

## **Chapter II**

### **Review of Related Literature**

In this chapter, the thesis writer discusses about the theories that she applies in order to support her analysis. Dealing with her topic the shaping and reshaping of Sandy's personality to achieve a better life, she uses two major concepts about discrimination and class cruelty among black people that arise conflict for Sandy in order to achieve a better life. She also uses literary theories such as: character and conflict that support her analysis. The thesis writer divides this chapter into two sections: first, the concepts related to her analysis and second, the literary theories related to her analysis.

## 2.1 Concepts Related to the Analysis of the Novel

The thesis writer uses these two concepts, discrimination and class cruelty among black people, to support her analysis. On the following part of her discussion, the thesis writer wants to explain these two concepts.

### 2.1.1 Discrimination

According to Andrew Hacker's book Two Nations: Black and White, Separate, Hostile, Unequal, racism has a very bad meaning in America especially dealing with African slavery (3). Eventhough slavery has been abolished for many decades, but black people in America still live under a system of white's controls. Whether it is in South or in North (especially in South), black people are unfairly treated by white people, and they live under oppression and intimidation (Hacker 17). Moreover, black people can hardly erase the horrible memory dealing with slavery where "humans could be bought and sold and punished like animals" (Hacker 3). These horrible memories are still vividly alive in black people's mind; as the oppressed race and in white people's mind; as the oppressor, and it makes both races look like two dividing societies (Hacker 3).

It is clearly seen that black people are considered as the outer group in their own country (Hacker 18). In Cornel West's Race Matters, he states: "The common denominator of these views of race is that each still sees black people as a problem people, rather than as fellow American citizens with problems" (West 5). The basic problem for black people is because they are poor and lack of

education. Indeed, the result of poverty for black people is caused by the unequal and unfair share of the nation's wealth dealing with "racial caste system" which refuses to give chances for qualified black people to have good and proper job until for a long time (West 93). In other words, many companies and industries prefer to employ white people rather than black people. Eventhough black people work in the office, they only get low position and will always remain in that position for their entire career. Moreover, many of them have unsteady jobs such as: day – laborers, servants, or porters since they are not well educated. Another problem for black people is caused by white supremacist's ideology that the ideology continues striking black people's physical appearance, their backward intelligence, and their savage culture (West 122).

Bell Hooks, through her book Killing Rage, notes: "Black progressives suffer major disillusionment with white progressives" (148). The thesis writer concludes that although white people want to cooperate with black people, white people do not want to take off their white supremacist thinking about black people. White people still consider that they are somehow better, kinder, smarter, and more intellectuals than black people. By evoking black people's psychological devaluation, the dehumanizing effort of white ideology tends to segregate black people and make them as "second-class citizenship" (West 123). Many black people get killed because of the intimidation of white racists; however, there is no justification for the violence under white supremacy, yet it supports all condition of violence against black people and lets the violence

remain unrevealed and unseen or makes the violence seem unimportant as if it were a suitable punishment for some crime (Hooks 22). Therefore, being black in America has to be able to control his or her “opinions and emotions” (Hacker 49). Because even black people are born in America, but they will not be considered as full membership in their own nation and society, and they begin to realize that America, as the only nation they know, does not want their physical presence (Hacker 33). This hurt and oppressed situation leaves anger, rage, and pessimism to black people dealing with the justification in America (West 28).

Here, the thesis writer finds out that since Sandy and his family lived during 1930s where segregation toward black people in America existed so vividly everywhere at that time, this situation became Sandy’s biggest conflict to achieve a better life. Sandy and other black people experienced the racial injustice treatment from white people in every aspect of their life. Therefore, the thesis writer uses the concept of discrimination to show that living under discrimination shapes Sandy’s personality to struggle in order to achieve a better life.

### **2.1.2 Class Cruelty among Black People**

Class difference, between the upper and the lower class of black people, has become a problem of black identity that is often overlooked. Bell Hooks says in her book Killing Rage that the priority achievement of civil rights movement is for “social equality between the races” (163). However in the course of time,

black people who seek social equality between the races have been split into two different classes with two different perspectives. First perspective supports “capitalism”, and it assimilates white privileged value that makes the struggle seem bourgeois (Hooks 163). The struggle for social equality achievement looks bourgeois because it adopts the sense of “liberal individualism” (Hooks 165). People who support this perspective mostly come from upper class, and they are economically and financially privileged. Second perspective supports “communalism” which emphasizes on the ignorance of individual needs for the sake of communal importance (Hooks 165). This perspective is suitable for poor, exploited, oppressed, and predominantly working class black people. A major difference between these two perspectives is in the sharing of resources. Because the sense of liberal individualism has influenced strongly to the upper class black people, so that, they pay less attention to the sense of shared responsibility (Hooks 165). The upper black people only share resources within family and extended kinship structures, or in other words, they will not build any relations with underprivileged black people outside kinship structures (Hooks 166). The upper black people tend to seek relations with other black people from the same class or with white people from privileged class. No wonder, the upper black people attempt to appear by talking a certain way, wearing certain clothing, and even choosing specific groups of white people or the other black people from the same class (Hooks 147). Rather than help to create progressive black educational

institutions, the upper black people tend to contribute funding to existing structures that advance bourgeois value.

