

CHAPTER I INTRODUCTION

A. Background of Problem

In this research, the researcher prefers to choose novel than other several of fiction because as a narrative written in prose, the novel is distinguished from the other works of written fiction for the theme that is interesting to be analyzed. Besides, it has ability to contextualize character statements or individual feeling and cerebration in detail. Depiction of the complex relationships such as history, society, and culture are also presented in the complex way. This is in line with Abrams in *A Glossary of Literary Terms* who says that

As an extended narrative, the novel is distinguished from the short story and from the work of middle length called the *novelette*; its magnitude permits a greater variety of characters, greater complication of plot, ampler development of milieu, and more sustained exploration of character and motives than do the shorter, more concentrated modes (Abrams, 1985:130).

From the quotation above, plot, character and setting are three important elements that can not be separated from a novel for giving influence each other. Plot and setting never go on without illustration of character. Setting can not also be apart from all incidents (plot) that happened in a story. Characterizations of characters can not be seen alive without the arrangement of the incidents and the description of the setting. Besides, the complexities that are shown in a novel whether in its story, narrative technique, or the correlation between its elements, and theme becomes something interesting for the researcher.

Klarer (1999:25) states setting as another aspect traditionally included in analysis of prose fiction, and it is relevant to discussion of other genres, too.

Usually, setting discusses the location, historical period, and social surroundings in which the action of the text develops. This is in line with Abrams who says about what the setting is. He (1985:192) argues that the overall setting of a narrative or dramatic work is the general locate, historical time, and social circumstance in which its action occurs the setting of a single episode or scene within a work is the particular physical location in which it takes place. It means that in a setting is not only presented place, location, or environment, but also other aspects or elements like history, social, economic, politic, and culture.

Like setting, character has also primary importance in a story. It is emphasized by Abrams. According to him (1985:23), “Characters are the person in a dramatic or narrative work who are interpreted by the reader as being endowed with moral, dispositional, and *emotional qualities*² that are expressed in what they say – the dialogue – and by what they do – the action.”

The statement above means that characters are people that have certain personalities in a story. When moral, dispositional, and emotional qualities are delivered to the reader well, whether through what they say, the dialogue, what they do, or the action, it can influence the quality of its story, because reader can feel that they behave and talks as if they were. Besides, Abrams also mention other method for characterizing (establishing the distinctive character of) persons in a narrative. They are showing³ and telling⁴.

² The italic is mine. The researcher assumes that emotional qualities are the characteristic of characters, and it is usually called characterization.

³ Showing also called the dramatic method. It presents the character talking and acting, and leaves the reader to infer what motives and dispositions lay behind what they say and do (Abrams. *A Glossary of Literary Terms*. Harcourt Brace Jovanovich Collage Publisher, 1985)p.24.

⁴ In telling, the author intervenes dispositional authoritatively in order to describe, and often to evaluate, the motives and dispositional qualities of the characters (Abrams. *A Glossary Literary Terms*. Harcourt Brace Jovanovich Collage Publisher, 1985)p.24.

From those descriptions, setting or place and character become the important elements in a story, because setting can be a crucial factor in the creation of mood or environment. And mood or environment itself is intimately connected with the human life whether individually or socially. It can be meant that characterizations of characters are also influenced by the place or the environment where they live. So, it proves that setting and characterization are having correlation.

This novel is set in 1930s⁵, the decade during which Alabama's infamously racist case took place, and Maycomb becomes the center of the setting. Maycomb is a small southern town with its complex social fabric of Black and White of all classes. In this novel is told that society of Maycomb has the definitive structure containing four classes.

The first and upper class consists of white collar Caucasians who are considered rich. Finch family is fit into this class. The second class in Maycomb including the blue collar, white workers, and primarily farmers and the struggled to make ends meet. The Cunninghams and the mysterious Radley family represent this class. The third class of Maycomb is the 'white trash.' The Ewells who lived at the dump and relied on welfare for survival are members of this group. The fourth or the lowest class in Maycomb is best described as a 'caste' because it is impossible to escape from it. All Blacks are included in this group.

