

CHAPTER I

INTRODUCTION

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This chapter presents the background of the study, statements of problems, objective of the study, scope and limitation, significance of the study, definition of key terms, and organization of the thesis.

1.1 Background of the Study

The students of the English Department begin to learn literature in the fourth semester in Introduction to Literature class. In this class, they are introduced to some literary works such as poems and short stories and are guided to analyze them. In the next semester, they are introduced to some plays and novels in drama and prose classes. Basing on her experience in joining these classes, the writer chooses literary study as the subject matter of her thesis for three reasons.

First, she finds that literature is an interesting subject to be studied. It has lasting value because of its beauty and imagination. Frye (1985:236) states, "Literature is works of the imagination, chiefly poetry, prose fiction, and drama which express the cultural identity of people in a certain time and involves aesthetic quality." When reading literary texts, the writer feels as if she were in a world created by the texts through her imagination. Kennedy (1991:XXXIX) states, "Literature involves the students' imagination and feelings so that they feel as though they become the part of the literary texts that they read."

Second, the writer enjoys reading literary texts whether they are plays, short stories, novel, or poems. In short, she can find the pleasure for they entertain her. According to Barnet (1963:1), "Literature has in it an element of entertaining or to afford pleasure." To get the pleasure, it is not enough by using imagination only but also competence. With a good competence, the readers will comprehend the texts easily. Moreover, if it is added with a good imagination, the readers will surely enjoy reading them. Charters (1983:3) states, "If you bring an alert intelligence and a lively imagination to the reading, they are a pleasure to read."

Third, the writer can broaden her knowledge and improve her personality. Robert (1977:2) states, "Literature helps us grow both personally and intellectually, it provides an objective base for our knowledge and understanding." By reading literary texts, the writer finds some values which are good to be done practically in her daily life. It is often about morality, the values of good and bad. So, besides the pleasure, there is always a good lesson that can be obtained from the texts. Kennedy (1991) believes that literature serves pleasure and illumination.

In this study, the writer chooses a novel to analyze. The reason of choosing a novel is because it tells her story, long story, and entertains her at the same time. Little (1966:97) says, "The novel is the longest form of fiction, in which we may find the most extraordinary wide range of writing." Besides, the writer can get good lessons as she finds the message embedded. According to DiYanni (2000:1), "Stories provide us with more than the immediate interest of

narrative—of something happening—and more than the pleasures of imagination: they enlarge our understanding of ourselves and deepen our appreciation of life.” By reading a novel, the writer could get information that helps her to understand herself and others more deeply. In reading a novel, she is offered the pleasant exercise of letting her imagination enter into a fictional situation. Charters (1983:3) states, “Being acquisitive as well as inquisitive creatures, we can emerge from our encounter with literature with more than just entertainment. We gather information that help us understand ourselves and others.”

✓ The writer chooses William Golding because of his views. Golding’s views reflect his understanding of the world in which he was living and develop out of his experience and cultural background. Golding’s experiences in World War II motivates him to write ‘Lord of the Flies’. As quoted by Lass (1966:355), Golding says, “I began to see what people were capable of doing. Where did the Second World War come from ? Was it made by something inhuman and alien—or was it made by chaps with eyes and legs and hearts?”. Through these rhetorical questions, the author invites people to think why the civilized people behave as if they were uncivilized. Earnshaw classifies Lord of the Flies into the novel that voices ‘The Dark Gods’. In this novel, “human nature is stripped of its gloss of civilization to show the heart of darkness beneath (2000:59).”

The writer chooses William Golding’s Lord of the Flies because of its simple story and its content of the darkness of human heart as stated in the last chapter of the novel. Lord of the Flies is a parable. Symbolism plays an important part to the development of the story (see appendix 4). The author tries to express

his understanding about human being by representing other objects and figures. Blamires (1991:423) states, "The symbolism, the atmosphere of intense, claustrophobic eeriness and the unreality of children's isolation in a decaying urban area together give this concise tale the qualities of fantasy and fable." The theme of *Lord of the Flies*, according to Golding as quoted by Lass is "an attempt to trace the defects of society back to the defects of human nature. The moral is that the shape of a society must depend on the ethical nature and not on any political system however apparently logical or respectable (1966:354)." The author lets the readers reflect their defects by presenting the defects of the boys in the story.

The novel's story is about the life of some schoolboys in an island somewhere in the Pacific ocean. In an 'unknown' war, some British schoolboys are evacuated. On the way of the evacuation, their airplane crashes into the sea, and they are scattered about on an island. They find out that the pilot has died and the island does not show any smoke of villages; it is uninhabited. Without adult guidance and supervision, they must fend for themselves. With their immaturity, they try to survive against the conflicts.

