

CHAPTER I

INTRODUCTION

This chapter of this present research covers seven subchapters namely background of the study, problem identification, the purpose of the study, limitation of the study, statement of research problem, the significant of the study, and the definition of key terms. The first subchapter which is research background covers the background of the study, the second is problem of identification which covers the problem identified from the research background, next is limitation of the study which covers the limit of the research investigation, the forth is the purpose of the study which cover the purpose of this present research, the fifth is the statement of study which covers two major research problems, the sixth is the significant of the study which covers to major significant namely, theoretical and practical significant, the last subchapter is the definition of key term which covers 3 definition of related key terms. These subchapters are presented in this following section below.

1.1. Background of the Study

Literary criticism grasps some prominent significance in language teaching both for the teacher as well as for the students. Considering the essential function of literary criticism, literary criticism can be utilized as a teaching material in the English Language Teaching. By using literary criticism as a teaching material in English language teaching, automatically the teacher provides the learner with lots of exposures about literature which

is known that literature itself is really beneficial for the English language teaching. Learning language through literature could help the students to master the target language because of its characteristic which is a literature contain an artistic value and fun story to engage the students in learning language rather than the common media such as essay, article and printed book which is insipid and lack of motivation (Febrika 2013, Soomro, Umrani, & Jabbar, 2019). This is also in line with Curlette (2018) as a Course Developer and English Teacher stated that literary criticism is able to foster the learner in developing their reading comprehension where literary criticism as a bridge for the learners to pass their literal language thinking stages to the metaphorical stage. It means that literary criticism provide the learner with a brand new way of thinking and stimulate their higher order of thinking (Khatib, Alizadeh 2012 & Keshavarzi, 2012). Moreover, the focus on literary criticism is beyond at developing the students' language acquisition and critical thinking but also able to enhance the students' moral and social value. The importance of enhancing the students' moral and social value was already proclaimed in UUD 1945 and UNESCO so the Indonesian government inserted those values into the implementation of the Curriculum 2013. Despite the fact that the students already exposed with the moral and social value, the moral degradation is still be a concern in Indonesia (Hermayawati, 2014). So by using literary criticism criticized with the Marxism approach, it is believed it can help the students in enhancing their social and moral value (Shawal, 2015).

The concept of Marxism is firstly introduced by Karl Mark (1881-1883), constituted as a general view about the world and society. This concept highlights the human social movement in the certain society as the result of the socio-economic power grasp its society. Marxism literary approach is viewed as a sociology of literature which does not merely focus on the social problem such as working class or how the process of the novel is published but Marxist more about to explain the literary work or the novel in more detail and fully way including the style, form and the meaning of the novel (Jameson & Foster, 2003). As a literary approach, Marxism tried to reveal the social class issues which grasp the literary work itself as what Terry Eagleton in his book *Marxism and Literary Criticism* (1976) stated that literary work cannot recognize itself, that is why Marx introduced a Marxist literary approach to reveal the social phenomenon as the result of the economic authorization through the investigation and interpretation towards the human social movement.

The employment of Marxism approach in literary works are enable the students to see the reflection of society in the literary works which is highlighting the issues of inequality by analyzing the problem and the power structure of the literary works itself (Tyson, 2015). According to Shawal (2015), Marxist literary criticism provides several values which are essential for the learners to improve and develop their respect towards their parents, elderly people, labor class, authority, and poverty in order to reach the goal of Marxist theory in Education which is to create equalization of educational opportunity. In addition, Marxist literary criticism is able to foster the

students' fully developed socialized, harmonious society as well as a cooperative society, be more open minded and create a valuable society (Showkat & Ahmad, 2015, Kellner, 2000).