The general setting of the novel above looks so affects Scout's characterization on her view and physical. Here, Scout is six years old, but as a child, she is always relates many of her experiences, her interests, and events

⁵ -----2008. (<http://www.literary.com/20 C/Lee.htm>)

which break the world of childhood. So, she looks like a person that already grown-up or mature person.

Based on explanation above, the researcher thinks that Harper Lee's *To Kill a Mockingbird* is different from another novel for the capturing the setting of Alabama when racist case took place; characterization, balance of humor and tragedy, use of symbolism, and careful interweaving of numerous theme, such as childhood innocence, and adult perceptions, justice and injustice, racial tolerance and intolerance, cowardice and courage, even gender issues.

In this novel, conflict or problems are shown not only occurring mature person, but also children. Scout, as a six years old child and main character in this novel, speaks up in receiving the racist case that comes up in Alabama through her own view. *To Kill a Mockingbird* also gives information about the situation of Alabama in the decade during which Alabama's infamously racist case took place from the narration that is narrated by almost all characters in this novel. These complexities also become the researcher's reason for choosing Harper Lee's *To Kill a Mockingbird* as the research object.

B. Statement of Problem

Harper Lee's *To Kill a Mockingbird* is set in the decade during Alabama's infamously racist case took place. Maycomb that becomes the center of the setting has the complex social fabric of Blacks and Whites. Then, social life in this novel is full of prejudice. The condition of this setting made Scout, a six years old child looks more mature to face the problem around her.

Based on statement of problem above, it proves that setting can affect the character in creating characterization. Thus, to make this article more valuable, the following questions are necessary to carry out as identification of problem.

1. How is the setting presented in Harper Lee's *To Kill a Mockingbird*?
2. How is the effect of the setting on Scout's characterization in Harper Lee's *To Kill a Mockingbird*?

C. Purpose and Significance of Research

1. Purpose of Research

By exploring such identification above, this research has two purposes. They are:

- a. To know how the setting is presented in Harper Lee's *To Kill a Mockingbird*.
- b. To know the effect of the setting on Scout's characterization in Harper Lee's *To Kill a Mockingbird*.

2. Significance of Research

The significance of this research consists of two kinds:

- a. Academically, this research is directed to the student of literary. Furthermore, this research is directed to those who are interested in enrich the literary knowledge.
- b. Practically, this research is directed to anyone who are interested in this research.

D. Conceptual Framework

Setting is one of basic elements in any work of fiction and it also being a part of structure which exist in its work, because according to Wellek and Warren, “Structure is a concept including both content and form so far as they are organized for aesthetic purposes” (Wellek and Warren, 1978:141). This aesthetic purpose is also discussed in the term ‘setting’ itself. Forster (1927:103) who mentions ‘setting’ with the term ‘pattern’ says that the pattern appeals to our aesthetic sense; it causes us to see the book as a whole. So, if this intrinsic element is regarded as structure, character and characterization are including structure too, because both are parts of intrinsic elements.

Theory which discusses about structure is Structuralism. Structuralism is the term which is concern with structures. Structuralism is not only a medium for discussing structure of language, but also it can be a device to analyze the elements or structure in the literary work. This is in line with Eagleton who says that the word “structuralism” indicates a method of enquiry, which can be applied to a whole range of object from football matches to economic modes of production (Eagleton, 1983:100). Briefly, those things are analyzed structurally.

Structuralism theory argues that the story is *what* in a narrative that is depicted, discourse the *how* (in Chatman, 1978:19), and what the researcher discuss in this research is based on *what* a narrative depicted through setting and character. Then, Piaget is added Eagleton’s statement about structuralism. He says that

A structure is a system of transformations. Inasmuch as it is a system and not a mere collection of elements and their properties, these transformations involve laws, which never yield results external to the system nor employ elements that are external to it. In short, the notion of structure is comprised of

three keys ideas: the idea of wholeness, the idea of transformation, and the idea of self-regulation (in Sukada, 1993:24).

