CHAPTER I

INTRODUCTION

1.1 Background

The era of globalization is marked by the rapid development of science and technology. Technological developments make people easier to communicate and move or immigrate from one country to another. The reasons they immigrate are varied such as for work, marriage, and education. Irawaty (2019) stated that immigration as a result of globalization is unavoidable. People can choose to make their own decisions to get a better job and live a more decent life for their families. On the one hand, immigration creates opportunities to improve lives and earn a living. On the other hand, it establishes paradoxes, namely unequal and unfair, asymmetric and hierarchical immigration status. According to McKinley, Robinson, and Somavia (2001), migration can lead to ethnic and racial diversity in society. The increasing number of migrations means more countries are becoming multi-ethnic, posing challenges to accommodate people of different races, cultures, religions, and languages. Racism occurs in the middle of a society that has accepted many immigrants, as workers or as asylum seekers. In a country where there are many immigrants, immigrants are becoming the subject to internal disputes over national identity.

Immigrant students can also feel racism. Peter (2017) pointed out that racism can be defined as prejudice, antagonism, and discrimination aimed against someone of a different race with the belief that their own race is superior. Racism can be called hatred of one group by another group. It can also be said that certain groups differ from other groups due to factors of skin color, customs, language, place of birth, and other factors that are considered to reveal the basic nature of that person. It can lead to war, unrest, enslavement, and chaos in society. Yu (2020) states that many immigrants, especially children, experience racism and racial discrimination in schools. According to Adair (2015), discrimination can take the form of personal discrimination and structural discrimination. Personal

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discrimination refers to discriminatory interactions between individuals, and structural discrimination refers to policies or practices contained in organizational structures, and both forms of that discrimination can occur in a school environment. Spencer (1998) claims that racist attitudes that occur in students' can be seen in the use of racial slogans and insults, racial conflicts, and physical attacks. Acts of racism are sometimes carried out covertly through voluntary segregation based on race, language, or ethnicity. Willoughby (2016) argues that some issues that occur in schools can be in the form of humiliation, sexual harassment, verbal abuse related to race, ethnicity, gender, ability, size, perceptions of sexual orientation or gender identification.

Teacher has a very important role in introducing social issues, such as racism, in schools. According to Bhandal and Hopkins (2007), school is one of the most effective places to promote equal opportunities for all, regardless of race, gender, age, disability, religion, or race. As cited in Bhandal and Hopkins (2007), the European Commission on Racism and Intolerance (ECRI) General Policy Recommendation No. 10 outlines 15 recommendations for combating racism and racial discrimination in schools. These recommendations provide schools with a comprehensive set of guidelines and recommendations covering various measures, includes adopting and promoting equality policies and monitoring compliance progress. They emphasized the need to solve the problem of factual isolation in education and avoid isolating minority children into the poorest schools, schools with special needs or separate classes. These recommendations include reviewing mainstream curricula and materials and highlighting the key role that human rights education can play in combating racism and intolerance. They also emphasized the need to improve educators' interpersonal and intercultural competence through mandatory teaching training in a multicultural context for all educators and raise awareness of racism and racial discrimination among all staff, students, and parents.

In addition, as cited in Bhandal and Hopkins (2007), the European Commission's Directorate General of Education and Culture paper entitled

General European Principles for teacher competence and qualifications, recommends several things teachers can do to increase students' awareness of diversity. It advises instructors to foster mobility and collaboration, as well as cross-cultural respect and understanding. Furthermore, the teacher should be aware of and capable of striking a balance between recognizing and appreciating the cultural variety of students and defining shared values. Teachers must also be aware of the moral elements of a knowledge society and grasp the causes that create social cohesiveness and exclusion in society. Finally, instructors must be able to collaborate successfully with local communities, education partners, and stakeholders (parents, teacher education institutions, and delegations). The report of the Quality Indicators Committee also emphasizes the problems of fostering social and cultural diversity, and it is important to raise instructors' awareness of their role in the development of pupils as citizens.

