CHAPTER I
INTRODUCTION

This chapter presents the background of the study, problem identification, limitation of the study, statement of the problem, the purpose of the study, and significance of the study.

1.1 Background of the Study

The enhancement of the migration process brings several issues to society. According to Zubiashvili (2017), based on the United Nations data, since the beginning of the 21st century, more than 220 million people have moved and lived in other countries in which they were not born and did not hold citizenship. As a result, sometimes, those immigrants become the minority group which is different from the local population as the majority in that country based on social, race, ethnic, and religious backgrounds. Therefore, those differences bring several social life issues to the minority in which one of them is oppression.

Oppression refers to how a particular group is mistreated and unfavorable in specific social culture (Haslanger, 2004). Further, Schaefer (2013) indicates that prejudice, discrimination, exploitation, and segregation are forms of oppression. The oppression usually experienced by certain races as the inferior group happens in many areas, one of which occurred at school. This statement is supported by Leblanc's (2017) report that because of race, religion, and national origin differences, students in Maine experienced harassment, exclusion, and unequal opportunities. Likewise, Willoughby (2016) states that in many schools, unpleasant pranks, bias, and racism which in the form of name-calling, slurs, sexual harassment, casual putdowns in relation to race, ethnicity, gender, size, abilities, perceived sexual orientation, or gender identification can happen. Moreover, Adari (2015) states that immigrant children are personally discriminated against by individual treatment and inequality learning experiences at school.

According to Adari (2015), there are two types of discrimination experienced by immigrant children at school, namely personal forms of discrimination and structural forms of discrimination. Personal forms of discrimination experienced by immigrant children at school were negative interactions between their peers and adults, received narrower learning opportunities than their higher-income peers, teachers' low expectations of immigrant children's performance, and devaluation of their home languages (Adari, 2015). Similarly, Rosenbloom & Way (2004) discovered that ethnic minority students in an urban high school experienced personal discrimination in the form of physical and verbal harassment by their peers and discrimination from their teachers, in which they were labeled as low-performance students, received negative comments, and being ignored by their teachers. Furthermore, Brown (2015) summarized that immigrant children experienced personal forms of discrimination in the form of unfair treatment or verbal insult from their peers because of their ethnicity so that they were being teased and harassed, being excluded from some school activities, and being threatened with physical harm.

Adari (2015) indicated that the structural forms of discrimination experienced by the immigrant children at school were shaped by institutional practices divided into segregation, lack of high-quality resources and bilingual programs, and low teacher/school engagement with parents. In addition, Brodbelt (1972) stated that minority students in a public school experienced institutional racism, such as teachers' negative attitudes toward the minority group of students, the use of IQ test to determine students' achievement, students' ability grouping based on the IQ test score, segregation which segregated students into the preferential status and inferior status, inequity of the allocation of teachers in which the best teachers were found in a school with highest socioeconomic students, on the other hand, the substitute and unlicensed teachers were found in school with inferior status.

Further, National Education Association (2018) found several examples of harassment based on race and national origin experienced by African-American students and Asian students at school. African-American students received

offensive notes, including racial slurs and anonymous students' threats (National Education Association, 2018). Even African-American students who reported the harassment they received to school officials were penalized (National Education Association, 2018). Moreover, a group of Asian students was hit and taunted in gym class by other students, and they stated that basketball was not for Asian students, but Asians were supposed to be good at math (National Education Association, 2018). Thus, the harassment received by certain students is not only verbal harassment but also physical harassment.

To decrease the occurrence of those forms of treatments that refer to oppression, the development of children's multicultural awareness through education since the early stage is essential. According to Abdullah (2009), multicultural education introduces knowledge, attitudes, and skills to respect and appreciate different cultures and other differences, including race, ethnicity, religion, etc. Nikawanti (2017) argues that multicultural education needs to be given to children. They will learn about values and attitudes of mutual respect so that they can understand and recognize tolerance. In addition, when children obtain the knowledge about tolerance, they will not only recognize the importance of the values but will also willingly behave tolerant (Nikawanti, 2017). Therefore, developing children's multicultural awareness through education can be an effective way to decrease the occurrence of oppression.