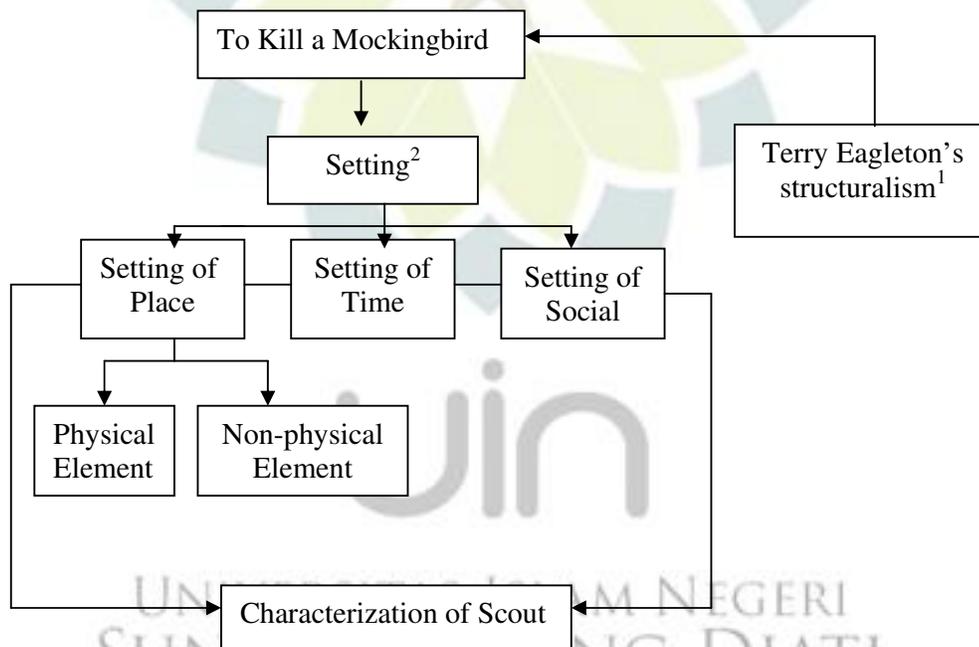
From the statement above, it means that a literary work is not only an accumulation of devices, but also an organized whole element for aesthetic purposes. Eagleton added his statement about structuralism in *Literary Theory: An Introduction*. He (1983:109) argues that structuralism contained the seeds of a social and historical theory of meaning, but they were not, on the whole, able to sprout. So, it means that they could be a part in structuralism area, but they are not included the object which is discussed or analyzed in structuralism theory, because structuralism hair-raisingly unhistorical. Because structure is the content of the narrative itself, so the connection between this theory and novel is that intrinsic element which is composed in a novel including the part of the structure itself.

In *To Kill a Mockingbird*, setting takes part in creating the characterization of Scout. In the beginning of the story, Scout is six years old, and when the story was ended, she is nine years old. During her childhood, she has different views from other children around her. Her view is looked like mature person. So, by using this theory, the researcher will make some significances form based on the setting before, then those significances will be related to the creating of Scout's characterization, and this can not be apart from the relations between the various items of the story. According to Eagleton (1983:96), "The relations between the various items of the story may be ones of parallelism relations, opposition, inversion, equivalence, and so on". The researcher thinks that the function of

these relations method is just for showing the relation between significance of the setting with characterization.

From the description above, the researcher uses Eagleton's theory of structuralism, because his theory of structuralism can be applied in the discussion of literature. So, it means that structuralism theory can be a device to analyze this research problem. Here, the researcher makes a figure of conceptual framework in order to be more understandable.

Figure 1: Scheme of Conceptual Framework



Notes:

Eagleton's structuralism is applied in this setting analysis, but because Eagleton is not classify the division of the setting explicitly, the researcher takes the division of the setting from Nurgiyantoro. Therefore, the researcher makes the number above to give an explanatory material.

1. This structuralism theory is taken from Eagleton's theory.
2. The division of those setting is taken from Nurgiyantoro.

E. Procedure of Research

1. Method of Research

This research will use structural analysis method. According to Rachmat Djoko Pradopo, the basic concept of structural theory is the assumption that in the literary work itself, there is an autonomic structure that can be understood as the total building with the interrelated elements which hold it (in Jabrohim, 2003: 54). In other word, the structural analysis method is a method that focused on the structure itself. Bertens says that as a method, structuralism is a knowledge system which professes the different views of structuralism itself (in Sukada, 1993:23). It implies that structuralism practices the methods by using the different ways including in a literary work, particularly novel. So, in this research, this method is applied to the novel by taking the elements that want to be analyzed from the text of the novel, in this case the intrinsic elements of the novel.