The implementation of moral and social values in the education has been declared in Indonesian National Law and world organization such as UNESCO in order to fully develop the students' morality and social values. The aim of the national education is already decanted on the UUD 1945 of Republic Indonesia Number 20, Article 3 at 2003, which is mentioned that Indonesian National education does not merely aim at developing the students' cognitive ability, but it also functions in shaving as well as developing the students' morality, character, attitude and social values and producing democratic human sources in facing the environment that might be contains lots of inequality issues. This aim of education is also supported by the world organization which is specialized agency that stands for education, scientific and Cultural, UNESCO. The United Nations Educational, Scientific and Cultural (UNESCO) obligates the world educational system to insert moral and social values in the learning process itself to improve the world education quality as what as it is already declared in four pillars of education which one of the four pillars is learning to live together. Considering these aims of national and international education, the Indonesian Government has been launched the current curriculum which is Curriculum 2013 as a realization towards the aims of education in UUD 1945 and UNESCO that obligates the education to link the learning content with culture and moral values as an important aspect in

educational system in preventing the future generation with moral degradation caused some negatives action in society (Hermayawati, 2014).

Moreover, although that the Indonesian government already proclaimed and inserted the moral and social values included the value of equality through the implementation of curriculum 2013 in Indonesian educational system, the issues on the moral deterioration and social problems are still a concern in Indonesia including plagiarism, corruption, drug abuse and gratification (Hermayawati, 2014). There are several reasons that might cause moral deterioration; one of them is caused by the imbalance of the learning material. According to Setiawan (2017) in his research towards the problem in Indonesian educational system showed that the narrative text in English textbook were dominated by the kindness value rather than fairness value. The fairness or the equality values are least explicitly put in the stories. It means that the text books are not maximum in providing the students with equality value which cause moral degradation. Seeing this fact, it requires a learning media which is able to enhance the student's social and moral value in order to create a valuable society.

By considering this issues, Trier (2010) who stated that literature is media that really effective in representing the social value because literature indirectly promoting moral and social value by supplying the practical human behavior and moral model. So literature has an important role in building and shaping a society because learning literature is an eye opening experiences to educate the people about the worldwide society in order to be more valuable and open minded society (Showkat Ahmad, 2015). Novel as

one of literary works can be utilized as a media in delivering moral and social value in terms of the value of fairness within the society by using Marxism literary approach. Novel is one of the literary works that depict a story or some conflicts about human life, social life, culture, economic and politic in a long writing form and represents the thought or the idea of the author. One of the novels which highlight the inequality issues as the result of the socioeconomic gap is *The Hunger Games* (2008) novel written by Suzanne Collins.

Being the bestselling novel and most read novel in America, it makes this novel was adapted to a movie in 2012. The Hunger Games novel is a science-fiction novel that represents the existence of imbalance society in which the main social issue reflected is as the result of the different means of production's authorization between the Capitol as the upper class and the people in the districts as the labor class. The Capitol who had a huge power and authority in controlling the entire Panem led the Capitol to treat the people in the districts in dehumanize way. Every year, the Capitol chose two tributes in each district to have a bloody battle in the deathly war arena and televised called *The Hunger Games*. This annual game was a warning and reminder from the Capitol to the citizens in the districts towards the rebellious action employed by the districts 74 years ago which resulting an abolishment towards district 13. So the districts couldn't do anything to demand their right towards the Capitol, because if they did some kinds of rebellion, the districts would be ruined and disappeared by the Capitol as what they did to the District 13. Collins in her novel, *The Hunger Games*

really emphasize on the class struggle that was portrayed between the main actor Katniss Everdeen and the Capitol in the novel caused by the class difference between oppressor (bourgeoisie) and oppressed or labor class (proletariat) in order to escape from any form of oppression employed by the domineering class.

Many researchers already conducted some related study using Marxism approach on various novels including *The Hunger Games Trilogy* by Suzanne Collins used in revealing out the social issues represented through the story. Ismail Tahir (2017) conducted the study which emphasized on the power that depicted in the Hunger Games novel. Still in the same year, Azhary Kurnia also investigated the power that was reflected in the story and its implication. In the other hand, Þórgunnur Anna Ingimundardóttir (2014) had successfully conducted a research by examining the social criticism which focused on the relationship between Capitol and the District. Meanwhile, Jenifer Cristy Rimun (2013), puts her attention to the social class and exploitations represented in the story. Furthermore in structural literary analysis, Mc.Gunigal (2012) had been conducted a research on The Hunger Games, focused on the theme analysis. However, the previous studies above merely focused on the issues that occurred in the two contrast class, the Capitol as the upper class and the districts as the lower class without considering the potential social issue which emerges intra class. Therefore, in order to contribute a new color in the Hunger Games research, the present study examined the class difference issues and the class struggle issue presented through Katniss Everdeen and Peeta Melark as the main

