

CHAPTER I

INTRODUCTION

This chapter presents an introductory part of the research. It is divided into several parts. They are the background of the research, questions of the research, purposes of the research, significance of the research, scope and limitation, and definition of the special key terms. Each part is described as the following:

1.1 Background of the Research

Literature can be described as the whole written expression which has a restriction so that every written of it cannot be categorized as literature in the more exact sense of the word (Klarer, 2004:1). According to Culler's opinion (1997:22) states that "literature is like weed", it is kind of plants just plants that you need more to carry out instead historical, sociological, perhaps psychological enquiries about the sorts of plants that are judged undesirable by different groups in different places. Furthermore, literature is simply mimetic discourse (Abrams M. H, 1999:294). It means that it is primarily an imitation of reality. He also says that:

In accordance with some version of the views just outlined, a Marxist critic typically undertakes to explain the literature in any historical era, not as works created in accordance with timeless artistic criteria, but as "products" of the economic and ideological determinants specific to that era.(p. 149)

Moreover, literature is solely as an imaginative writing in the sense of fiction. However, the writing here is not real literary. Besides, the literature itself is able to be felt by somebody using their sense (Eagleton, 1996:1).

Based on those meaning, literature has many expressions of meaning just like an art of written expression, a weed and an imaginative writing in the sense of fiction.

We, as a human being might use our brain and feeling to explore some ideas about something surrounding us in order to get a pretty chance to create an art of written expression, etcetera. So, it will be very useful for improving someone's personality.

However, in Guerin et al., view (2005:14-15) "literature can be as an essentially biography, history or some other branch of learning, rather than as art". Further, Eagleton (1996:2) notes which, "if literature includes much factual writing; it also excludes quite a lot of fiction Then, if literature is a creative or imaginative writing, so it implies that history, philosophy and natural science are uncreative or unimaginative". Thus, if literature has much factual or imaginative writing just like a fiction, it implies that history, biography, philosophy or some other branch of learning are not be able to be called as uncreative or unimaginative art.

This study focuses to analyze a sort of novel written by John Neufeld S.G. Philips, New York under the title *Edgar Allan*. He was born in Chicago 1938. He writes a lot of short stories at the age of ten or eleven. Then, twenty years later he comes across a story that he can tell well as *Edgar Allan*. He is an American novelist for young adults and adults, editor, playwright, short story writer, and television scriptwriter.

Besides, "Adults are in many ways simply chicken," says Betsy, the narrator of *Lisa, Bright and Dark*. She says also about Neufeld's treatment of adult society's reaction, and lack of reaction, to issues such as the acceptance of minorities and the handicapped, mental illness, and the understanding of love and sex underscores this philosophy. Neufeld's works center on how the lives of his young characters are changed by their confrontations with such thorny issues.

Neufeld's first novel, *Edgar Allan*, deals with the unsuccessful adoption of a black child named Edgar Allan by a white suburban minister and his family. It describes the inner turmoil and lack of unity within the family which lead to the failure of the adoption, and explores the themes of racism, intolerance, and the effect of community pressure.

So, the writer analyzes the racial discrimination suffered by Edgar Allan by getting some information from this novel. However, the writer tells first about the inside of it. On Stephen's 3rd birthday Mr. and Mrs. Fickett tell their children that they will adopt a child. Their children are afraid of getting less attention from their parents but the Reverend and his wife calm them down. Stephen, Sally and Michael love their new brother from the beginning on, only Mary is shocked because the boy is black. Mary never looks at Edgar Allan and she also never talks to him. She tells her friends that the black boy is only at their house because the black families can't afford another child. The problems start, when Edgar Allan and Stephen come to Nursery School. The teachers at school are very friendly to Edgar Allan but the parents of the other children are very shocked. Michael gets in trouble at school because many children shout at him "nigger lover".

One day two men come to the house of the Mr. Fickett's and wanted to know if they want to keep Edgar Allan or not. If they decide to keep him, the Reverend will have to leave the church. The problems grow every day and Mary wants to run away because she thinks that her life is going to be ruined if Edgar Allan stays. She lets her parents the choice to decide. The next day Edgar Allan is gone. Mr. and Mrs. Fickett tell their children that Edgar Allan's real family has been found and that his family

has wanted him back. But it is not the truth. Mrs. Fickett is the member of the family who has the most problems to cope with the loss of Edgar Allan. It will take a lot of time for people not to see the black outside before they see the person inside.

So, the writer gets that this novel has demonstrated about racism. As the readers know that one of the children of Mr. Fickett family points out that the main character of this novel namely Edgar Allan is black and it is. Finally, the writer analyzes the racial discrimination suffered by Edgar Allan in *Edgar Allan* novel by John Neufeld. It will over some contributions to the study of literature in general and drama in special.

1.2 Questions of the Research

Based on the background of the study above, the writer has two questions of the research as the following:

1.2.1 What is the racial discrimination suffered by Edgar Allan in John Neufeld *Edgar Allan*?

1.2.2 What are the effects of racial discrimination in John Neufeld *Edgar Allan* to Marry Nell's family and Edgar Allan?

1.3 Purposes of the Research

The writer has two purposes of this research:

1.3.1 To find out the racial discriminations suffered by Edgar Allan in John Neufeld *Edgar Allan*.

1.3.2 To describe the effects of racial discrimination in John Neufeld *Edgar Allan* to Marry Nell's family and Edgar Allan.

1.4 Significance of the Research

This research is very important for people who want to learn about literature and racism. Then, the writer analyzes this novel entitled *Edgar Allan* by John Neufeld and hopes the result of this analysis would be good references for the readers to know well about the effects of doing racism.

1.5 Scope and Limitation

Studying literature has many elements of conflicts. But, this research only analyzes the racial discrimination in John Neufeld and it would make easier to the reader to understand the aim of the research. Besides, it just focuses on the explanation about racial discrimination which will be divulged throughout in John Neufeld *Edgar Allan* rather than on other forms of prejudice or discrimination, such as that directed at women, gays, lesbians, and bisexuals, religious minorities, the elderly, the disabled, and so forth. In addition to our general racial the writer also focuses on the effect of it, for reasons that will be made clear in this research.

1.6 Definition of Special Key Terms

There are some definitions of special terms that should be understood by the readers.

1.7.1 *Edgar Allan* is the title of the first novel written by John Neufeld, it was published in 1968. The first review appeared in The New York Times. John Neufeld is an American novelist for young adults and adults, editors, playwright, short story writer, and television scriptwriter.

1.7.2 Racism: In De Benoist (1999:11) states that racism is like Schimpfwort. It is a term that has pejorative connotations whose very use inevitably prone to be more instrumental than descriptive. While, the word racist itself involves to use a powerful epithet. Sometimes, to call someone a racist, it needs a sort of tactics, even though in successfully paralyzing or in pretending enough suspicion as to curtail credibility. In another view, Ruth Benedict in De Benoist (1999:13) writes which racism is “a dogma according to which one ethnic group is condemned by nature to congenital superiority.”

1.7.3 Discrimination: In Garner (2010:104) says that:

Discrimination is defined as the treatment of a person in a less favorable way than another person is, has been or would be treated in a comparable situation on any of the nine grounds which exists, existed, may exist in the future, or is imputed to the person concerned. The instruction to discriminate is also prohibited.

Thus, the discrimination is an action done by a person towards someone in less favorable way. The treatments implied that discrimination has also been treated in comparable condition on many grounds that exists, existed or may exist in the future.