2. Data

The data that is collected for this research is taken from the narration and dialogue that shows the setting portrayal. Beside for describing the setting that is presented in this novel, these setting are considered as setting that give the effects on characterization of Scout, and the setting itself is interpreted into several categories. This is in line with Nurgiyantoro (2007:227) who argues that the elements of the setting are divided into three major elements. They are setting of place, setting of time, and setting of social. It is explained through the following table.

Table - 1
The Setting Elements in Harper Lee's *To Kill a Mockingbird*

No.	The Setting Elements of The Novel	Data	Page	Line
1.	Geographical elements and its characteristics.	Being Southerners, it was a source of shame to some members of the family that we had no recorded ancestors on either side of the Battle of Hastings.	8	8
		Maycomb County was farm country, nickels and dimes were had to come by for doctors and dentists and lawyers.	25	39
		There are no clearly defined seasons in South Alabama; summer drifts into autumn, and autumn is sometimes never followed by winter, but turns to a days-old spring that melts into summer again. That fall was a long one, hardly cool enough for a light jacket.	64	13
		For reason unfathomable to the most experienced prophet in Maycomb County, autumn turn to winter that year. We had two weeks of the coldest weather since 1885.	68	4
		Maycomb would have sat in the Middle of Winston Swamp, a place totally devoid of interest.	133	7
		...the children were costumed to represent the country's agricultural products: Cecil Jacobs would be dressed up to look like a cow; Agnes Boone would make a lovely butterbean, and other child would be a peanut.	255	30
		You live in a Christian home with Christian folks in a Christian town.	234	7
2.	Political elements	The state legislature was called into emergency session. The Governor was eager to scrape a few barnacles off the ship of state; there were sit-	118	35

		down strikes in Birmingham.		
		There was indeed a caste system in Maycomb.	133	43
		Way back about nineteen-twenty there was a Klan, but it was a political organization more than anything. Besides, they couldn't find anybody to scare. They paraded by Mr. Sam Levy's house one night, but Sam just stood on his porch and told 'em things had come to a pretty pass, he'd sold 'em the very sheets on their backs. Sam made 'em so ashamed of themselves they went away. "The Ku Klux's gone," said Atticus. "It'll never come back."	149	16-28
		Only judges have the power of fixing the penalty in capital cases.	223	2
		In our courts, when it's a white man's word against a black man's, the white man always wins. They're ugly, but those are the facts of life.	223	21
		For one thing, Miss Maudie can't serve on a jury because she's a woman.	224	9
3.	Economical elements	Atticus practised economy more than anything; for several years thereafter he invested in earnings in his brother's education.	9	28
		There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County. For some people, Maycomb County had recently been told that it had nothing to fear but fear itself.	10	10
		The Cunninghams never took anything they can't pay back - no church baskets and no script stamps. They never took anything off of anybody; they get along on what they have. They don't have much, but they get along on it.	25	5

		...before Mr. Cunningham left he said, "Mr. Finch I don't know when I'll ever be able to pay you." ... Later, a sack of hickory nuts appeared on the back steps. With Christmas came a crate of smilax and holly. That spring when we found a croker sack full of turnip greens, Atticus said Mr. Cunningham had more than paid him.	25	14
		Professional people were poor because the farmers were poor. As Maycomb County was farm country, nickels and dimes were hard to come by for doctor and dentist and lawyers.	25	38
		Dr. Reynold charges some folks a bushel of potatoes for delivery of a baby.	26	9
		Although Maycomb was ignored during the war between the States, Reconstruction rule and economic ruin forced the town to grow. It grew inward.	133	33
		That's just their way, about The Ewells. Maycomb gave them Christmas baskets, welfare money, and the back of its hand.	194	36
4.	Cultural elements	They (the Ewells) were people, but they lived like animals.	35	17
		Negroes worshiped in First Purchase on Sundays and white gambled in it on weekdays.	120	40
		When they saw Jem and me with Calpurnia, the men stepped back and took off their hats; the women their arms at their waist, weekday gestures of respectful attention. They parted and made a small pathway to the church door for us.	121	8
		It was customary for field Negroes with tiny children to deposit them in whatever shade there was while		