Due to the importance of establishing children's multicultural awareness through education, parents and teachers can use literature as a tool to teach multicultural awareness to students. According to Purba (2011), to promote multicultural understanding, literature can be an effective tool because literature provides knowledge about other cultures to the readers without visiting the real place. Aerila et al. (2016) indicate that the enhancement of cultural awareness, the development of self-awareness, and intercultural understanding promotion are the positive effects of multicultural literature obtained by people with different backgrounds. Likewise, Pattnaik (2003) states that multicultural literature is an excellent choice for parents in reading books to their children at home. Afterward,

Pattnaik (2003) suggests that before reading the book, while reading the book, and after reading the book, parents can ask some questions to their children that related to the book to examine the changes in their children's perspective, especially about multicultural before and after reading the book. Besides, literature reading can be implemented by teachers at school to increase students' multicultural awareness (Xu, 2016). In addition, Xu (2016) adds that through literature reading, students will not only understand other cultures' history, geography, customs, traditions, belief, and values of the society and get a better understanding of what they have learned in class, but literature reading also can give students a good insight into the culture. Thus, literature is very beneficial for establishing students' multicultural awareness.

To encourage students to read literature, both parents and teachers should pay attention to selecting reading material that provides multicultural knowledge. Moecharam & Sari (2014) state that in choosing the appropriate reading material, it should be considered that the literary text should shape students to be lifelong readers who can appreciate the reality of human diversity and empathize with other cultures. According to Too (2016), young adult literature can increase students' reading interest since young adult literature offers themes related to teenagers' experiences, reflecting the lived reality of young adults to attract young adult readers. Aerila et al. (2016) indicate that fiction can positively impact readers both from minority groups and majority groups. Fiction that presents the culture of minority groups will help them increase their self-esteem and feel a sense of unity with the majority, meanwhile for the majority groups, they will understand the diversity of other cultures and learn about the similarities between them (Aerila et al., 2016). Moreover, the school can recommend literature that presents students' different cultural backgrounds and nationalities as reading material for students (Aerila et al., 2016). Thus, novels as a part of fiction that presents human's real-life issues, such as oppression and resistance strategies, can be appropriate reading material to teach multicultural awareness to students.

One of the novels that insert oppression and resistance strategy is *Once* (2010) by Morris Gleitzman. In particular, *Once* tells about the adventure of Felix, who was Jewish, to find his parents during the Holocaust tragedy. Felix lived in a Catholic orphanage because his parents had problems with their book shop, and they promised that he would pick him back if their problems were fixed. However, his parents did not come to the orphanage to pick him back, so that Felix decided to leave the orphanage to find his parents. During the journey to the city, Felix met Zelda and Barney with other children that lived in the cellar to hide from Nazi. He saw and experienced a lot of Nazi cruelty. All the Jewish people were forced to walk to the city for hours without taking a rest; Nazi yell at the Jewish calling them dirty, making jokes and laughing about Jewish, hit and shot Jewish and even killed them. Moreover, Felix also was caught by the Nazi and other Jewish people and transported by train to an extermination camp, the place in which all the Jewish would be exterminated.

Therefore, based on the background above, this study was done to analyze the forms of oppression experienced by Felix and the resistance strategies represented by Felix's experience in Gleitzman's *Once* (2010). This study used the Post-colonialism theory from Said (1978), which is used as a critical analysis of European imperial powers within the history, culture, literature, and discourse of the colonized country. Besides, this study used resistance strategies theory from Bhabha (1994), including mimicry, hybridity, and ambivalence. Further, this study will be beneficial to give information about the racial issue and resistance strategies represented in Gleitzman's *Once*. Moreover, it will also be beneficial for parents, teachers, and students to know the example of oppression and resistance strategies from reading novels to develop their multicultural awareness.

1.2 Problem Identification

The novel as a part of literature not only contains a fictional story which entertains readers but also contains many issues related to human life currently. Oppression is one of the issues that happened in the past and even still happened

today. Particularly, in this globalization era, since the beginning of the 21st century, many people in different backgrounds have lived together in certain countries, so that race issues still happened and varied in various forms. This condition needs to be given a clear understanding of the form of oppression as the information to students that those forms of racial treatments are not justified. Any form of treatment that indicates the forms of oppression can bring negative impacts. Hence, students' multicultural awareness should be developed by teachers to prevent the occurrence of oppression in school. In establishing students' multicultural awareness, teachers can use literature. Literature provides knowledge about other cultures' history, geography, customs, traditions, belief, and values which can give multicultural understanding to students, and they can have good insight into other cultures. Moreover, novels as part of literature helps students to be active learners. Besides, the novels can raise students' interest in reading since the novel provides a variety of themes that relate to students' own experiences. One of the novels that provide issues about oppression experienced by Felix as the novel's main character is *Once* (2010) by Morris Gleitzman. Felix saw and experienced several inhumane treatments of the Nazis to Jewish people that indicated as the forms of oppression. Therefore, this study intended to analyze the form of oppression experienced by Felix and resistance strategies represented by Felix's experience in Gleitzman's *Once* (2010).

