

CHAPTER I INTRODUCTION

In this chapter, the author will explain an introduction to this research which will be divided into six parts, namely; Background, statement of problems, research objectives, research significances, previous studies and key items.

A. Research Background

A Passage to India, a 1924 novel by E.M. Forster, is regarded as one of her best works. In addition to racism and colonialism, the book explores a concept that Forster first explored in several of his earlier works: the necessity to preserve both connections to the natural world and a mental life of the imagination. It earned the 1924 James Tait Black Memorial Prize for fiction and was chosen by the Modern Library as one of the 100 greatest works of English literature of the 20th century.

Long before Forster made his first trip to India, a young Indian Muslim called Syed Ross Masood, whom Forster started educating in England starting in 1906, had already given him a vivid impression of the country's people and landscape. Masood introduced Forster to numerous of his Indian friends as the two of them grew close. The characters of Fielding and Aziz in *A Passage to India* bear echoes of the two's friendship. Forster was well equipped for his journeys across India by the time he made his first trip there in 1912 because to his training as an Englishman.

Following the unsuccessful Sepoy Rebellion in 1857, in which Indians sought to wrest control from the British East India Company, the British government had been in control of India since 1858 at the time of Forster's visit. Since the seventeenth century, the privately held commercial company known as the East India Company has been growing economic and political clout in India. By the time Forster arrived, Britain had fully established its rule over India, with English governors in charge of each province and answering to Parliament. Despite England having promised the Indian

populace a say in politics in return for their support during World War I, India did not achieve independence until 1949, a full three decades later.

During his stay, Forster spent time with both Englishmen and Indians, but he soon realized he preferred their company. He was upset by the racial discrimination and profound cultural misunderstandings that existed between the Indian population and the British colonists, or what is referred to as Anglo-Indians in *A Passage to India*. The British in India believed that the colonists were carrying the "weight of the white man." Therefore, it is understandable that Forster felt a sense of empathy with the Indian side of the colonial debate. In fact, Forster developed into a steadfast supporter of tolerance and understanding amongst individuals from many racial groups, socioeconomic levels, and origins. In 1913, immediately following his first trip to India, Forster started writing *A Passage to India*. But it wasn't until 1921, long after his second trip to India, that the book was finalized and edited. His 1924 novel *A Passage to India*, which explores the intricate connections between Indians and the English near the conclusion of the British control of India, is rife with racial misconceptions and cultural hypocrisies.

The novel describes the interactions between the British and Indians in India and the resulting tensions after a visiting Englishwoman named Adela Quested accuses a respected Indian man named Dr. Aziz of assaulting her while they were out. Aziz has many supporters, including the sympathetic Cecil Fielding, the college's president. Adela pauses on the witness stand throughout the trial before dropping the accusations. Fielding and Aziz part ways, but they tentatively reunite two years later. A rock protrusion causes them to take different ways as they ride through the forest, signifying the racial politics that led to the rupture in their friendship.

Postcolonial literature can be used to recognize and express this. The authors of this genre of literature are from nations that were once colonized. It acts as a voice for the underprivileged and powerless. It is also instructive to note that some literary creations by colonized people can also be categorized and labeled as postcolonial literature because they deal in some way with the relationship between the colonized and the

colonizer. (Ashcroft, Griffiths, and Tiffin, 2003) Literature creates culture through the author's experience as well as by describing the culture of the people. During the post-Renaissance century, the dominance of Western culture was able to organize and even create the Eastern world in terms of politics, sociology, militarism, ideology, science, and creativity. This resulted in one of the cultural abstractions that is communicated through literary works. Because they assume the continually archaic, primitive, and backward Eastern cultures, the emerging Orientalist texts are rife with cultural prejudice. As a result, postcolonial theory is a collection of theories and critiques that are used to reevaluate various facets of historical politics, economics, literature, and even government archives, as well as the relationship with the cultural legacies left behind. This connection serves as an example of how postcolonial theory can be used to dismantle colonial narratives (Ratna, 2006).

In this research, researcher will examine one of Forster's literary works, in his famous novel *A Passage to India* was chosen because it is one of the most popular postcolonial literatures in the world and also one of Forster's literary works that reflects political matters. Early critics also expressed concern at the interracial camaraderie between indigenous and expatriates in the book. Others saw the book as a vilification of humanist perspectives on the importance of interpersonal relationships, and effects of colonialism on Indian society. More recent critiques by postcolonial theorists and literary critics have reinvestigated the text as a work of Orientalist fiction contributing to a discourse on colonial relationships by a European.

Researcher trying to highlight some of the existing relationships between colonists and colonized ones with the postcolonial theoretical approach. Researcher intends to apply the postcolonial theory in the analysis of the novel to come up with a clear clarification of the depicted postcolonial aspects. The analysis of the novel from the postcolonial perspective shows that these aspects include mimicry, ambivalence, otherness, racism and prejudice. Forster focused on the racial tensions and the cultural misunderstandings that divided the Natives and the Anglo-Indians. In other words, the

study will show how British officials in India have considered and treated indigenous people.

B. Statement of Problems

Based on the explanation from the background above, the author found some problems that will be discussed in this material. The main topic of the study will focus on between racial tensions and cultural misunderstandings in postcolonial scope between British colonialism and Indigenous people, where researchers will discuss elements of the intrinsic elements of the novel *A Passage to India*.

To be more specific, the researcher will make some of the following questions;

1. How the cultural differences that appear cause misunderstandings between indigenous and expatriates in *A Passage to India* Novel?
2. How the racial tension grows between indigenous people and expatriates in *A Passage to India* Novel?