There are some impacts of racism. Pines and Hillard (1990) Some of the consequences of racism include loss of cultural identity, low self-esteem and self-improvement, lower ambitions and expectations, which leads to greater dropout rates, suspension, and worse academic success. The cause of someone being racist can be caused by the environment and the mindset that they have cultivated since childhood. Peter (2017) stated that the example of racism also occurred in Adolf Hitler's government as the leader of the Nazi party in Germany who considered that the Aryan race was the highest race which resulted in the massive massacre of the Jews around 1933-1945 known as the Holocaust. Besides killing millions of Jews, the Nazis also killed communists, blind people, deaf people, black people, LGBT, and other groups deemed as antisocial and inappropriate by the Nazi party. In the novel, Zusak's *The Book Thief* (2006) tells about the Nazi party in Germany and there are several groups that are oppressed, such as groups of Jews, communists, and black people.

Resistance acts can happen when the oppressed groups feel that their freedom is restricted. Knowles and Linn (2004) argue that, in essence, the definition of resistance is a movement against change. This can happen because

someone feels that other people are restricting their freedom to choose or act which results in motivation to regain that freedom. So, racial resistance can occur because a group who comes from a different class or ethnic feels their right to do something, and their freedom is limited by other groups, which then creates motivation to reclaim the rights and freedoms that they should have. The resistances form in this research analysis by using mimicry, hybridity, and ambivalence strategy by Bhabha (1994). Bhabha (1994) mentioned that mimicry is an attempt to resemble the dominant culture in terms of language, culture, ideas, and appearance in order to be accepted by society. Bhabha (1994) suggested that hybridity is a combination of two separate cultures that emerges as a result of the interaction between colonizers and colonized. Ashcroft, Griffith, and Tiffin (2007) stated ambivalence is the effect of mimicry. Ambivalence can cause colonial people to be torn between adopting and rejecting a foreign culture.

The present study will be analyzing the oppressions and resistances strategy experienced by marginalized characters in Zusak's *The Book Thief* (2006) by using Post-colonialism analysis by Edward Said (1979). The groups experiencing oppression in the novel *The Book Thief* (2006) are communists, black people, and Jewish people. The oppression that occurs in Jewish and black people is considered racial oppression. Haslanger (2004) pointed out that the notion of oppression has been used to define a way in which groups of individuals are systematically and unfairly excluded within certain social structures. Most of the oppression forms in the novel were experienced by Jewish people. That was because Jewish was considered as the lower race by the Nazis. Downing and Husband (2006) mentioned that the word race is often associated with sex and class, and it is very clearly seen in the struggle for power in society which is formed due to social differences and inequality. In addition, Dunn et al. (1975) mentioned that race is a group of interbreeding individuals, a population, which differs from other populations in the relative similarity of certain hereditary traits. Glasgow et al. (2019) explained that race is used to describe the differences between various social groups such as educational attainment, interests, cultural

and artistic tendencies, and political affiliation. Blauner (1972) argued that oppression is considered as a common phenomenon in some areas. In a racial order, the dominant group will think of itself as different and more superior, the dominant group will raise its social position by exploiting, controlling, and degrading other people who are categorized in racial or ethnic terms. The oppression found in the novel is discrimination that is divided into two namely racial discrimination and religious discrimination, extermination, verbal and physical abuse, prejudice, and persecution.

Racism can happen anywhere, literature one of which is novel can be used as a medium to introduce the oppressions and resistances strategies to students. Klarer (2004) mentioned that literature is defined as a written expression, with the limitation that if not all documents can be referred to as literary works. Therefore, the definition usually includes the words "aesthetic" or "artistic" to distinguish literary works from everyday texts such as newspapers, legal documents, telephone books, and scholarly writings. Abrams (1999) pointed out that novels are defined as various kinds of writings that have the same characteristics as works of fiction written in prose. One of the novels containing racial oppressions and resistances is *The Book Thief* (2006) by Markus Zusak and the genre of this novel is a historical novel. Klarer (2004) stated Historical novels are behaviors that occur under the historical background of reality. The historical novel genre is often used to redo events based on real events. The events that occurred in *The Book Thief* (2006) were the Holocaust events in which Jews and communists became the main targets of the Nazi party in Germany.

