

Chapter I

INTRODUCTION

1.1. Background of the Study

Literature can be defined as works of art. Analyzing literature provides great advantages for the readers to explore values of life such as faithfulness, fairness, love, compassion, etc. However, this exploration is an interesting journey since the readers feel as if they become the characters so that they are involved emotionally in the story. According to Robert and Jacobs (1989:2), literature can help people grow into a broader cultural, philosophic, and religious world and recognize human dreams and their struggle in order to develop mature sensitivity for the condition of all living things. They also claimed that literature enables people to develop a perspective on the events that occur around them and in the world, and also to shape their goals and values by clarifying their own identities through acceptance of admirable in human being.

As Graham Little (1963:1) states the literary work contains the record of the peoples' values, their thoughts, their problems and conflicts, in short, their way of life. Moreover Graham Little (1963:2) states in his book that literature broadens and stimulates minds, make people of wider human sympathy, and enhances enjoyment of life. These show that it needs a deeper understanding in reading literature because the readers may find something interesting. Literature gives the readers a new experience of human life through the author's writing, for instance : moral values, which the readers will get the hidden messages in it.

There are three genres of literature. They are poetry, novel, and drama. Drama is significantly different from other genres, since in drama the interaction of the characters is presented in the form of dialogues, and it can be performed on stage. Furthermore drama also performed on television in a simple and understandable form like movies or other kinds of motion pictures. Scholes, Silverman, and Klaus (1978:73) state that drama offers people a direct presentation of its imaginative reality. Beside seeing drama on stage, people can read drama. The reader will be served with the dialogues. The readers should read very carefully on every dialogue in which the reader can imagine the situation and the characters of the person.

This thesis discussed about drama that contains conflict which usually based on real situation. It also reflects the reality of human life. One of the famous drama writers is August Strindberg, a well-known and qualified Swedish dramatist or playwright. August Strindberg was born in Stockholom on January 22, 1849. Strindberg represented the 19th century ideal of artist as a free personality, unrestrained by convention.

“My souls (characters) are conglomerations of past and present stages of civilization, bits from books and newspapers, scraps of humanity, rags and tatters of fine clothing, patched together as is the human soul. And I have added a little evolutionary history by making the weaker steal and repeat the words of the stronger, and by making the characters borrow ideas or “suggestions” from one another.” (author’s foreword to *Miss Julie*, in *Six Plays of Strindberg*, 1955 : 95)

He made many good plays and novels. His first play was *Master Olof* (1872), written when he was 23 years old, is considered Sweden’s first great drama. In 1879, he published the novel *The Red Room*, was Sweden’s first realistic novel. And his other next plays and novels are *Lucky Per’s Journey* (1882), *The Father* (1887), ***Miss Julie* (1888)**, *Creditors* (1889), *The Son of a Servant* and *The Confession of a Fool*.

There are some reasons why “Miss Julie” was chosen as this thesis because since this drama first published in 1888 was shocked early reviewers with its portrayal

of sexuality. “ Miss Julie” was considered as the only one masterpiece drama which was privately produced by August Strindberg in Copenhagen, Denmark in 1889. Since the play clearly describes the sex act as something apart from the concept of love which was scandalous to the late nineteenth century thinking, the play was banned throughout Europe and was not produced in Sweden until 1906 Britain’s ban on public performances of the play was not lifted until 1939.

According to Emma Goldman (1914 : 51-61) Miss Julie is widely regarded as the most important drama to come out of the literary movement known as naturalism. As a naturalistic drama, Miss Julie focuses on Julie and Jean’s struggle for survival in their society. Julie, the main character, is an aristocrat’s daughter who falls in love with her servant. Her life is full of sorrow and disappointment from her birth until her death.

FROKEN JULIE (Miss Julie, 1888) was written in Denmark. The root of this drama is sexual problems between a lower – class servant and an upper – class aristocrat. Miss Julie is a modern character, not that the half-woman or the man-hater, but because she has been discovered she has stepped to the front. *Miss Julie* contains a sexual encounter between a lower-class servant and an upper-class aristocrat. And it was nothing more than the idea of sex without love that caused the trouble. The protagonist, Julie, a daughter of a count, allows herself to be seduced by her father’s servant, Jean. She must then confront the situation, in which Jean, a man on the rise, turns out to be the stronger person. Julie, then causes her own tragic fate.

Set on midsummer night of 1874, on the estate of a Count in Sweden, the young woman, attempting to escape an existence cramped by social moral and have a little fun, dances at the servants’ annual midsummer party. The action takes place in the kitchen of a count’s house. Christine, 35, a cook, is working at a brick stove near a wall lined with copper, tin, and iron utensils. Jean, 30, a valet, enters and sets down a