C. Research Objectives

To examine and describe the problems above, the authors make several goals so that this research can be useful for readers. The research objectives based on the problem formulation are;

1. To describe cultural differences aspects that appeared in *A Passage to India* novel.
2. To reveal racism aspects from expatriates toward indigenous people.

D. Research Significances

This study aims to provide knowledge about comparative literature, especially in the form of the transformation of novels into films, the following are significant which are described theoretically and practically:

1. Theoretical significance

The significance of this research is to add insight, knowledge about the application of postcolonial theories in criticism literature and the methods used in analyzing the object in question.

2. Practically significance

a. Researchers and readers

It is useful to increase the knowledge of British literature, so it is expected to be an attraction to appreciate British literature, especially in the field of Postcolonialism.

b. Student

This research can be used as a reference for other similar studies.

c. Teachers and lecturers

The results of this study can be used as teaching material in learning the study of English literature. Excerpts of dialogues in novels can be used as a learning medium regarding the application of Critical Theory in Postcolonialism material.

E. Previous Research Results

Here is a previous study of the novel *A Passage to India* and using the theory of postcolonialism in the dissection of the work, and has similarities with what is being studied in this study.

The researcher has identified several studies that have similarities. The first previous study is a thesis of Nila Ayu Utami entitle *Efforts to Empower and Reverse Black Stereotypes in Novel A Passage to India*. This thesis examines Miss Quested's delusion as the Marabar Cave events in the book *A Passage to India*. The psychoanalytic method and dream interpretation utilized by Sigmund Freud will be examined to determine the significance of the hallucinations. This investigation will demonstrate that Miss Quested herself is the source of the hallucinations, and that she is the one who nurtures Aziz's sexual desire. Additionally, the significance of this connotation will be demonstrated utilizing the Orientalism thesis of Edward Said and

the premise that "black is lusty." It will be demonstrated that the presumption was created to support white dominance. In particular, a conclusion can be drawn that this novel is an attempt at subversion of colonial ideology and the empowerment of blacks.

The second is Elif Derya Şenduran's dissertation entitled *The Intersection Between Two Others, The East and The West in E.M. Forster's A Passage to India*. This dissertation reconsiders the intersection between the East and the West against the background of the Lacanian O/other to explore the inside/outside intricacy between the Anglo-Indians and the Indians in E. M. Forster's *A Passage to India*. The moebius band trajectory is prevalent in both the narrative structure of the novel and the reversal of the characters' relation to the external reality that generates rupture because of traumata. This eradicates intersubjectivity between the characters who lack a shared Other. Thus, the thesis also consults Bhabha's notion of mimicry and the Saidian Other to provide a wider contextual background for the analysis.

The diversity of Indian culture and their levels of living are irreconcilable with the Western binary patterns such as colonizer/colonized and rational/irrational. According to the dissertation, the Anglo-Indians are the beneficiaries of the ambivalence. This ambivalence is felt by Adela and Mrs. Moore in *A Passage to India* because the phenomena are unknowable. Their respective photos are inverted. The moebian structure's non-linearity and one-sidedness are mirror images of the characters' non-linear intersubjectivity in Chandrapur. The band's identity also becomes apparent in the imperialist ways in which Anglo-Indians deny the truth about colonial people and their painful real-world experiences. Aziz's poetry changes into his Sint home, giving his life clarity and wishing Indian ladies and his nation's independence. The East and the West do not make up the Lacanian O/other for each other in the novel, nor are they ever mirror representations of one another.

The third is Sarah Rhoads Nilsen's thesis entitled *Power, Distance, and Stereotyping Between Colonizer and Colonized and Men and Women in A Passage to India*. This study is to demonstrate how physical distance, social distance, and emotional distance in the novel fuel the power dichotomy between the British Colonizers and the

Indian Colonized, (synonymous in this discussion with the terms ‘the West’ and ‘the East’, respectively), and male and female characters. method for conducting this study is based on my interpretation of the novel and, although supported by the theoretical perspectives presented in Narrative theory, Postcolonial theory, and Feminist theory, it is my own understanding of how these theoretical perspectives fit into the plot of the text that serves as the starting point for this discussion. I have examined *A Passage to India* within its cultural, political, social, and historical context, while performing a close reading, and subsequent close interpretation, of the primary text.

The last is Elok Mekarsari’s thesis entitled *An Analysis of Social Values In E.M Forster’s A Passage to India Novel*. This thesis examines implication of the social relationships that occur in novels. This study research social values, which included: humanity value, social relationship value, family relationship value, and moral values. More specifically, this study concerns the social values between the main and minor characters and social values that reflect the condition of Indian society. Besides, the write focuses on the implication of those social values and the theme of the story. In this case, the writer focuses on social values in the relationship between Azis and his society. Besides, this study also focuses on analyzing the implication of those social values found with the theme of the story.

From the results of previous studies, it can be concluded that the title of my research entitled *The Colonizer and The Colonized Relationship in A Passage to India Novel* is worthy of research.

F. Definition of Key Terms

In order to give clear understanding of the study, the writer would like to give the meaning to following essential term:

1. Racial Tension is a social dispute that occurs between two or more races that occurs as a result of races dominating one race to another.

2. Cultural Misunderstanding is an event of social interaction that occurs due to cultural differences in livelihoods that make there is a bad moral assessment of different cultures.
3. Colonialism is a system of domination and colonization of a large state against a small country.
4. *A Passage to India* in this study refers to the British colonialization of the Indians, and is one of Forster's most political works.