1.3 Research Limitation

The research limitation for this study was to analyze the form of oppression experienced by Felix and resistance strategies represented by Felix's experience in Gleitzman's *Once* (2010). This study focused on novel elements, namely, character and characterizations, setting, plot, point of view, and theme. Those elements used to discover the form of oppression experienced by Felix and resistance strategies represented by Felix's experience in Gleitzman's *Once* (2010).

1.4 Research Question

Based on the background of the study and the problem identification above there are two statements of the problems as follow:

1. What are the forms of oppression experienced by Felix in Gleitzman's *Once* (2010)?
2. What are the resistance strategies represented by Felix's experience in Gleitzman's *Once* (2010)?

1.5 Research Objectives

Based on the research question above, there are two research objectives of the study as follow:

1. To analyze the form of oppression experienced by Felix in Gleitzman's *Once* (2010).
2. To analyze the resistance strategies represented by Felix's experience in Gleitzman's *Once* (2010).

1.6 Research Significance

This section presents the theoretical significance and practical significance of the study. Since this study is expected to give significances as the contribution of the study.

1.6.1   Theoretical Significance

This study is expected to be significant for literature learning and language learning.

a. Literature learning

According to Collie & Slater (1987), literary text provides authentic materials which could not be found in a textbook. Collie & Slater (1987) indicates that the text contains representational language and linguistic diversity and forms and conventions of the written mode, including irony, exposition, argument, narration and so on which make the text in different levels so that students could train their

mind, memorability, and sensibility. Moreover, Collie & Slater (1987) states that literature offers cultural enrichment, which introduces cultural understanding and awareness since literature contains historical themes and current issues. Particularly, EFL students and teachers who cannot visit the English-speaking country directly through reading literature could learn about different cultures and societies that can open their minds about diversity (Kataja, 2018). Likewise, Keshavarzi (2012) also states that literature provides knowledge of culture and society which could not find through other sources. Meaning that the lives of English-speaking people, including religion, superstition, and folktales which are hidden aspects of English-speaking culture, can be explored by students through literature. Thus, literature learning not only gives authentic materials for students but also enriches students' cultural understanding and awareness.

b. Language learning

Chandran & Raj (2016) summarizes four main benefits of using literature in language learning. First is facilitating intelligence and sensibility training which is trained through reading literary text which provides knowledge about particular things and a good model of writing (Chandran & Raj, 2016). Second is stimulating students' creative and literary imagination since literary text provides an imaginative story which can probably invite the readers to imagine being the characters in the story and also taking the characters' perspectives so that the readers can learn things to solve problems in certain circumstances (Chandran & Raj, 2016). The third is improving students' general cultural awareness since the literary text is written by writers from different countries, which inserts different cultures so that the readers can obtain a lot of cross-curricular and cross-cultural relations understanding (Chandran & Raj, 2016). Forth is enhancing the psycholinguistic aspect of language learning since literary text contains authentic, pleasurable, and cultural material so that, through reading, the readers obtain the opportunity to improve their discourse processing skills, vocabulary expansion, and reading skills (Chandran & Raj, 2016).

Furthermore, Keshavarzi (2012) summarizes the benefits of literature for the language development of students, especially those who learn English as a Foreign Language. Students can enrich their vocabulary since literature contains many accurate dictions that related to real-life situations so that students can use them in a different contexts (Keshavarzi, 2012). Literature trains students' linguistic competency through grasping the meaning of the text since literature contains figurative language that use in different context (Keshavarzi, 2012). Students can be familiar with many features of the written language and learn how to connect idea and arrange sentences in writing so that it can enrich their writing skill (Collie & Slater, 1987). Moreover, literature improves students' reading comprehension since literary text provides a lot of pre-reading and post-reading activities such as question and answer activities, completion, true or false, matching, and discussion forms (Keshavarzi, 2012). Therefore, literature can be a meaningful source for EFL students which encourages them to be familiar with the language and develop their language skills.

1.6.2   Practical Significance

This study is expected to be significant for:

a. Teacher

This present study is expected to be beneficial for teachers as a consideration in using historical narrative as teaching material. This is because, according to Bonacorsi (2018), historical narratives that are part of the genre of Holocaust literature contained not only about the historical events but also teaching the moral value contained in the text itself to students. In addition, Jordan (2004) states that the presentation of the horror of the Holocaust through several strategies such as animal allegory, gentile protagonist, and fantasy are effective used to teach the moral value of the Holocaust without overwhelming the readers.