Concurrently, this situation makes a gap between the upper and the lower class of black people and even emerges hatred especially for lower class people. Lower black people consider that the upper black people forget with the reality of themselves that they are still black eventhough they live in the white world, and they lose their spirit to maintain the pride and freedom of black people from segregation. On the other hand, the upper black people think that the lower black people are so impolite, jealous, ragged, and uneducated that they will never achieve life welfare and never let themselves out from segregation.

The priority achievement for civil rights movement to challenge white supremacy emerges class pressure (Hooks 169). This pressure may cause negative effects for the psychology of both classes, especially for the lower class of black people, which are fully forced by messages that they are worthless. The worst thing is that some black people begin to hate themselves as being black (Hooks 147). To stop the struggle for racial justice by breaking the bonds among black people and creating the issue of black self-hatred that is what white supremacy exactly wants toward black people. Therefore, black people should realize the white supremacist ways of thinking, so they can move to take part in "anti racist struggle" (Hooks 150).

The thesis writer discovers that Sandy experiences the kind of living in both classes. When he lives with his grandmother and mother in poor condition, this

condition shapes and reshapes his personality to work hard and to be responsible for what he does. However, his life undergoes some changes. From a loose to a strict discipline, his life becomes strictly regulated when he comes to live with his rich aunt Tempy. His living with his aunt shapes and reshapes his personality dealing with the importance of having high education and self-determination in order to persist his goal. From his living with his aunt, he appreciates more on black culture that his family often taught. Therefore, the thesis writer uses the concept of class cruelty among black people since living in these different classes influence Sandy to the shaping and reshaping of his personality to achieve a better life.

## **2.2 Literary Theories Related to the Analysis of the Novel**

In this part, the thesis writer wants to explain the literary theories, characterization and conflict, that she uses to support her analysis.

### **2.2.1 Characterization**

According to Edgar.V. Roberts' Literature: An Introduction to Reading and Writing, character is a large symbol for a human being especially in fiction that the inner personality decides his or her own thought, speech, and behavior (143). Moreover, Hugh. C . Holman in his book A Handbook to Literature says that character is a brief description about a person who represents a definite personality with the presence of moral integrity and the simple idea about his or

her personality (81). So, character in fiction is an image of a person who has personality and this personality determines his or her conducts through what he or she says, acts, and thinks. In most good stories, the events are followed by the natures of the persons involved. Here, the author reveals the characters of the imaginary persons in the story. The creation of images of these imaginary persons, so they exist for the reader as real is called characterization (Holman 81). Characterization is important because it is to emphasize dominant traits of the imaginary persons in the fiction. There are three basic methods of characterization in fiction: first, clearly description by the author of the character through “direct exposition”; second, the description of the character in action “with little or no explicit comment by the author”, so the reader can conclude the natural qualities of the actor from his or her actions; third, “ the representation from within a character without comment on the character by the author, of the impact of actions and emotions on the character’s inner self, with the expectation that the reader will come to a clear understanding of the attributes of the character” (Holman 81).

From these three basic methods of characterization, the thesis writer finds out that the author uses the second method of characterization to reveal Sandy’s dominant characters through what he says, thinks, and does toward his surroundings, with only little comment about the character from the author.



### 2.2.2 Conflict

In literary study, conflict is the structure of a work that can be seen all through a work until the final conclusion. Conflict is a clash of actions, ideas, desires, or wills between two opposing forces (Perrine 59). Conflict provides interest, suspense, and tension (Holman 107).

As stated in Writing Themes About Literature, Edgar. V. Roberts says that conflict may have wide forms such as: the conflict between life and death, yes and no, love and hate, or success and failure (133). Conflict can happen between person against another person, person against larger groups such as: society, and person against forces of nature such as: natural objects, ideas, modes of behavior, public opinion, et cetera. Conflict can be classified into two parts: external and internal conflict. External conflict includes the struggle against other persons, society, or nature; while internal conflict is dealing with the struggle between the person against himself or herself (Roberts 99).

Here, Sandy is finally able to determine what is the best for his life after he experiences many conflicts, such as: his conflict with the practice of discrimination, his conflict with his aunt Tempy, and his internal conflict. Therefore, the thesis writer uses literary theory of conflict to reveal that Sandy's conflicts influence the shaping and reshaping of his personality to achieve a better life.