		their parents worked-usually the babies sat in the shade between two rows of cotton.	125	39
		“They (Negroes) can’t read.” “Can’t read?” I asked. “All those folks?” “That’s right.”	126	43
		I mean in Maycomb County the thing about it is, our kind of folks don’t like the Cunninghams, the Cunninghams don’t like the Ewells, and the Ewells hate and despise the colored folks.	229	11
		The ladies were cool in fragile pastel prints; most of them were heavily powdered but unrouged; the only lipstick in the room was Tangee Natural, Cutex Natural was sparkled on their fingernails, but some of the younger ladies wore Rose.	232	18
		... you gentlemen would go along with them on the assumption – the evil assumption – that all negroes lie, that all negroes are basically immoral beings, that all negro men are not to be trusted around our women.	207	13

Table - 2
Category of Setting in Harper Lee’s *To Kill a Mockingbird*

No.	Category of Setting	Data	Page	Line
1.	Setting of Place	We lived on the main residential street in town – Atticus, Jem, and I, plus Calpurnia our cook.	10	17
		Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the court house sagged in the square.	9	39
		Mrs. Henry Lafayette Dubose’s house two doors to the north of us, and The Radley place three doors to the south.	11	2

		<p>The Radley Place jutted into a sharp curve beyond our house. Walking south, one faced its porch; the sidewalk turned and ran beside the lot. The house was low, was once white with a deep front porch and green shutters, but had long ago darkened to the color of the slate-gray yard around it. Rain-rotted shingles drooped over the eaves of the veranda; oak trees kept the sun away.</p>	13	5
		<p>First Purchase African M.E. Church was in the Quarters outside the southern town limits, across the old sawmill track.</p>	120	35
		<p>First Purchase was unceiled and unpainted within. Along its wall unlighted kerosene lamps hung on brass brackets; pine benches served as pews. Behind the rough oak pulpit a faded pink silk banner proclaimed God is Love, the church's only decoration except a rotogravure print of Hunt's <i>The Light of The World</i>. There was no sign of piano, organ, hymn-books, and church program – the familiar ecclesiastical impediments we saw every Sunday. It was dime inside, with a dump coolness slowly dispelled by the gathering congregation. At each seat was a cheap cardboard fan bearing a garish Garden of Gethsemane, courtesy Tyndal's Hardware Co. (You-Name-It-We-Sell-It).</p>	122	17
2.	Setting of Time	<p>When Miss Maudie introduced us to Miss Caroline, Jem was in a haze for days. Miss Caroline printed her name on the blackboard and said, "This says I am Miss Caroline Fisher. I am from NorthAlabama, Winston County." The class murmured apprehensively, should she prove to harbor her share of the peculiarities indigenous to that region. (When Alabama seceded from the Union on January 11, 1861, Winston County seceded from Alabama, and every child in Maycomb knew it) North Alabama was full of liquor interest, Big Mules, Steel Companies, Republicans, Prpfessor, and other person of no background.</p>	21	4

		I was bored, so I began a letter to Dill. Miss Caroline caught me writing and told me to tell my father to stop teaching me.	23	20
		When I asked Jem what entailment was, and Jem described it as condition of having your tail in a crack, I asked Atticus of Mr. Cunningham would ever pay us.	25	18
		By the middle October, only two small things out of ordinary happened to two Maycomb citizens. No, there were three things, and they did not directly concern us-the Finches- but in a way they did.	250	2
3.	Setting of Social	The Place was self-sufficient: modest in comparison with the empires around it, the Landing nevertheless produced everything required to sustain life except ice, wheat flour, and articles of clothing, supplied by river-boats from mobile.	8	31
		Once the town was terrorized by a series of morbid nocturnal events: people's chicken and household pets were found mutilated; although the culprit was Crazy Addie, who eventually drowned himself in Barker's Eddy, people still look at the Radley Place, unwilling to discard their initial suspicions.	13	21
		Negroes worshiped in First Purchase on Sundays and white gambled in it on weekdays.	120	40
		When they saw Jem and me with Calpurnia, the men stepped back and took off their hats; the women their arms at their waist, weekday gestures of respectful attention. They parted and made a small pathway to the church door for us.	121	8
		There was indeed a caste system in Maycomb, but to my mind it worked this way: the older citizens the present generation of people who had lived side by side for years and years, were utterly predictable to one another: they took for granted attitudes, character shadings,	133	43

