CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

Theory is the model of reality. It can help us to understand, explain and predict the reality, and also as the guide for us to action. As what Boeree stated that theory is a little like a map but it is not the same as the countryside. It certainly does not give us every detail, it may not even be terribly accurate, but it provides a guide to action and give something correct when fails (Boeree 14). In this study, the researcher tends to use some theories. A significant theory is aimed to help in processing of analysis in every field of study. The theory is needed to give foundation to support the analysis. This is likewise in the literary study. Therefore, the researcher uses theory of new criticism and masculinity in order to analyse this study as following:

2.1.1 New Criticism

New Criticism Theory found by Eliot and Richard in the late 1930s to the late 1950s. New Criticism is a theory which does not concern in context-historical, biographical, intellectual and so on, and its interest is not in the 'misconceptions' of 'intention' or 'affect', but New Criticism Theory concern exclusively in the the 'text in itself', with its language and organization. It does not seek a text's 'meaning', but how it 'speaks itself' (Selden Widdowson & Brooker 19).

Nevertheless, it is different to Russian Formalism Theory. In New

Criticism Theory, we focus on the literary but we can get external view, yet, in Russian Formalism Theory, we only focus on the literary and get only the intrinsic of the literary.

The way to use New Criticism Theory is by"close reading", it means the reader focus in detail of the literary to get the point. So, it is also called as closed reading theory. "Close reading" is the only way we can know if a given author's intention or a given reader's interpretation actually represents the text's meaning is to carefully examine. It is because all the evidences provided by the language of the text itself including its images, symbols, metaphors, rhyme, meter, point of view, setting, characterization, plot, and so on (Tyson 137). Therefore, the researcher use this theory to help Hegemonic Masculinity Theory to analyze the characteristic of Henchard (a man character in Hardy's novel, *The Mayor of Casterbridge*).

2.1.1.1 Character and Characterization

Character is the life of literature. It is the object of curiosity and attraction, liking and dislike, respect and blame (Bennet & Royle, 60). A character may represent people or member of the ruling elite, another may represent the poor and the oppressed that are often at the mercy of the rich and powerful. It is because

Characteristic of characters are meant to represent certain categories of people in society. There are characters that act prominent roles. These are called major characters. The others are called minor character (Ade and Okunoye 40-41). So, it is impossible there is no character in a literary work.

Each character has characteristics. Characteristic of characters are meant to represent certain categories of people in society (Ade & Okunoye 40-41). Then, Characterization is the pattern adapted in the creation of characters in a work. This includes roles and tendencies assigned to particular characters. For instant, character *Cinderella* in the story 'Cinderella' portrays as a woman which has kind characteristics, and beauty characteristics.

2.1.2 Masculinity

Connell (1987, 1992, 1995) argued that gender has been constructed as part of each society throughout history, a view that is consistent with the belief that gender is something that people do rather than part of what people are (West & Zimmerman, 1987). This construction of masculinity includes both sanctioned and less accepted behaviors. Thus, masculinity varies with both time and place, creating a multitude of masculinities. For each society, Connell contended that one version of masculinity is sanctioned as the one to which men

should adhere, which he termed hegemonic masculinity. Moreover, according to Hoftstede, masculinity stands for a society in which social gender roles are clearly distinct: Men are supposed to be assertive, tough, and focused on material success. In line with Connell, Blackburn & Smith 2010; Dutro, 2003 which propose economic independences, having power, heterosexual and performative social practices as masculinity.

Then, there is a theory of hegemony is pioneered by Antonio Gramsci, an outstanding Italian Marxist. The notion of hegemony is illustrated in Gramsci's popular book The Prison Notebooks. In general, hegemony can be construed as an influence of leadership, power, and domination of a social group to another social group (Jackson II and Hogg, 324). Hegemony can also be identified as an influence and more control towards other state and other group of people (Dowding, 306). The control can be manifested in the form of domination and authority in field of social, culture, ideology and economy. It can be precisely stated that hegemony can be performed in the sector of social, culture, ideology and economy, and it is manifested in the term of domination.

Therefore, **Hegemonic masculinity** is how particular groups of men inhabit positions of **power** and **wealth**, and **how they legitimate** and **reproduce the social relationships** that generate their dominance (Carrigan, Connell, and Lee: 92). Through hegemonic masculinity

most men benefit from the control of women. For a very few men, it delivers control of other men. To put it another way, the crucial difference between hegemonic masculinity and other masculinities is not the control of women, but the control of men and the representation of this as "universal social advancement".

