

CHAPTER I

INTRODUCTION

This chapter contains seven subchapters namely background of the study, problem identification, limitation of the study, statement of the problem, purpose of the study, definition of key terms, and significances of study. The first subchapter covers the current research background. The second subchapter presents the problem which is identified in the research background. The limitation of the current study is presented in the third subchapter. The fourth subchapter covers two main problems of the research. The aims or purposes of the study are contained in the fifth chapter. The sixth subchapter presents the definition of related key terms in this study. The last subchapter covers the significances of the research in two main terms, namely theoretical significance and practical significance

1.1 Background of the Study

Since the United Nations Educational, Scientific, and Cultural Organization (UNESCO) proposed “*learning to live together*”, everyone has to learn how to live with every party in harmony. It sounds important because social inequality still happens in every part of this world. Social inequality is an issue which cannot be separated from social life. It can be caused by different opportunities, positions, or statuses in a society (Crossman, 2019). This is caused by different social backgrounds that affect their view in society. Those who have more opportunities and higher statuses will view the society from the top, while those who have fewer opportunities and lower positions will view the society from the bottom.

Social inequality is a multidimensional concept of different individual or group position in society. Some of the dimensions are income (Milanovic, 1998) and wealth (Cagetti & De Nardi, 2008). Income and wealth are two dimensions that can cause social inequality and become the most common concept of inequality. When there is a great gap of wealth and income between a group of people in a society, it can cause an unstable society where this condition can bring a country into lower level of human development because of different opportunities that they get (Binelli, Loveless, & Whitefield, 2015). In line with the educational objectives of UNESCO, schools in Indonesia implement a curriculum which put moral and social values as the top priority to minimize the potency of social inequality issues by improving student's cognitive aspect and moral value in expectance that they can appreciate any social differences as stated in the Law on the National Education System (No. 20/3/2003).

However, Indonesia as one of the non-English speaking countries is still struggling in finding the most appropriate device to teach the students about social inequality and social values. Teacher in non-English speaking countries notably provides text to teach English. The text is dull and leads the students to boredom because the device is limited. However, teachers can be provided by English literature because it represents a reality of documentary life (Peck & Coyle, 1986, in Kusuma, 2007). English literature can be an alternative device for teaching social life to EFL students as the reader.

The value of living together is important for students. Through reading English literature, students can improve their critical thinking ability and emotional awareness, besides of pushing their literary awareness (Lazar, 1993, as

cited in Saka, 2014). When students can internalize emotional awareness and critical thinking ability, they can find a way to solve a problem and become more sensitive to social issues. It will be beneficial for students because critical thinking skill is needed in today's education.

Nowadays, education also requires the students to have learning skills of the 21st century which consists of critical thinking, creativity, collaboration, and communication. In line with Lazar (1993) as cited in Saka (2014), students can improve their critical thinking through reading English literature. Students also can enhance their creativity by reading literary texts (Choudhary, 2016), which means that English literature can help students to improve their critical thinking and creativity, two out of four of the 21st century learning skills. It is because English literature is an authentic material for native speakers. One of the English kinds of literature that can be used by teachers to teach about social inequality and also improve students' learning skills is novel.

Novel generally concerns with human life and provides meaningful value or message for the reader. Besides, novel can provide enjoyment to students as the reader. This effect can be a possibility for teachers to teach English enticingly (Arthur, 2006). The reality of life is inherited in the novel where novel as a reflection of human being's life. This is in line with Peck & Coyle (1986) who stated that novels can be used by teacher to teach humanity and social awareness because literary works are documentary of social life. It also can be a medium to teach about an issue that happens in society without feeling boredom since there is a natural connection between education and entertainment (Crumbley & Smith, 2010).

One of the novels that bring the relevance of social inequality is *Murder on the Orient Express (1934)*. This well-known novel was written by Agatha Christie in 1934. The first edition was published by Collins Crime Club on January 1st, 1934, and the second edition was published by Dodd, Mead, and Company on February 28th, 1934 in the United States with a different title, *Murder in the Calais Coach*. This novel is a representation of actual events that happened to Charles Lindbergh's son and Christie's train journey (The Home of Agatha Christie, 2016). Charles Lindbergh's son was kidnapped and he had to pay a ransom of \$50,000. The family paid the ransom, but his son was never returned. Besides, this novel was also inspired by Christie's experience when her train was stuck in blizzard.