From those problems, analyzing the oppressions and resistances strategies experienced by the marginalized characters in Zusak's *The Book Thief* (2006) is a very good decision. As we know, the background of the novel *The Book Thief* occurred between 1939 and 1945 in which a time where the Nazi regime had a big power in Germany. The author, Markus Zusak, provides an overview of how oppression and resistances occur in Germany as outlined in his work *The Book Thief* (2006) novel. There has been no previous research that discusses the

oppression and the resistance strategies by using mimicry, hybridity, and ambivalence strategy in Zusak's *The Book Thief* (2006). Therefore, this research is important to do to reveal how the oppression and resistances strategies were done by the marginalized characters of the novel during the Nazi Regime in Germany. In addition, the results of this study can be used as a reference for introducing the oppression and resistances strategies to students.

1.2 Problem Identification

It is very important to introduce history to children, one of which is through the historical novel genre. *The Book Thief* (2006) is one of the historical novel genres. Klarer (2004) mentioned that historical novels are referred to as actions that occur in a realistic historical context. Historical novel genres are often used to rework events based on real events. Introducing historical stories to students is very important to introduce what happened in the past so that it doesn't happen again in the present. Through historical stories, students can get to know the social life of a society and know the issues that happen in society, such as political issues and social issues. Racism is one of the social issues that can occur in society. It is very important to introduce children to racism to develop tolerance and accept all the differences in the environment. One of the media that can be used to introduce racism issues to children is literary works, one of which is novel. Through the novel, students can also find out points of view from both the victim and the oppressors. One of the novels that can be used to introduce students to a social issue such as oppression is the novel *The Book Thief* (2006). The novel *The Book Thief* (2006) can be used to find out what happened in Germany during World War II under the leadership of the Nazi party. This novel tells the story of a teenage girl named Liesel Meminger who was born to communist parents. His biological parents disappeared and Liesel then lives with her foster parents. In her foster parents' house, she hides a Jewish man named Max Vandenburg. During the Nazi government in Germany, Jews and communists were enemies of the Nazi party. They experienced oppression and put up resistance to the Nazi party. Through Edward Said's post-colonial view (1979) and Bhabha's resistance

strategy (1994), we can observe the oppression and resistance strategies shown in the story.

Suciartini (2017) stated that Indonesia is a country made up of many distinct communities, including religion, ethnicity, race, culture, customs, language, and so on, making Indonesian society pluralistic. In such a varied world, it becomes difficult to unify the Indonesian people into a single force capable of upholding the uniqueness and variety of its people. The importance of multicultural education in Indonesia because of religion, ethnicity and tradition, is the most important bond in the lives of Indonesian students as a nation. However, it can destroy the power of a harmonious society when it is used as a political weapon or facility for individuals or economic groups. To prevent conflicts between races, ethnicities, and religions, it can be done by providing multicultural education that is instilled in children through learning at school and at home. Teachers have high responsibilities in providing education to their students and assisted by parents in seeing the differences that occur in their daily lives. However, multicultural education is not only limited to school age children but also to the Indonesian people in general through events or seminars that promote the importance of tolerance in diversity so that Indonesian people can accept that they live in differences and diversity. So, this novel also can be used as reference in explaining the multicultural in society.

According to Ashcroft (2001), post-colonialism explored cultural studies such as variety, particularity, and local distinctions. According to Ashcroft (2001), post-colonialism is important for understanding the extent to which colonial historical conditions have infiltrated the politics, ideology, and creative process of some post-colonial nations. Said (1994) stated that the consequences of colonialism were still ongoing in the form of chaos, coups, corruption, civil war, and bloodshed. So, it is important for children to have knowledge about these postcolonial issues, in order to know what had happened in the past, so that it will never happen again. In addition, by studying post-colonial issues, students are able to appreciate the differences that exist in society and begin to accept and

appreciate all the diversity that exists. Therefore, this study will analyze the oppression and resistances strategies in the novel by using the Post-colonialism study by Edward Said (1979) and Bhabha's resistance strategy (1994) contained in Zusak's *The Book Thief* novel.

