

**CHAPTER I**

**INTRODUCTION**

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## INTRODUCTION

### 1.1 Background of The Study

In the English Department of Widya Mandala, Literature is one of the Subjects which is separated into Literature I, II, III and Literary Appreciation. The literary works which are discussed in class include poems, short stories, novels and drama. The students are expected to be able to analyze them. Besides, this subject is given in order that the students will develop and enlarge their ability in analyzing and understanding literary works.

According to Little ( 1966 : 1 ) in learning a language certainly there is a part which is known as literature, “ Wherever there is education, there is the study of Literature ”. It is important to be learned in schools and colleges because literature is an important element of peoples’ culture and contains the record of peoples’ values, their thought, their problems and conflicts. Therefore, based on this statements, the objective of studying literature is not only improving the students’ vocabulary building and grammar, but also enlarging their humanistic world view by making them more sensitive to human values.

Learning literature is not only important but also interesting. Brooks ( 1964 : 1 ) says that reading of a good literature does give pleasure – a very keen pleasure. According to Robert Frost in Robin Mayhead’s book, “ Understanding Literature “ ( 1965 : 9 ), Literature is a “ performance in words “, and has the

element of entertaining or affording pleasure. In other words, it brings enjoyment in their lives. It means that it creates relaxation and brings distraction from the monotonous days.

Roberts and Jacobs ( 1989 : 2 ) says that, Literature helps us grow, both personally and intellectually. It provides an objective base for our knowledge and understanding. It helps us connect ourselves to the broader cultural, philosophic, and religious world of which we are a part. It enables us to recognize human dreams and struggles in different places and times that we would never otherwise know. Literature helps us develop mature sensibility and compassion for the condition of all living things – human, animal, and vegetable. It exercises our emotions through interest, concern, tension, excitement, hope, fear, regret, laughter, and sympathy. It helps us shape our judgements through the comparison of the good and the bad. Literature enables us to develop a perspective on the events that occur around us and in the world at large, and thereby it enables us to gain understanding and control. It is one of the shaping influences of life. It helps to make us human.

According to Barnet, Berman and Burto ( 1961 : 8 ), literature is a performance in words which hold our attention with a complete composition in itself. It is not regarded as a source of factual information, but offers a unique delight or satisfaction.

The writer herself is interested in studying literature because literature is interesting and gives some pleasure in mind. Literature has the element of entertaining or affording pleasure because it mostly contains the record of human's values, his thoughts, his problems and conflicts that make the readers get involved in.

The subject matter of this Thesis Writing is concerned with literature, especially novel. Little ( 1966 : 1 ) states “ Perhaps the most obvious feature of the novel as a literary form is its length. The novel is one of the largest of literary forms, the average novel running to some 300 pages “. In accordance with him, Kenney ( 1966 : 103 ) says “ Novels are generally thought of as containing about forty – five thousand words or more “. Then, Kenney ( 1966 : 105 ) adds “ The novel is decidedly not meant to be read at a single sitting “. Moreover according to Kennedy (1979 : 231 ) “ Broadly defined, a novel is a book – length story in prose whose author tries to create the sense that, while we read, we experience actual life “.

In the same harmony with Little, Simon and Schuster ( 1966 : 105 ) states, “ Because of its length, the novel is particularly suited, as the short story is not to deal with the effect on the character of the passage of time “.

If Little and Simon and Schuster stress on the length of the novel and its connection to the development of the character, Hawthorn ( 1985 : 1 ) says, “ A novel may include references to real places, people, and events, but it contains only such reference and remain a novel. However, eventhough its characters and actions are imaginary, they are in some sense ‘representative of the real life’ as the dictionary has it; although fictional they bear an important resemblance to the real “.

The writer herself intends to analyze a novel because she thinks it is easier for her to understand a novel since everything in a novel is almost narrated in details such as the appearances, the attitudes, the feelings or emotions, and the thoughts of the characters, and the social and cultural background at a time. Besides, by analyzing a novel, the writer learns something since novel has many

elements in it, such as characters, settings, plot, theme and points of view. Moreover it is not necessary for the readers to think hard to know what is the message in the story. The readers can understand the flow of the story well.

Here, the writer chooses one of the novels of Thomas Hardy to be discussed. The writer is interested in Thomas Hardy's novel since his literary works are very much influenced by his philosophy of human life. Therefore, in all Thomas Hardy's novels, the readers can find that his novels are so much influenced by his philosophy of human life that he writes such tragic novels. According to Thomas Hardy in Lance St. John Buttler's book, "Thomas Hardy After Fifty Years" ( 1977 : 65 ), Life is meaningless and man is only a creature which is predestined to be a miserable man without any eternal purposes. Because of this reason, Thomas Hardy can be included as a writer of tragic novels.

