

# **CHAPTER I**

## **INTRODUCTION**

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## I N T R O D U C T I O N

### 1.1 Background of the Study.

Graham Little (1966:1) says that each generation naturally expresses its own thought. It is a pity to find a man who has ideas which come to nothing because he cannot effectively express them to others. Studying literature for this particular man can help him express his ideas effectively. Moreover, a person can also learn to think, speak, and write a language through studying literature.

Matthew Arnold in Little's book "An Approach to Literature" (1966:1) also adds that literature is the principal element of people's culture which contains the people's values, their thoughts, their problems and conflicts, in short, their whole life. Whether transmitted through the spoken or written word, literature is regarded as the chief art of mankind.

The writer thinks that literature is a very interesting thing. It contains a lot of life realities—career, love, power, etc. Therefore, if the students read literary works, they will learn about the realities of life. Besides that, they also learn how the native

speakers communicate with each other and express their feelings.

There are four kinds of literary forms. They are novels, short stories, drama or plays and poetry. In this study, the writer is interested in novels. The writer started to read novels when she was in junior high school. Since then, it has become one of her hobbies. That is the reason why the writer chooses a novel and not other literary forms; poem, short story or play to study.

Jeremy Hawthorn (1986:1) defines that the way novel describes its elements resembles real life and it is one of the features that distinguishes novel from other literary forms. Moreover, novel has characters, action (s), and a plot. It involves people who do things in a total context ruled by some sort of connective logic: chronology, cause and effect, or whatever. There is, moreover, in most novels, a connection between three elements: action(s), character(s), and a plot form some of unity. In other words, the three elements support each others in order to build the novel.

Janet Burroway (1992:52), then, adds that novels has a power in its scope, breadth, and sweep-the virtues of a medium that is long. Therefore, a novel may range through many consciousnesses, cover many years or generations, and travel the world.

According to Rowey Belle Inglis (1958:345), Charles Dickens is one of the most popular and prolific novelist. His great gift was his validity. He created whole worlds of characters, exaggerated but unforgatable. His sympathy with the oppressed and his indignation against social injustice made him a significant voice in the Victorian Age.

Barbara Hardy in *British Writers* (1982:41), then, adds that Dickens is one of the greatest modern historical novelist. Through his works, people may learn English's history-London in the middle century.

Dickens describes the portrait of life in England in the middle century, such as the street of London and lanes of England in such detail and reality that makes the writer is interested in the author.

Sir Paul Harley (1967:95) states that *Bleak House* contains a vigorous satire on the abuses of the old Court of Chancery, the delays and costs which has brought mystery and ruined on its suitors.

Graham Storey (1987:1) adds that *Bleak House* is remarkably dense in both plot and character. It requires the greatest creative gifts to shape such diversified life into a unity.

The writer chooses the novel of Charles Dickens, *Bleak House* because she is interested in the case of

Jarndyce and Jarndyce. This case is one of the concrete examples that represent the decay of the England government at Victorian Age.

### **1.2 Statement of the Problem**

Bleak House consists of group of stories which are interesting, so the question that is raised in this study is: "Are the setting and theme of each story in Bleak House relevant with the title ?"

### **1.3 Objective of the Study**

In line with the problem, the objective of this study is to find the relevancy of the setting and theme of each story in Bleak House with the title.

### **1.4 Significance of the Study**

The writer expects that this study will give a little contribution for the students of English Department of Widya Mandala so they will understand literary work, especially the novel of Charles Dickens, "Bleak House". Besides that, through reading this study, the writer hopes the students will understand life better.

### **1.5 The Scope and Limitation**

The writer discusses the novel through plot and

setting. She divides the novel into six stories which are discussed one by one through plot. After that, the writer concludes the theme of each story in Bleak House based on the analyses. Finally, the writer finds the relevancy of the setting and theme of each story in Bleak House with the title.

### **1.6 The Organization of the Study**

This study consists of five chapters. Chapter I deals with the introduction including the background of the study, statement of the problem, the objective of the study, the significance of the study, the scope and limitation, the organization of the study. Chapter II concerns with the review of related literature. Chapter III deals with methodology of the study. Chapter IV is the analysis of the novel. Finally, in Chapter V, the writer finds the relevancy of the setting and theme of each story in Bleak House with the title.

### **1.7 The Definition of Key Terms**

In order to avoid misunderstanding, it is necessary to define some key terms used in this study.

1. Analysis is separating or breaking up any whole into its parts so as to find out their nature, proportion, function, relationship, etc.
2. Relevance or relevancy is relation to the matter at hand.