that literature is like a light; by literature students have imaginative writing-stories, novels, poems, plays- which portray or reflect or deal with human existence. Literature is serious. Serious here means that a story or poem tries to get something important, perhaps lasting about their perception of the world or their situation as human beings. Through a story or an imaginative situation or striking use of language, the writer wants to portray or suggest something significant- this could be how they feel when their farther dies. The story dealing with such topics can be sad, happy, or tragic but if it leaves them with a greater insight into the human situation, they call it serious.

According to Roberts and Jacobs (1987:1), "Literature" refers to written (and also spoken) composition designs to tell stories, dramatize situation, and reveals thoughts and emotions and also more importantly, to interest, to entertain, to stimulate, to broaden their knowledge, and to ennoble readers. There are many ways in which these ends are gained. Some writers wishing to move students deeply, may describe a great person undergoing misfortune, or more happily, may show students becoming successful in forming human relationship. Others, wishing to tell about new method in telling of thought and feeling, may speak about wide ranges of experiences and emotion.

Kettles (1950:12) states "Literature" is a part of life and can be judged only in its relevance to life. Life is not static but moving and changing. In this way students have to see both literature and themselves as something which could be real, not as abstract entities.

The writer is challenged to analyze literature because it is a part of life, concentrated and interpreted in real life. Through literature, people can learn the culture, costumes, and history of the country where an author lives or where the story takes place. For example: Great Expectations is a novel of the Victorian age. There are changes in this era. One of the changes is Industrial Revolution. Industrial Revolution means radical changes that causes new invention in industrial technology. This revolution has negative aspects. One of the serious problems is the gap between the rich and the poor. The writer realizes that she would get much new knowledge from literature. That is why she chooses literature for her research.

In this study, the writer chooses a novel to be analyzed. The novel is the longest of fiction in which she may find the most extraordinarily wide range or writing.

The novel is long and inclusive and cannot leave the readers with a single intense impression when they finish reading it. Requiring a longer span of attention, it is a more difficult work to perceive in its entirety especially if they have to read it in many sitting hours or days part (Kennedy 1983:188)

According to Foster as quoted by Ball and Thomley (1963:40), novel tells a story that arouses students curiosity by asking question like: to whom did it happened? Why did it happen to him? What happened then? The novel must appeal to their intelligence and imagination, as well as to their curiosity.

Novel involves people who do things in a total context ruled over by some sort of connective logic: chronology, cause and effect. There is, moreover, in most

novels a connection between these three elements such that they form some sort of unity (Hawthorn 1985:2).

In novel there are many characters and problems that reflects the real condition of people in society. The story of a novel has long plot. Along together with the length of the plot, the readers' feeling will be touched by the expressions that lead them to understand the story itself.

In this study, the writer takes Charles Dickens' novel as her study. She is interested in Dickens' novel since he is one of the world's most widely read novelist. Charles Dickens' books continue to be made into movies, musicals, and television plays. Although Charles Dickens becomes one of the most famous and successful authors of all time, he never forgets the insecurity and humiliation of his adolescence (Goth 1981:581). Hardy as quoted by Willson (1966:433) adds that Charles is not only a great novelist but a history book. His fictions are packed with social information and social passion. He uses the novel as a social force directed against unjust laws, the school system, and other institution that seems to need reform. He defends the poor and the lowly against injustices which he contributes to the rich and the proud.

According to Bledsoe (1873:7), Charles is a sentimental, complicated man with strong moral feeling which he frequently fails to live up himself. His formal schooling is very limited, as his knowledge on literature, the art, and a consideration segment of English society- the upper classes.

The writer chooses Charles Dickens' Great Expectations, one of glorious novels. The novel shows the progress of Pip's manner. From a good mannered boy to a pampered rich boy and finally back to a wise and mature adult.

1.2 Statement of the Problem

In studying Great Expectations by Charles Dickens, the writer would like to pay attention to the problems that will lead her to the main analysis on the main character. The problems are as follows:

1. What is the development of Pip's personality?
2. How do other characters influence the main character?
3. What kinds of human values are found in the story?

1.3 Objective of the Study

This study is expected to give the students a clear picture on how to analyze a novel in terms of characterization. This study are:

1. The development of Pip's personality.
2. How the other characters influence the main character.
3. Kinds of human values in the story.

1.4 Significance of the Study

This study is expected to give some contribution to the students at the English Department of Widya Mandala Catholic University Surabaya in analyzing a literary work in terms of character.

1.5 Definition of Key Terms

Before going to the deep discussion about this thesis, it is necessary to define some key terms that are used in this thesis.

1. Fiction is a name for stories not entirely factual, but at least partially shaped, made up, imagined (Kennedy 1983:3).
2. A novel is a book-length story in prose, whose author tries to create the sense that while students read, they experience actual life (Kennedy 1991:213).
3. Character is an author's representation of human being, especially those inner quality that determines how an individual reacts to various conditions or attempts to shape his or her environment (Little 1966:66).
4. Characterization is the aesthetic or structural aspects of character-the art, the craft, method of presentation or creation of fictional personage (Bain, Beaty, Hunter 1977:102).
5. Theme of story is whatever general idea or insight the entire story reveals (Perrine 1959:61).

6. Plot is the sequence of incidents or events of which a story is composed (Perrine 1959:61).
7. Point of view is the position which details in literary works are perceived, considered and described (Robert's 1977:65).
8. Psychological Values is how the main character sees himself, how the main character thinks about himself (Knickerbocker 1960:410).
9. Social Values is the relationship of individual and society (Knickerbocker 1960:4:23).

1.6 Scope and Limitation

Learning fiction, especially novel, the writer realizes that she cannot avoid the elements of novel. In this research, she limits one element; it is the character

There are many characters in Great Expectations, but she decides to limit the scope of her study in the main character. The main analysis on the main character includes the development of the main character; the other characters' influence on the main character, and human values.

1.7 Organization of the Thesis

The writer divides this study into five chapters. Introduction of the study includes the background of the study, statement of the problem, objective of the study, significance of the study, definition of key terms, scope and limitation and organization of thesis are stated in chapter one. Then, chapter two deals with the

review of the related literature. The writer presents the research methodology in chapter three. The analysis will be discussed in chapter four. In the last chapter, chapter five, the writer makes conclusion about what she has already analyzed.