pair of tall riding boots which he is to polish for the count. Jean begins discussing the behavior of Miss Julie, 25, the count's daughter, who is in the barn dancing. When she saw Jean, she immediately approached him and asked him to dance a waltz. It is unbecoming of lady of her station to be dancing with servants, Jean declares. She makes him toast her, then boldly asks him to kiss her shoe, then her hand. Her coquetry arouses him. But when he attempts to kiss her, she slaps his ear. When he invites her to his room, saying he will bolt the door so no one can enter, she accepts his offer. Later, after the servants are gone, Jean and Miss Julie return to the kitchen, which is in disarray from the servants' reveling. She becomes slightly paranoid, believing Jean when he suggests that the servants know she and Jean were together. It is clear from their conversation that they had been sexually intimate in their brief time in Jean's room. Jean asks her a leading question: "Do you think it is possible to stay here?" She answers no, of course, but wonders where they can go. Jean suggests that they flee to the lake region of northern Switzerland, where he will open a hotel and she will be the "mistress of everything." Warming further to Jean, she asks him to begin calling her simply "Julie," but he says he cannot while still a servant in the employ of a count. They discuss his hotel scheme animatedly until he discovers she cannot be back to their enterprise financially. He then says the plan is off. Miss Julie cries hysterically and says she cannot face those on the estate who know about their sexual encounter. They will tell the count. They argue and insult each other, but Jean gets the better of her, telling her that he is the superior one and she is the lowly menial. She only wants to shield herself from disgrace, Jean says, by convincing herself that she loves him. However, he then speaks again of going away with her. This prospect revives her hopes of escaping shame. Jean has another change of heart, refusing to abscond with her but instead of advising her to leave the country by herself. The count returns and enters another part of the house. When he rings a bell

connected to the kitchen, Jean responds by speaking into a tube. He receives orders to bring up coffee and his pair of boots. Moments later, Miss Julie kills herself.

Strindberg's drama focuses on the downfall of the aristocratic “Miss Julie”, a misfit in her society. She rebels against the restrictions placed on her as a woman and as a member of the upper – class. She displays a disregard for class and gender conventions, at one moment claiming that class differences should not exist and the next demanding proper treatment as a woman of aristocracy. Her antics result in her social downfall, a loss of respect from her servants, and ultimately, her suicide.

Concerning to the drama, the writer choose for her study, she comments that the characters in Miss Julie are not much. The conflicts among the characters emerge because of the trapped condition where they have difficulties to come out of it.

Based on the opinion above, making a study of the psychological conflicts within the characters of August Strindberg’s Miss Julie will be interested.

1.2 Statement of the Problem

Related to the background of the study, this thesis is designed to discuss :
“What are the effects of psychological conflict on Miss Julie’s behavior that cause her committing suicide” ?

1.3 The Objective of the Study

In relation with research question above, this study intends to find out the impacts of Miss Julie’s psychological conflicts that cause her committing suicide.

1.4 The Significance of the Study

This study hopes that by reading the result of this study the reader will be able to understand psychological effect on Miss Julie's committing suicide. And also the reader can get the moral lesson from the story.

1.5 The Scope and Limitation

To be relevant with the title and the research questions, this thesis is focused on the analysis of the main character of Miss Julie to find out her psychological impact that cause her committing suicide. This thesis analyzes the external and internal factors. It is important to analyze some influence people as external factors like Julie's mother, her father, Jean and Kristin who live around Julie that lead her in committing suicide since those people are indirectly involved in the process of her disappointment of life. Furthermore, this thesis also analyzes Julie's internal factors, which also bring her into suicide.

1.6 Definition of Key Term

Some key terms used in this thesis are defined to avoid misunderstanding and ambiguity. The terms are :

1. Drama is a work of story telling in which actors represent the characters (Kennedy, 1979:833)
2. Character is a person in literary work who generally refers to his whole personality, his attitude toward life, his spiritual qualities, as well as his moral attributes (Potter, 1967:3)
3. Conflict is a clash of actions, ideas, desires, or wills. The clash can be either physical or moral or even emotional one. (Perrine, 1969:59)
4. Psychological conflict is a conflict within the mind of the character who is torn frequently between contrasting loyalties and ways of life or between two

aspects of the self, usually one that is “idealized” and one that is “real” (McKenzie, 1978:31)

5. Psychoanalysis is a method of understanding mental functioning and the stages of growth and development. Psychoanalysis is a general theory of individual human behavior and experience, and it has both contributed to and been enriched by many other disciplines. Psychoanalysis seeks to explain the complex relationship between the body and the mind and furthers the understanding of the role of emotions in medical illness and health. (Farrell, B.A.,1981:202)
6. Suicide (Latin *suicidium*, from *sui caedere*, to kill oneself) is the act of intentionally terminating one's own life; many dictionaries also note the metaphorical sense of "willful destruction of one's self-interest". Suicide may occur for a number of reasons, often related to depression, shame, pain, financial difficulties or other undesirable situations. (<http://www.wikipedia.com/suicide>)
7. August Strindberg's drama “Miss Julie” translated by Elizabeth Sprigge published by Random House “Master Of Modern Drama” on 1962.

1.7 Theoretical Framework

This study is based on some theories to analyze the problem of the thesis concerning character, conflict, psychological conflict, and psychoanalysis. The character is used to show Julie's traits. The psychology approach is also used as a support to analyze Julie because it has relation toward her character. It is used to show that Julie's environment also takes part in influencing her psychology, so that in the end can be concluded that the factors really influence her in her life.

1.8 Organization of the Thesis

This thesis consists of five chapters. Chapter I deals with the background of the study, statement of the problem, the objective of the study, the significance on the study, the scope and limitation, definition of key term, theoretical framework, and the organization of the thesis. Chapter II presents the review of the related literature and previous related studies. Chapter III is concerned with the research method of the study. Chapter IV deals with the analysis of Miss Julie and chapter V presents the conclusion of the study and suggestions.

Chapter II

REVIEW OF THE RELATED LITERATURE

The study concerns about the psychological conflict of the main character. In addition to that, the analysis of the main characters needs strong understanding of the concept of psychological conflict. This chapter will review about the concept of love