



CHAPTER I

INTRODUCTION

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1.1. Background of the Study

The English Department is a part of the teaching training faculty in Widya Mandala Catholic University. The students are prepared to become teachers. As teachers, the students should master various kinds of subjects like teaching methods, English skills, Linguistic and Literature. It is very important for the teacher candidates to master literature, because by reading literary works, they can learn ideas, experiences and situation in the past.

Literature is an interesting subject to be studied. Literature is a verbal artifact that offers experience and entertainment. Kennedy (1991:XXXIX) states that literature serves pleasure and illumination. Literature involves the student's imagination and feelings so that they feel as though they become the part of the literary text that they read. It is supported by Brooks, Purser and Warren (1946:1) who state that there are certain pleasures to be had from reading literature which may be obtained in no other way.

According to Barnet, Berman and Burto (1981:1) literature is a performance in words which holds an attention with a complete composition in itself. It is not regarded as a source of factual information but offers a unique delight or satisfaction. Through literature each generation tries to pass on what Matthew Arnold states "The best which has been thought and said" (Matthew

Arnold: Culture and Anarchy). It means that all judgements of literature are purely personal or subjective.

The writer herself is interested in studying literature because by learning literature, the writer will learn ideas, experiences, and situation in the past which increase the writer's knowledge. Literature can also broaden and stimulate the writer's mind. It can make us have wider human sympathy, and enhance our enjoyment of life. There are three main forms of literature namely: drama, poetry and prose (Bently, 1962:1). Drama is actually a work of fiction which is considered as the fact with possible and probable events and presented in their meaningful implications (Scheneider, 1967:415). However real, it did not happen in the sense that something happened yesterday but it might happen and the viewer of the drama may become emotionally and intellectually involved in it.

The writer chooses drama as the subject of her study because all forms of drama represent a special situation in life in form of dialogues, containing elements of conflict and which has its greatest appeal for those who seek their recreation as a group. Drama often means as series of events that elicit high excitement, which implies suspense, tension or conflict (Kennedy, 1979:830).

Reading drama is not time consuming. Little claims that drama is subject to a time limit (say two or three hours) to which the novels are not restricted and the plots of drama are generally more economical, more selective than the plots of any other literary works (1966:113).

There are many great writers in the literary world, but Henrik Ibsen has impressed the writer because he is one of the greatest writers of the modern play.

In the nineteenth century, Ibsen is considered too radical. Ronald Peacock states that Ibsen's plays tell the picture of the rebel against society, in the sense of integrity against hypocrisy, of independence against cowardice, of spiritual vitality against deadening convention (1979:882). Readers also have found that Ibsen has something more to offer than thoughts of how to improve the society. Ibsen's plays usually use daily spoken language, which makes his plays not too complicated but easy to understand.

One of Ibsen's popular plays is *A Doll's House*. When the writer reads this play for the first time, she thinks it deals with women's rights, which are represented by the main character that is Nora. But after she reads it several times, she comes to think that it is not only discuss about women's right, but it also discusses about something else. It is supported by Howe, Hollander and Bromwich:

"For what is at stake in the play is not just the question of women's rights, though in part it certainly is that; what is at stake is the struggle of a human being to discover the truth about herself" (1979:883).

This play does not only deals with women's right but also with the importance for anyone to discover his or her self-identity.

This fact makes the writer interested in making a study about the self-identification of the main character in Henrik Ibsen's *A Doll's House*.

1.2. Statement of the Problem

In line with the background of the study, the question investigated by the writer is formulated as follow:

- What events had made the main character in Ibsen's play *A Doll's House* discover her self-identity?

1.3. Objective of the study

In line with the problem stated, the objective of this study is to find out the events that had made the main character in Henrik Ibsen 's play *A Doll's House* discover her self-identity.

1.4. The Significance of the Study

The writer hopes that the result of this study is able to give a little contribution to the study of literature, especially to the study of drama in general and the study of Ibsen's play *A Doll's House* in terms of self identification in particular. Hopefully, it could be useful for the teaching of literature at the English Department in Widya Mandala University.

1.5. Limitation of the Study

Since the time is limited, the writer only analyzes one part from Henrik Ibsen's play *A Doll's House* that is about the events that had made the main character discover her self-identity.

1.6. Definition of the Key Terms

To avoid misunderstanding, it is necessary to define the key terms dealing with this literary research. The following key terms are:

a. Play

Is a generic term applied to any work written to be acted (Hartnell, 1942:420). On the other hand, Scholes and Silversam (1978:73) state that play is a special literary work which has plot, character and dialogue of the characters. So, play is a literary work made to be acted and it also has fiction elements.

b. Character

Is created by playwright to carry out the language, action, idea and emotion of the play (Roberts, 1964:54).

c. Characterization

Is the description of characteristics or essential features (The Oxford University Press Vol.IIC, 1961:281).

d. Plot

Is an arrangement or related events establishing a situation, which participate suspense, emotion and satisfaction in a dramatic form (Barnett, 1975:54)

e. Setting

Is a combination of the location, historical period, season or hour and spiritual ethnic and cultural background (Guerin;at al, 1985:1138).

f. Self-Identity

Is the identity of the subject and object in life and consciousness (Webster, 1986:2060).

1.7. Organization of the Thesis

This thesis consists of five elements, Chapter I deals with the introduction of her thesis and Chapter II will discuss the related literature and related study used to support her thesis. The following chapter will present methodology of the study. Meanwhile, the discussion of the finding will be discussed in Chapter IV, and finally the last chapter, Chapter V, concludes the whole discussion.