As a parable, the novel does not leave only a story but also a spiritual point for the readers to be learnt. Through the novel, the author expressed his view about human beings in the world he was living by representing the boys in his imaginary world. The novel lets people think why the fear is stronger than the reason, why the boys lose their innocent; after all, why the civilized boys become uncivilized. The author proves that the beast never exists on the island. In this

case, the boys are only driven by their own imagination to be fearful of the beast and finally of others. Because of the fear of something unknown, they begin to use all efforts to make them feel safer. They become to have the heart to kill their own fellows and the most important thing is totally forgotten.

Through the story, the novel's author wants to point out that human beings are not born innocently; instead, they have the capacity to do evil. To understand this view, the characters and setting in the novel should not be understood as a real character and situation. Instead, they are only symbols to express the author's view. In this case, the author does not attempt to create a particular situation; the setting is mechanically created to make the story up.

After understanding the content of the novel, the writer sees that the characters are deteriorating instead of growing. In this study, she is eager to find out the negative character changes undergone by the refugees on a certain island in the novel. Moreover, she also wants to find out some reasons that motivate them to undergo the changes. To see the boys changes and their reasons to experience changes, she uses causal relationship throughout the analysis. In this case, the characters and setting are not considered symbolic but real.

The writer believes that everybody must experience changes along the life span. People face challenges through which they experience process. The process changes the characters; good people may become bad and bad people may become good. In the novel the characters develop their positive qualities into the negative ones. Through the analysis, the writer wants to see not only the changes but also some aspects that motivate them to undergo the changes.

1.2 Statements of the Problems

In lines with the background of the study, the problems which arise and will be discussed in this study are :

1. What are the negative character changes undergone by the refugees on a certain island in Golding's Lord of the Flies ?
2. What are the aspects that motivate the boys to undergo the negative character changes ?

1.3 Objective of the Study

This study is intended to find out the negative character changes undergone by the boys stranded on an island in Golding's Lord of the Flies and the reasons that motivate them to change their characters into negative.

1.4 Scope and Limitation

To find out the answer of the problems, the writer limits the discussion on the negative character changes in Golding's LotF through the analysis of character, setting, and plot. In this case, she does not look for the changes only but also the aspects that motivate them to experience the changes. In this study, the writer analyzes how the boys behave during the time spent on the island, how their characters deteriorate, and how the background affects them to undergo negative character changes.

1.5 Significance of the Study

This study is contributed to all students of English Department of Widya Mandala Catholic University. The writer hopes that the students can develop positive characters. Moreover, the writer also hopes that the results of the study and the way the study is conducted will interest the students in appreciating literary works.

1.6 Definition of Key Terms

There are some terms that need to be clarified in order to make a clear discussion in the analysis and to avoid misunderstanding. They are :

a. literature

Literature is defined as “works of the imagination, chiefly poetry, prose fiction, and drama which express the cultural identity of people in a certain time and involve aesthetic quality.” (Frye, 1985:263)

b. novel

Novel is “a book length story in prose, whose author tries to create the sense of actual life experience while the readers read it.” (Kennedy, 1983:180)

c. character

1. Character is “a person in a work of fiction.” (Frye, 1985:94)

2. Character can be “the moral qualities, personality traits, or other distinctive attribute of a real or fictional person.” (Frye, 1985:84)

d. setting

Setting is “the place and time in which a story’s action takes place, also, in a broader sense, the culture and the ways of life of the characters, and the shared beliefs and assumptions that guide their lives.” (Charters, 1983:1235)

e. plot

Plot is defined as “the series of events in a narrative that form the action of the story, in which a character or characters face an internal or external conflict that propels the story to a climax and an ultimate resolution.” (Charters, 1983:1224)

e. change

Change is “a making or becoming distinctly different and implies either a radical transmutation of character or replacement with something else.”

(Neufeldt, 1996:234)

f. parable

Parable is “a story about common life through which a religious or spiritual point is made.” (DiYanni, 2001:1)

1.7 Organization of the Thesis

This study consists of five chapters. Chapter I deals with the introduction including the background of the study, the statements of the problems, the objective of the study, the significance of the study, the limitation of the study, the definition of keyterms and organization of the thesis. Chapter II is concerning with the review of related literature. It includes the theory of literature and related previous study. Chapter III is dealing with the research methodology including the nature of the study, research design, research data, research instrument, data collection procedure, and data analysis procedure. Chapter IV contains the analysis and finding. The conclusion and suggestions are drawn in chapter V.