characters in the *The Hunger Games* (2008) novel both inter-class and intra class. By analyzing the novel using Marxism approach, people are aware about inequality issues in the society which is depicted through the novel which is believed that it is able to create a knowledgeable and valuable society by appreciating the other. Besides, this product of this study also has a fully significant in education because the teacher can use the novel and the analysis as well as a authentic teaching material in English Language Teaching to enhance their critical thinking and English language acquisition. In addition, this study also provides the students with social value which is able to help the students to be more respectful towards the diversity in society because this novel is fully stuffed with inequality among society.

1.2. Problem Identification

Related to the background that explained in this present study, the researcher identifies some problems that related to the English Language Teaching and the students social value. In English language teaching, the students tend to have low motivation in learning English as a target language it is because the learning media that used by the teacher is only oriented to the text book that less fun and interesting. The use of text book in the class made the students merely focus on the structure of the target language rather than the function of its language. Therefore, the authentic material in the literature is required to provide the students with lots of exposures about its language to interact with the function, and the culture of the target language as well as enrich and improve English mastery.

Besides, researcher also identifies the social value problem from the background. According to Hermayawati (2014), the moral deterioration is still become a consideration in Indonesia even that the newest curriculum already inserted equality value. The lack of equality value is caused by the narrative texts in the regular text book only provide the students with kindness value rather than fairness value (Setiawan, 2017). Fairness or equality value should be taught to educate the students to be more mature and respectful towards the social life. To be matured and respectful human, here the importance of the novel can be used to educate the students and support the students to understand and know about the concept of equality between the high class society and the low class society in order to make a valuable and meaningful society. As known that human cannot live alone, human need to find the social interaction in the society to be able to balance their life. That is why the role of literature is really important to help and support the students understand about the equality between the higher and the lower class as what Suzanne Collins did in her novel, *The Hunger Games*. The research will be focused on the class struggle represented through the main characters, Katniss Everdeen and Peeta Melark. A novel that already researched has a purpose to educate the students about social life and how to respect people with different class status.

1.3. Limitation of the Study

The scope of this study was limited by the analysis of the employment of class struggle in which this present research examined the employment of class struggle represented through the main character only,

Katniss Everdeen and Peeta Melark. Besides, this present study revealed the employment of oppression that received by District 12 only.

1.4. Statement of Research Problem

1.4.1. How the class difference issues presented in the *The Hunger Games* Novel (2008)?

1.4.2. How class struggles represented through Katniss Everdeen and Peeta Melark as the main characters in the *Hunger Games* Novel(2008)?

1.5. Purpose of the Study

Related to the research problems above, the purposes of this study were majorly divided into two objectives as seen below.

1.5.1. To investigate the class difference issues represented in *Collins' The Hunger Games* Novel (2008).

1.5.2. To investigate how the class struggle is represented through Katniss Everdeen and Peeta Melark as the main characters in *The Huger Games* Novel (2008).

1.6. Significance of the Study

The significance of this study is majorly divided into two parts. The first part is theoretical significance and the second one is practical significance. These two major significances are presented in a further way in the following section below.