This novel was chosen because it has a reputation as one of the bestseller novels in the world because of its valuable message and mystery (Independent, 2020). The record is proven by the selling records in the United Kingdom and United States (Putri, 2018). Its popularity promoted other producers to adapt the novel into radio channel in 1992 - 1993, film adaptation in 1974 which was directed by Sidney Lumet and 2017 that was directed by Kenneth Branagh, television series in 2001, 2010, and 2015, and a computer game in 2006. Many responses come from various reviewers in pros and contras. However, this novel gets 4.17 stars, with 325,844 ratings and 20,875 reviews which show that this novel is worth to be read (Goodreads, 2006). Written by one of the most well-known creators of detective novels and the most published author of all time, make this novel is rich in mystery, justice, and social class value (The Home of Agatha Christie, 2016).

The storyline of *Murder on the Orient Express (1934)* focuses on the investigation of a murder case by a flamboyant detective, Hercule Poirot. He was a well-known Belgium detective. He had to turn over his destination due to emergency telegram from London. He got a VIP ticket of the Orient Express because of his friend, Bouc. Unpredictable event happened when one of the passengers, known as Mr. Ratchett, died in his compartment. Poirot did his job as a well-known detective by interviewing the passengers one by one. He believed that the murderer was on the train, but it seemed like the suspect was more than one. After a long investigation, He knew that there were twelve murderers on the train. They were connected to each other as Armstrong's family. Mr. Ratchett, also known as Cassetti, was someone who kidnapped and killed Daisy Armstrong, daughter of Colonel Armstrong. The murderers did it as revenge for justice of Daisy Armstrong. Poirot proposed two options for them before the train arrived.

Looking at the value that is reflected in this novel, some researchers had revealed several issues in the story. This novel is one of the novels from Christie which contains a value of justice and represents actual issues of capitalism, criminality, and social class in society. Nicol (2019) in his study entitled '*Bad Business': Capitalism and Criminality in Agatha Christie's Novels*', states that this novel reflects the class system and capitalism where the capitalist mainly controls the business which is obscuring criminality. Working class that is powerless only becomes a scapegoat of capitalist's criminality and bad behavior. Besides, other researchers also found that this novel is a real representation of Britain's actual social condition at that time (Devereux, 2012 & Bajaj, 2015). Meanwhile, those

researchers do not mention and use Marxist perspective to analyze the novel, even though the issues are related to the theory.

According to the aforementioned researchers, this novel represents the social inequality, but the focus in class difference and class struggle are not revealed yet. Looking at this point, this study was aimed to describe the representation of discrimination and alienation in the novel by using Marxist approach.

1.2 Problem Identification

Everyone has to learn how to live together in harmony since UNESCO proposed “*learning to live together*” in its vision. It seems to be important because the world still in a struggle of social inequality which affects the society. Social inequality is caused by different opportunities, positions, or statuses in society. Supporting this vision, schools around the world implement a curriculum which contains moral and social values as the top priority, in expectancy that it can lead students, as young generation, to appreciate others and live in harmony. However, some schools in non-English speaking countries, struggle in providing appropriate device. They tend to use dull text to teach social values because the device is limited. Besides, English literature can be an alternative device for teaching social life to EFL students. It is because English literature represents a reality of documentary life authentically. By reading English literature, students can internalize emotional awareness and be more sensitive to social issues. Besides, students also have to improve 21st century learning skills as the requirement of today’s education. Through reading English literature, they also can enhance two 21st century learning skills; critical thinking and creativity. One

of the literatures that can be used is novel. Novel concerns with human life and offers worthwhile value for the reader. Many novels portray the social life, one of them is *Murder on the Orient Express (1934)*. This novel is written by the most published author of all time, Agatha Christie. This novel is a well-known novel because it is one of the bestseller novels which concerns social life and class system where the novel involves the struggle faced by the characters.

1.3 Limitation of the Study

As the limitation of the study, it focuses on the representation of discrimination and alienation within the plot development of the story of *Murder on the Orient Express (1934)* novel.