Thomas Hardy is also the most popular writer in the nineteenth century. It is not only because he has produced many works, but also because of his ability in portraying the vividness of country towns. Moreover, his usage of natural environment and the working class people as his objects are very remarkable. Further, he presents a man's problem and his struggle in order to survive in the natural environment. All of these aspects make Hardy's works well – read and it is no wonder that he is so well – known among the Victorian novelists.

Williams (1979 : 61 ) says that, we call Hardy a victorian because he spent the first sixty years of his life in the nineteenth century and it was that century which formed many of his beliefs and ideas. Arnold Kettle ( 1976 : 53 ) comments that in Hardy's novels, part of the achievement is due undoubtedly to the always effective

and often superb evocation of the natural background. This is a special triumph of Hardy's.

According to Stonyk ( 1980 : 9 ), Hardy's curious and very personal philosophy appears to have sprung from his habit of thinking very deeply about his own experience rather than from those books and ideas that shaped the beliefs of most great Victorians. However he was a painstakingly well – read man and the weight of his bookishness lies heavily on his novels.

Robson ( 1970 : 47 ) also mentions that Hardy was the last great Victorian novelist. He gave up novel – writing before Queen Victoria died. His novels are old- fashioned in form and style. They depend on sensational incidents, astonishing coincidences, surprising twists of plot.

The writer chooses “ Jude The Obscure “ since it is an interesting story which gives some moral lessons about human life, human love and human conflicts. The characters in Jude starts out with the handicap of an inherited passion for learning and a family tradition of disastrous marriages. This inheritance acts as the tragic ‘flaw’ because the desire for learning brings Jude into conflicts with a social and educational system which cannot cater for the needs of a youth of his class or individuality. And he is forced into a marriage which incurs the family fate because his sexual instincts lead him into the arms of the unscrupulous Arabella Donne, and his instinctive honesty cannot allow him to escape the trap she has set for him. This conflict between sex and marriage is a conflict between the feelings of the moment and an institution which lasts a lifetime.

Having read this novel many times, the writer is interested in discussing the conflicts on the main characters Jude Fawley.

## **1.2 Statement of The Problem**

In this study, the writer wants to discuss about the conflicts which are divided into two they are :

- (1) What internal conflicts is the protagonist in Jude The Obscure caused by?
- (2) What external conflicts is the protagonist in Jude The Obscure confronted with?

## **1.3 Objective of The Study**

In line with the problems above, this thesis intended to find out, firstly, what internal conflicts is the protagonist in "Jude The Obscure" caused by, secondly, what external conflicts is the protagonist in "Jude The Obscure" confronted with.

## **1.4 Significance of The Study**

The writer hopes that the students of the English Department of Widya Mandala Catholic University, first of all, will be more interested in literary work, especially human conflicts. Secondly, with this thesis the students are able to understand this novel better.

## 1.5 Limitation of The Study

Since literature has many elements, like characters, themes, and settings through this thesis the writer only concentrates on the discussion of conflicts in "Jude The Obscure".

## 1.6 Definition of Key Terms

To avoid misunderstanding and ambiguity, the writer would like to give the definitions of some key terms used in this thesis:

- (1) Conflict : Holman ( 1978 : 118 ) defines 'conflict' as the struggle between opposing forces in a plot. It does not only imply the struggle of the protagonist against someone or something, but it also implies the motivation for the conflict of achieving some goals
- (2) Protagonist : Webster ( 1986 : 1822 ) asserts that protagonist is the chief character of a novel or story in or around whom the action centers.
- (3) External Conflict : McKenzie ( 1978 : 31 ) states that External Conflict concerns the struggles of protagonist against an objectified antagonist such as another individual, the setting, fate, or combination of all three forces.
- (4) Internal Conflict : According to McKenzie ( 1978 : 31 ), If the conflict is internal, the action takes place at another level – 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".

## **1.7 Organization of The Thesis**

This thesis consists of five chapters, namely : Chapter I which consists of Background of the Study that deals with Statements of the Problem, Objectives of the Study, Significance of the Study, Limitation of the Study, and Definition of Key Terms. Chapter II is Review of Related Literature. Chapter III discusses Methodology of the Study. Chapter IV presents Analysis of the Internal and External Conflicts. And finally the last chapter, Chapter V, is Conclusion and Suggestion.