1.6.1. Theoretical Significance

In theoretical, the significances of this research are divided into several significances namely Literature learning, language learning and society. These significances are presented in the following section below.

a. Literature Learning

The significance of this study in the literature learning is that novel as the object of this study is able to improve the students' comprehension in reading and knowledge about the literature itself. According to Khatib & Alizadeh (2012) a literary works contain an artistic and critical thinking value which act as an imaginative works are able to enhance the students critical thinking skill because literary works are rich in reasoning and inference. So by reading the literary works as a media in literature learning it can help the teacher to provide the students in developing their comprehension and critical thinking. Besides, this study is able to give more information especially for the aspect that related to the plot development of the novel and give some information of the development of the literature specifically novel by using Marxism approach.

b. Language Learning

It is known that novel is not merely proposed for entertainment, it gives a huge essential in the education field. In the academic field, the teachers are able to use literary works in a teaching process. Novel can be used as a tool to teach grammar, vocabularies, tenses, pronunciation to the students and to teach the four language skills (reading, speaking, listening and writing) in more creative and exciting way through the fun story, so it

can engage the students' participations in the teaching process. Besides that, according to Keshavarzi (2012), by using literature in a language teaching, it encourages the students to speak like native and be more critical thinker. It because the grammar is acquired implicitly in the literature itself and in the literature, it uses a real life communication so automatically the students will inhabit the communication used in the literary text and learn about the culture on its language itself (Mart, 2016). The critical thinking is acquired from the linguistics feature such as metaphor, hyperbole, simile, ambiguity, and etc so the students are able to understand the linguistics features in the easier way.

c. Society

Literature as a reflection of the human life who depict the human life such as the attitude, moral, the way people think, do and say in the society Duhan (2015). By reading this study, the society will have some vision or insight about how a literary work really represents a culture, social economy life and improve their understanding about how someone's power can control the society so that the society can appreciate the low class society and not exploit them. Learning literature in society is a eye- opening experiences which educate the society to become educated member of society because by studying literature it can foster the society in enhancing their knowledge about the worldwide society, be more open minded and valuable society (Showkat Ahmad, 2015). Beside, by reading the result of the class struggle employed by Peeta and Katniss Everdeen, the society is able to be more aware towards the existence of social issues in the society in

order to prevent themselves to be treated in a dehumanize way because lots of people are still suffering their false consciousness.

1.6.2. Practical Significance

The practical significances in this present research are divided into three significances namely practical significance for the EFL student, for the teacher and for the society. The further explanations of the practical significances are presented in the following section bellow.

1. For the EFL students

This study is dedicated to EFL students in order to broaden their horizon's appreciation towards a literary works. EFL students need to be oriented in reading fiction as a process in learning English (Vandrick, 1997). By using a novel for EFL students, it emerge enjoyable reading and offers a huge benefits (Tsai, 2012). Besides, the result of this research can give more references in literature research and give the EFL students a hint to conduct a study that in connection with literary works and Marxism approach. This study also give the readers or the EFL students some insights about Marxism approach applied in literary work such as in the Hunger Games novel as the subject of this study.

2. For the Lecturers

The significance of this study for the lecturers is to improve their knowledge about literary work if it seen from the Marxism perspective and the result of the study give the lecturers some materials to develop their

teaching material related to the prose fiction. It is known that novel can become a fun material in the English Language Teaching like what Febrika (2013) did in her research was that learning language through literature could help the students to master the target language because of its characteristic which is a literature contain a artistic value and fun story to engage the students in learning language rather than the common media such as essay, article and printed book

3. For the researcher and the other researcher

The result of the study gives the researcher knowledge about how prose fiction is able to reflect the society in it. And for the other researcher it can help give them some insight to conduct some research that related with this present study.

1.7 Definition of Key Terms

1.7.1 Marxist Theory

The Theory of Marxist was created by Karl Mark. Karl Marx is a Philosopher and Economist from German introduced the Marxism Theory along with George Wilhelm Friedrisch Hegel, and created a major definition about the body of this theory that the people who take control of the means in the society is the controller towards the society (Helemejko, 2012).

1.7.2 Class Struggle

Class struggle is defined as a revolutionary act proposed by the labor class as the result of the Capitalism aims at breaking the domination of the ruling class.

1.7.3 Susanne Collins' *The Hunger Games* Novel

The Hunger Game novel (2008) is a dystopian science-fiction novel written by Suzanne Collins in 2008. This novel is a best seller novel in New York Times and adapted to the movie in 2012.