1.4 Statement of the Problem

Based on the background of the research, two questions are formulated as follows:

1. How is discrimination represented in *Murder on the Orient Express (1934)* novel?
2. How is alienation represented in *Murder on the Orient Express (1934)* novel?

1.5 Purpose of the Study

Based on the research problems, the purposes of the research are formulated as follows:

1. To describe the representation of discrimination issue in *Murder on the Orient Express (1934)* novel.
2. To describe the representation of alienation issue in *Murder on the Orient Express (1934)* novel.

1.6 Definition of Key Terms

In this sub-subchapter, the related key terms are discussed which can be seen on the following parts

1.6.1 Class Difference

It is a term that is used to point the existence of bourgeois and proletariat which have different power and control in society (Giddens, 2009). The bourgeois is a class that can restrain the society because they can dominate in politic, while the proletariat is a class that work in labor system with anything that they have.

1.6.2 Class Struggle

It is an action of people on the same social stratum to oppose another class in order to achieve their needs (Marx, 1974). This state can lead the society into an unstable condition because of the uncontrollable situation that appears as an effect of the action.

1.6.3 Novel

Novel is a work of fiction that reflects an imagery world which consists of intrinsic elements that support its existence (Abrams, 1981). The plot, character, setting, theme, point of view, and characterization are made up to draw an imagery world of the writer so then the reader can imagine it.

1.6.4 Marxist Perspective

This is a theory that focus in explaining social injustice and ideological issue in society to a clearer view (Marx & Engels, 1848). This theory is generally used in a research which study particular object of literature that reflects the condition of society.

1.7 Significance of the Study

Significance of the study is to give beneficial impact of the study. The significance of the study is divided into two significances. Those are theoretical significance and practical significance.

1.7.1 Theoretical Significance

This study gives a contribution to three different theoretical aspects such as literature learning, language learning, and society.

1.7.2.1 Literature Learning

This study is expected to be able to give impact in literature learning since literature learning can improve students' comprehension and reading skill toward literary works, particularly in novel. Students can advance their reading skill and comprehension through the use of literary works, such as novel (Khatib & Alizadeh, 2012). It means that novel can be a medium for students to increase their skill. When they have a good comprehension, students can improve their critical thinking which then make them able to think out of the box.

1.7.2.2 Language Learning

The result of this study is expected to give contribution to the field of education, particularly in English learning. Applying literary works can help students to improve their knowledge in a language since literature has four important aspects that can be beneficial for them (Collie & Slater, 1990). Those are valuable authentic material which means that students will try to face the actual condition of language use, cultural enrichment which means that they will know the habit and behavior of the natives, language enrichment which means that they will have more exposure to enrich their vocabulary and grammar, and

personal involvement to improve their characters. This is in line with Siaj & Farrah (2018) who believe that novel can be a good alternative to improve students' language use.

1.7.2.3 Society

Literary works are a reflection of society life that is poured in a language art. Through reading literary works which are rich of social and moral value, people can improve a new mind set of living and develop an idea to live together which also can be used to educate people around to be more aware with society (Karnik, Sheikh, & Ahmad, 2015). It means that literary works can give wide influence to the society itself to know their role and behave as its role in society.

1.7.2 Practical Significance

This study is supposed to give significance to the teachers, students, and other researcher.

1.7.2.1 For the teachers

The result of this study is expected to be advantageous for teachers in conducting a meaningful language learning by providing the students with authentic material. As a reflection of social life teacher can use literary works to teach the students about social value (Peck & Coyle, 1986) and increase their knowledge of a language (Collie & Slater, 1990). It means that literary works can be an alternative device for teacher to teach about language.

1.7.2.2 For the students

This study is expected to be helpful for students since novel provides the value of language enrichment. According to Tsai (2012), students can be more interested to learn language when they learn through reading novel. This is in line

with Crumbley & Smith (2010) who argues that entertainment and literature have a natural connection. It means when students are interested in learning, they will absorb more valuable information. Therefore, from the help of the result of this research, the students are expected to gain both of the knowledge about the target language and social value that represent current society as well as to improve their interest in reading to broaden their point of view of life.

1.7.2.3 For the other researchers

For the researchers, this study is expected to be beneficial for them as a reference in conducting similar research. The result of this study can be used as an empirical review of related literature and guidance for them in conducting research of novel analysis.

