

Chapter I

Introduction

1.1 Background of the Research

Literature is a form of art which has an important role in the passage of one's life. Humans need it as a natural process to communicate, convey messages, and also express feelings, thoughts, or imagination. Cairney (2010:1) mentioned that reading literature offers the readers to consider the consequences and possibilities of one's experience and get the meaning from the narrative. These things can be considered as the merit of literature. Hence, it is reasonable if reading and writing become basic skills to be taught from the early years of one's life.

Stories which are circulating in a society are one aspect that forms a culture. Stories that come from one culture will be different from those from others. Meanwhile, in delivering a story, it can actually be done verbally or in writing. This is regardless of which one starts first whether spoken directly first then poured into writing or vice versa.

According to Klarer (2004:1),

“In most cases, literature is referred to as the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word. The definitions, therefore, usually include additional adjectives such as “aesthetic” or “artistic” to distinguish literary works from texts of everyday use such as telephone books, newspapers, legal documents, and scholarly writings.”

From the explanation above, it is stated that literature is a text which is beautifully and creatively written on purpose. Literature can deliver messages and stories as entertainment to the readers. Literature is also used to build a nation and

culture. The language style can be distinguished with other writings which are adapted with its purpose.

According to Klarer (2004:9), the classification of literary forms tends to be divided into fiction, drama, and poetry as the three major literary genres. In the fiction genre, the previously popular form was epic, along with romance. Over time, it evolved into novels and short stories. We can mention that novel is story which is put together into a long piece of writing and compiled into a book.

“Nurgiyantoro (2013:5) menyatakan bahwa novel sebagai sebuah karya fiksi menawarkan sebuah dunia yang berisi model kehidupan yang diidealkan, dunia imajinatif, yang dibangun melalui berbagai unsur intrinsiknya seperti peristiwa, plot, tokoh (dan penokohan), latar, sudut pandang, dan lain-lain yang kesemuanya juga bersifat imajinatif”

“Nurgiyantoro (2013:5) stated that novel as a work of fiction offers a world that contains an idealized model, an imaginative world, which is built through various intrinsic elements such as events, plots, characters (and characterizations), setting, point of view, and so on which are imaginative”

The stories that occur in the narrative of novels and short stories are not necessarily in accordance with the reality which exists in real life. This indicates that novels and short stories are literary works of fiction. The stories are usually formed from the result of reflection and imagination on events which happen in the real world that are designed and assembled in writing by the author.

Based on its length, novels are usually much longer than short stories. Short stories can be read in a short time, while novels take more time to complete. It is clear that what is presented by the novel feels more diverse even though it is a unified series of stories. Commonly, the characters and events in the novel are not real or fiction.

According to Nurgiyantoro (2013:13),

“...novel dapat mengemukakan sesuatu secara bebas, menyajikan sesuatu secara lebih banyak, lebih rinci, dan lebih banyak melibatkan berbagai permasalahan yang kompleks.”

“...novels can express something freely, present something in more, more detail, and involve more complex problems.”

Novels can bring many issues related to real life, whether they are about the past, present or future times. Many authors utilize novels as a medium to deliver their thoughts about social life. Besides having become the interest of the readers, novels also attract some movie producers to adapt their stories into movies.

This research will discuss Suzanne Collins' *Hunger Games* (2008). The first book of the trilogy talks about a place called Panem which consists of the Capitol and twelve districts. In Panem, there is an annual reality television program called Hunger Games which is presented as entertainment for the people of the Capitol. A boy and a girl from each district will be drawn as the representatives. Those twenty-four participants must fight and kill each other until only one survivor remains. This bloody fight is also a reminder of the Dark Days when all of the districts were uprising against the Capitol.

In this research, the writer chooses Collins' *Hunger Games* (2008) as the object because this fiction novel describes the terrible imagination of the future. The novel also portrays the opposite situation which occurs in three different places within the same country named Panem. These places are the Capitol, the districts, and the arena of Hunger Games. This situation refers to the concept of dystopia.