1.3 Research Limitation

The research limitation for this study is to analyze the oppressions and resistances strategies done by the marginalized characters during the Nazi regime in Germany, which is found in the novel *The Book Thief* by Markus Zusak (2006). This study uses the post-colonialism analysis by Edward Said (1979). This study will use the elements of the novel such as character and characterization, plot, point of view, setting, and theme to find the oppression and resistances strategies in the novel. The resistances in this research are using strategies of mimicry, hybridity, and ambivalence by Bhabha (1994) to find out the events that consider as resistances in the novel.

1.4 Research Questions

Based on the research background and problem identification above, there are two problem statements as follows:

1. What oppressions are experienced by the marginalized characters in novel Zusak's *The Book Thief* (2006)?
2. What resistances strategies are done by the marginalized characters in the novel Zusak's *The Book Thief* (2006)?

1.5 Research Objectives

Based on the research questions above, there are two research objectives of the study as follows:

1. Analyzing the oppressions experienced by the marginalized characters in the novel Zusak's *The Book Thief* (2006).

2. Analyzing the resistances strategies done by the marginalized characters in the novel Zusak's *The Book Thief* (2006).

1.6 Research Significance

The significance is divided into two, namely theoretical significance and practical significance.

1.6.1 Theoretical Significance

1.6.1.1 Literature Learning

Novasyari (2019) mentioned that Literature can help readers understand the phenomenon that occurs in the real-life through the characters in the story and the moral values that are found in the story. Lazar (1993) stated that literature is an excellent resource for developing learners' ability to infer meanings and make interpretations. This is because literary texts have various levels of meaning, and demands that readers or learners be actively involved in "teasing out" the implications and assumptions of the text that are not mentioned. By training learners' to grapple with the ambiguous variety contained in literary texts, it can help to develop their ability to infer meaning. This skill is very useful for learners' in making interpretations based on implicit or unwritten evidence.

According to Keshavarzi (2012), when reading a literary text, learners' will find language versions that are rich in similes, metaphors, ambiguities, and figures of speech. It is an element that can be used to deepen learners' thinking and understanding of the material they read as well as the English Language. When English is taught through literature, it creates self-confidence in learners' that can influence their behavior, motivation, and attitudes towards the learning process of English. Collie and Slater (1990) stated that there are several reasons for using Literature in the classroom: the first is because literature is authentic material. Learners' can understand and recognize various forms of language, communicative functions, and meanings through reading literary texts. The second is for cultural enrichment. Reading literary texts such as novels can help

learners' to find out the background of characters, feeling customs, how they speak and behave in the different settings and the tradition of another culture. The third is language enrichment. Literature can help learners' become familiar with many features of written language, reading text that is contextual and substantial. The last one is personal involvement. Through reading literary texts, it can increase learners' curiosity and enthusiasm to find out what happened at the end of the story and make students feel close to certain characters and their various emotional responses.

1.6.1.2 Language Learning

According to Babaee and Yahya (2014), the literary text is an excellent resource for practicing the four skills, listening, speaking, reading, and writing. The advantages of using literature in foreign language teaching are, literature can help learners' in understanding the society and other cultures, literature also involves feelings and emotions that can make them see different perceptions of the world and literature can also activate imagination which can make them feel something different that they never felt before. Lazar (1993) mentioned that using literary texts is one of the most successful ways to promote activities where learners need to share their feelings, opinions and ideas such as in discussions and group work. This is because literature is very rich in levels of meaning. By giving learners tasks that require them to respond to the level of meaning contained in literary texts, it can make learners' accelerate their mastery of the language.

1.6.1.3 Society

Literature when combined with a culture in society cannot be denied if it can lead to alienation, assimilation, and transformation in society. This can also produce issues such as historical, political, and social facts (Dubey, 2013). In addition, Alsup (2010) stated that reading young adult literature not only helps youth to grow individually but also helps them to understand how they gain agency in a culture that too often discriminates against those who are un-white, un-Protestant, and un-heterosexual. Moreover, Lazar (1993) argued that using

literature, can enable learners to get different perceptions of how members of society can describe or evaluate their experiences. By reading literature critically, cultural and ideological assumptions contained in the text are not only accepted and reinforced, but also questioned and evaluated.