More than fifty books have appeared in the English language in the last decade or so on men and masculinity. What is hegemonic masculinity as it is presented in this growing literature? Hegemonic masculinity, particularly as it appears in the works of Carrigan, Connell, and Lee. Chapman, Cockburn, Connell, Lichterman, Messner, and Rutherford, involves a specific strategy for the subordination of women. In their view, hegemonic masculinity concerns the dread of and the flight from women. A culturally idealized form, it is both a personal and a collective project, and is the common sense about breadwinning and man-hood. It is exclusive, anxiety-provoking, internally and hierarchically differentiated, brutal, and violent. It is pseudo-natural, tough, contradictory, crisis-prone, rich, and socially sustained. While centrally connected with the institutions of male dominance, not all men practice it. Though most benefit from it. Although cross-class. It often excludes working- class and black men. It is a lived experience, and an economic and cultural force, and dependent on social arrangements. It is constructed through difficult negotiation over a life-time (Connell

(1990) in Donaldson 1993). What can men do with it? According to the authors cited above, and others, hegemonic masculinity can be analyzed; distanced from, appropriated, negated, challenged, reproduced, separated from, renounced, given up, chosen, constructed with difficulty, confirmed, imposed, departed from, and modernized. It can fascinate, undermine, appropriate some men's bodies, organize, impose, pass itself off as natural, deform, harm, and deny.

Further, culture has an important part to play with regard to Connell's theory because culture lays out possibilities but also constraints for social action. There are many definitions and components of culture. However, the culture of a social system as expressed by norms and associated behaviors is explicable (in part) in terms of individual perceptions about the generally held attitudes of others in the system. Individuals derive beliefs about what is valued within the social system by their perceptions of attitudes generally held by others, especially when they need to negotiate norms and behaviors with others in public. Culture does not determine but may influence individual attitudes and be influenced by them.

"Towards a New Sociology of Masculinity" (Carrigan, Connell, and Lee 1985), which extensively critiqued the "male sex role" literature and proposed a model of multiple masculinities and power relations (Connell and Messerschmitt, 2005). In turn, this model was

integrated into a systematic sociological theory of gender. This critic is consistent to my scope and limitation where I am going to analyze a man masculine characteristic in social context. It means hegemonic masculinity focus on power relations among the social classes of a society. Hence, hegemonic refers to the cultural dynamics by means of which a social group claims, and sustains, a leading and dominant position in a social hierarchy.

2.2. Previous Studies

The last decade, there is a researcher come from University of Nevada – Las Vegas, Helen Harper's *Studying Masculiniy(ies) in Books about Girls (2007)*. In her study explored the nature and performance of masculinity portrayed in popular young adult novels featuring female protagonist. Although all had their limitations, the novels offered more complex renderings of gendered identity in the lives of female and male adolescent characters, addressed the effects of enforced traditional masculinity, and productively, if only momentarily, disrupted the connection between sex and gender in ways that allow for engagement with alternative notions of masculinity. Studying masculinity in these contemporary young adult novels about girls' lives offers much for students and teachers to consider in analyzing masculinity and femininity in texts and in life.

The second previous study came from Debrah J. Fordice, Ed.D Luther College and Lynn E. Nielsen, Ph.D - University of Northern Iowa,
2007, by the title 'Constructing Gender: Contradictions in the Life of a
Male Elementary Teacher'. In their study reveals contradictions men face
as elementary teachers. Entering teaching with a "male" advantage, Brad
was isolated within a "female" profession. Becoming the male role model
he always wanted to be, he became constantly vigilant of his interactions
with children. Celebrated for departing from the scripts of masculinity, he
was simultaneously rewarded for reinforcing these scripts in his work.
Although friends, teachers, and parents celebrated his career choice, he felt
pushed to "move up" by "moving out" of the classroom. This study
reflects the spectrum of contradictions men confront as male elementary
teachers.

So, the sameness and differentiation previous studies and this study can be describe as following table:

Table 1.1
The Sameness and Differences Point between Previous Studies

	My Study	Helen Harper	Nielsen and friends
Issue	Masculinity: Man protagonist character in a novel, <i>The Mayor of Casterbridge</i> .	Masculinity: Popular young adult in novels; not man protagonist character because she used <i>Books</i> about Girls which	Masculinity: A man in the daily life which has profession as elementary teacher.

		the main character	
		is female.	
Focus	The Masculinity constructed: This study focuses in which man behaviour admitted by the society in the novel as	The Masculinity constructed: Harper's study focus on the nature and performance of masculinity.	The Masculinity constructed: They focus on contradiction men confront as male elementary teacher.
	masculinity characteristics.		
Method	Library research:	Library research:	Field research:
	Qualitative	Qualitative	Drawing upon
	description	description	observations,
			written
			communications,
			and monthly
			interviews
			spanning the
			participant's first
			year of teaching.