As stated by Young (2013:10), the word dystopia has the same root as utopia with the prefix *u* replaced with the word *dys*, which comes from the Greek, meaning bad, abnormal, or diseased. While the word utopia means a no place or nowhere and is often also translated as a good place so that it has a meaning of a non-existent good place. Dystopia has the opposite meaning of utopia. Therefore, dystopia can be interpreted as a terrible, odd and unhealthy place that does not exist.

In addition, the main character, Katniss Everdeen, who is also the narrator realizes that she lives in a district which represents a dystopian world while the ones in the Capitol live in the opposite which is a utopian world.

“The rules of Hunger Games are simple. In punishment for the uprising, each of twelve districts must provide one girl and one boy, called tributes, to participate. The twenty-four tributes will be imprisoned in a vast outdoor arena that could hold anything from a burning desert to a frozen wasteland. Over a period of several weeks, the competitors must fight to the death. The last tribute standing wins.

Taking the kids from our districts, forcing them to kill one another while we watch – this is the Capitol’s way of reminding us how totally we are at their mercy.”
(Collins, 2009:21-22)

Hunger Games was adapted into a movie that made the story well-known worldwide. It has a different story from another dystopian novel which is also adapted into a movie such as Lois Lowry’s *The Giver* (1993). As a comparison, in *Hunger Games*, the lives of the characters in the Capitol and the Districts are described as having significant and contradictory differences. This creates disparity and envy among the citizens of the Capitol and the districts so the people do not unite.

While in *The Giver*, the characters live in a world called “Sameness” which is arranged in such a way that its citizens have an orderly lifestyle. The way to do

it is by eliminating feelings, emotions, memories, even color vision so that citizens do not recognize envy. On the other hand, what the two novels have in common is that the rulers of the place where the characters live, both try to completely control the lives of their citizens. As a result, each character finds it difficult to determine his own way of life.

1.2 Identification of Problem

The topic of the concept of dystopia is chosen because there is an unbalanced and opposite life between the people of the Capitol and the districts. The Capitol is considered as the center of Panem where its necessities are supplied by the districts. People in the Capitol have a prosperous life while the ones in the districts are situated behind. The event of Hunger Games is held even as an entertainment for the people of the Capitol where young children from each district kill each other. This opposite situation encourages the main character to respond to this situation.

1.3 Research Problems

In focusing the research on the explanation above, there are several questions which are determined as the reference in the analysis. The questions are:

1. How is the narrative structure in Collins' *Hunger Games*?
2. How does the narrative structure describe the concept of dystopia in Collins' *Hunger Games*?

1.4 Limitation of Problem

The analysis of this research is limited to the narrative structure which composes and builds the storyline in *Hunger Games*. This narrative structure will convey the concept of dystopia within the text. The novel uses the first-person point of view of the main character which delivers all expressions in the novel. Through this point of view, the concept of dystopia is portrayed side by side with the concept of utopia. Therefore, this concept refers not only to the elements of dystopia itself but also to the elements of utopia.

1.5 Objectives of the Research

The purpose of this research is to elaborate the issues occurred in the narrative structure related to the research problems, such as:

1. To find the narrative structure in Collin's *Hunger Games*.
2. To find out how the narrative structure describes the concept of dystopia in Collin's *Hunger Games*.

1.6 Significances of the Research

1. Theoretically, to develop better understanding on how the narrative structure presents the concept of dystopia in the novel.
2. For the writer, to learn about analyzing, describing and understanding the material and the theories in ways which are more specific on the narrative structure which describes the concept of dystopia in the novel.

3. Practically, to give more information needed by readers and further research. It provides theories on the narrative structure which describe the concept of dystopia presented in the novel. Therefore, this research can be a useful document to enrich the collection of the library of the Faculty of Arts and Letters of Pasundan University.