Besides, this study is expected to be beneficial for teachers in using young adult literature as teaching media in teaching reading comprehension. Mukundan & Govindarajoo (2013) states that students' reading experience will bring them into

their own physical and psychological condition, which helps them to interpret the text through involving their personal experience and it will make them actively create a unique reading experience. Likewise, Too (2016) indicates that young adult literature contained the elements that young adult learners need which are emotional and aesthetic experiences through experiencing, absorbing, accepting, incorporating in the personality so that it encourages and motivates them to read. Moreover, Zitlow (2002) as cited in Pramesti (2015), claims that the most advanced reading and writing curriculum, including literary analysis, personal response, and introspection can be reinforced by quality young adult literature. Furthermore, Crowe (1998) claims that young adult literature can be the way to overcame students' refusal in reading school books since young adult literature is more relevant that relates to teenagers' life these days. This is because generally, the range of themes of young adult literature is the reflection of young adult lives reality so that it attracts readers.

Moreover, in teaching reading comprehension through literature teachers can use literature circles as the strategy. Varita (2017) reveals that literature circle significantly can be an appropriate way used to teach reading comprehension. She summarizes that literature circle provides student-centered learning, develop students' ideas and thought, and develop students' critical analysis and respond which created a cooperative environment. Further, Lin (2004) as cited in (Varita, 2017) claims that the benefits of using the literature circle are the relationship between reader and text becomes stronger, classroom climates improved, and the ESL learning environment becomes conducive. Afterward, Maher (2013) indicates that in implementing a literature circle each student in a group should have a different role every week such as discussion leader, real-life connectors, visualizer, graphic organizer, vocabulary wizard, passage person, the IF person, character organizer, cultural connection, summarizer, and character creator. Besides, he also adds the role of the teacher in implementing literature circles such as to monitor group discussion, assist students to understand the text, and comprehend the problem in the text, which are language, idioms, and cultural context. Moreover,

Lin (2004) as cited in Varita (2017) indicates the procedure of implementing literature circles are reading material selection, community building, forming the number of students in each circle, preparation for the discussions, including sharing and discussions.

b. Parents

The present study is expected to be beneficial for parents in understanding the reality of historical events that needed to be told to their children. This is because Gildersleeve & Batorowicz (2018) argue that the decision of telling lays stories for children will make the children deny the validity of their observations about the dangerous situation around them, and it will put them in danger. Besides, parents can select literature as the right reading material for their children that may give benefits. This is because Collie & Slater (1987) states that literature is authentic material that offers universal themes related to children's own experiences. Students can obtain various perspectives about the world and build awareness of other cultures through reading young adult literature, which offers multiple perspectives from the characters presented in multiple backgrounds. It based on Wender & Powell (2018) statement that the use of young adult literature which offers complex themes such as identity, immigration, and becoming an adult allows students to take on characters' perspective within that story in which perspective-taking afford an opportunity to students in recognizing tensions between students' own worlds and unfamiliar world in the story. Therefore, when reading literary text children are engage to comprehend the meaning of the text and relate things that they gain in the text to real-life situations, which will probably stimulate their imagination, critical thinking, and sensibility.

c. Students

This present study is expected to provide information about reading literature, especially young adult literature has benefits for students, especially those who are interested in literature. Students can practice their critical thinking in understanding the story presented, which is usually using figurative language. Wender & Powell

(2018) indicates that young adult literature uses figurative language, which is imaginative will give opportunities for students to exercise their critical thinking through sketching, writing, and discussion to explore the multiple meanings and symbolic meanings of the text. Besides, literature which contains historical events can be beneficial for students' language development and students' historical and political consciousness development (Shin, 2018). This is because the text relates the dialogic unity between historical events and students' own experiences and between characters and themselves (Bakhtin, 1981, Tegmark, 2012 as cited in Shin, 2018). Moreover, Kramsh (1995), as cited in Shin (2018) claims that through reading historical events, students' can learn about the real effects of historical occurrences, including genocides during the war, sexual slavery under colonialism, or life without freedom under dictatorship, by proxy. Thus, literature, including young adult literature and historical fiction gives benefits for students' language development and historical and political consciousness.

d. Other Researchers

The present study is expected to provide information for other researchers that will analyze literary text by making interpretation of a text in a scientific way which is called as textual analysis can be conducted. According to Mckee (2003), textual analysis is interpreting a text, including movies, novels, television programs, magazines, advertisements, and so on in order to gather particular information about the text. Since textual analysis is studying a text, it can be done anytime and anywhere. Thus, this study is expected to be helpful for other researchers as a consideration in choosing a topic for conducting textual analysis since field study is limited to be done during Covid 19 pandemic. Moreover, the present study can be a reference for other researchers who are interested in conducting similar research which is textual analysis and Post-colonialism study. Therefore, the result of this study can be used as an empirical review and as guidance for other researchers in conducting textual analysis