	even gestures, as having been repeated in each generation and refined by time		
	It was a gala occasion. There was no room at the public hitching rail for another animal, mule and wagons were parked under every available tree. The courthouse square was covered with picnic parties sitting on newspaper, washing down biscuit and syrup with warm milk from fruit jars. Some people were gnawing on cold chicken and fried pork chops. The more affluent chased their food with drugstore coca-cola in bulb-shaped soda glasses. Greasy-faced children popped-the- whip through the crowd, and babies lunch at their mother's breasts.	162	30
	In our courts, when it's a white man's word against a black man's, the white man always wins. They're ugly, but those are the facts of life.	223	21
	"For one thing, Miss Maudie can't serve on a jury because she's a woman." "You mean woman in Alabama can't -?" I was indignant.	224	9
	Aunt Alexandra and her missionary circle were fighting the good fight all over the house. From the kitchen, I heard Mrs. Grace Meriweather giving a report in the living room on the squalid lives of the Mrunas, it sounded like to me. They put the women out it huts when their time came, whatever that was; they had no sense of family – I knew that'd distress Aunty – they subjected children to terrible ordeals when they were thirteen; they were crawling with yaws and earworms, they chewed up and spat out the bark of a tree into a communal pot and then got drunk on it. Immediately thereafter, the ladies adjourned for refreshments.	231	2

3. Data Resource

The researcher obtains the data from Harper Lee's novel, *To Kill a Mockingbird* published in 1960 by arrangement with J.P Lippincott Company, New York Warner Books Inc. This novel is used as primary resource in this research, while another book is used as secondary resource.

4. Technique of Collecting Data

In technique of collecting data, the researcher will collect all data by using technique of "reading the text smartly." Bagdan and Taylor (1975:82-85, in Moleong, 2004:282) suggested, "Reading the text smartly; making code, arranging based on the typology, and reading some books related to the research problem." In applying those steps, the researcher reads the novel first, entitled "To Kill a Mockingbird," make notes or codes based on the evident text that will be used in this research; arranges typology by means by collecting and classifying them into some categories related to the setting and characterization; and the last, the researcher reads some books related to the research problem.

5. Steps of Data Analysis

Based on theory and also the method, the researcher will have to describe and interpret the facts in this novel. Then, the steps to analyze the data consist of several points. They are:

- a. Categorizing the whole setting which relate to the characterization of Scout in Harper Lee's *To Kill a Mockingbird*. According to Bisri

(2001:66), “This step is done by selecting the data that had been collected.”

- b. Classifying of entire data which relate to the setting based on its category.
- c. Interpreting overall of data resource to the theory that will be used. Then, that relationship will be interpreted which is suitable with the problem that is going to be discussed.
- d. Making conclusion.

6. Organization of Writing

This research is divided into four chapters.

- a. Chapter I is Introduction. It consists of background of problem, statement of problem, purpose and significance of research, conceptual framework, procedure of research, and organization of writing.
- b. Chapter II is literary review. It consists of the description about review of previous research, about Harper Lee’s *To Kill a Mockingbird* itself, biographical sketch of Harper Lee, synopsis of *To Kill a Mockingbird*, other Lee’s works, and character list in Harper Lee’s *To Kill a Mockingbird*.
- c. Chapter III is data analysis. It consists of two points. Firstly, the presentation of the three categories of setting in Harper Lee’s *To Kill a Mockingbird*. They are setting of place presentation, setting of time presentation, and setting of social presentation. Secondly, the effect of the setting on Scout’s characterization.
- d. Chapter IV consists of conclusions and suggestions.