1.6.2   Practical Significance

1.6.2.1 Lectures and Teacher of English as Foreign Language

The results of this study are expected to be able as a medium to deliver cross-cultural understanding to students. Collie and Slater (1987) argued that the reason teachers should use literary works in the classroom is that literature is valuable authentic material, cultural enrichment, language enrichment, and personal involvement. From literature, students or children will get to know the culture and language of other countries so that their knowledge will improve properly. Keshavarzi (2012) stated that literary texts allow teachers to use a variety of question forms to evaluate students' understanding, such as the form of completion, true or false, matching, and discussion. Literature develops learners' strategies; they listen and read for common meanings, then predict and guess the meaning of the unfamiliar words they have just encountered. Because, when discussing subject matter content, students have to express their own thoughts, they develop higher levels of thinking skills. Also, their frequent engagement with words reinforces students' tendency to induce meaning from the context in which they emerge.

Alsup (2010) mentioned that by allowed students' reading the young adult literature, it can help raise the awareness of youth about the larger socio-cultural matrix in which she or lives. In addition, Alsup (2010) examined that in an era where literacy and global citizenship are the goals of educators, it is appropriate to teach using literary texts as a pathway to cross-cultural understanding and high awareness of the goals of social justice. Lazar (1993) pointed out that literature has a broader educational function in the classroom that can help arouse students' imaginations, develop students' critical abilities, and increase their emotional

awareness. Students become more confident in expressing their ideas and emotions in response to the texts they have read. Students will be motivated to grapple with the text and language and relate it to the values and traditions of their own society. In addition, Herz (1996) pointed out that teachers can use young adult literature as supporting reading because young adult literature is complemented by other disciplines and provides the opportunity for teachers to introduce students to novels related to other subject areas. A wide selection of titles can be adapted to suit many concepts such as social studies, physical education, arts, music, science, health, and humanities. In addition, teachers can also help to raise awareness of students about racial diversity in society by using literary media such as novels.

1.6.2.2 Students of English as Foreign Language

The results of this study are expected to be useful for students to motivate and increase students' interest in reading. Obediat (1997) explained that literature can be used to develop the potential of students to resemble native English speakers, express their ideas using English well, learn how the English linguistic system is used for communication, speak clearly, accurately, and concisely, become be more proficient in the use of English, and become a creative, analytical, and critical learner. Herz (1996) stated that, for students, reading young adult literature serves to help them becomes a lifetime readers and also makes them realize the importance of literature in understanding themselves in relation to the complexities of their world. In addition, to make students involve themselves in reading activities, we can use young adult literature as a tool in English lessons to develop students' reading interests. In addition, Teranishi, Saito, and Wales (2015) stated that language learners can increase their competence in languages by using literature as an alternative tool to EFL books, which also provides students with insight into the values of different cultures and enables them to engage in social, political, ethical, and historical or contemporary themes.

Keshavarzi (2012) explained that Literature provides the kind of subject matter that has the power to motivate learners and assist them in exploring

possible uses and meanings to improve their language competence in a great way. Because literary texts explore language resources to the highest capacity, therefore learners are inspired through reading literary texts to learn a language in real-life situations and communicate fluently. Mechanical and traditional language teaching reduces learners to imitating, unmotivated speakers and writers. Literature evokes feelings through words, pulls learners out of graded grammatical forms, and helps them to communicate in ways that engage language learning.

1.6.2.3 Parents

The results of this study are expected to help parents in introducing phenomena or issues that occur in society such as political issues, social issues, etc., by using literary media, one of them is a novel. By introducing children to young adult literature, Alsup (2010) said that reading young adult literature can trigger a complex emotional cognitive process of character identification, such as helping young adult readers to understand their experiences more clearly and critically. By allowed young adults to read literary text also enables them to relate how their individual experiences relate to the larger socio-cultural context, which is often full of racism, sexism, and homophobia.