CHAPTER II

LITERARY REVIEW

A. Theoretical Framework

This chapter focuses on giving explanations which related to theoretical background. This study uses some theories that relevant for analysis. The theory of Postcolonial is used as the major theory in this study. Furthermore, the analysis of this study employs the orientalism theory suggested by Edward Said as one of postcolonial theories and the issue racial discrimination that becoming impact of segregation. Besides that, this study also uses Structuralism theory by Ferdinand De Saussure to complicate of analysis *The Little Black Boy*. This study observes and analyzes about the portrayal of Black child and factors that caused the segregation in *The Little Black Boy*.

1. Theory of Postcolonial

Orientalism by Edward Said is believed to become the appropriate theory applicable in this study. Before that, this study explains about postcolonial. Foulcher and Day (4) said, postcolonial is one of literary critics which observe and investigate about the signs or the impacts of colonial. In addition, postcolonial begins when the process of hegemony—domination happen by superior people to the weak people. Postcolonialism consists of a set of theories in philosophy and various approaches to literary analysis that are concerned with literature written in English in countries that were or still are colonies of other countries (Guevara 199). From those statements above, this study concludes that postcolonial is a theory which concerned in a colonizer which has domination and power to lead the colonized in the region. Postcolonial Theory appeared as a critical strategy used to examine the culture, literature, politics, and history, of former colonies affected by the imperial colonization (Ashcroft 2). Besides that, postcolonial theory is born out of the colonized peoples' frustrations, their direct and personal cultural clashes with the conquering culture, and their fears, hopes, and dreams about the future and their own identities (Guevara 202). So, the emergence of postcolonial represents a form of critic to dominate a colonizer toward indigenous people.

Postcolonial theory can be considered as theoretical framework in order to highlight the struggle of one culture in the domination of another culture (Bressler 238). That means Postcolonial theory tends to analyze the specific issue that has related to colonization. It is about the struggle of regions that have difference culture or class which the colonizer more dominate than colonize in a region.

From some discussion above, postcolonial concerned of colonization. There are dominating regions that colonize minority regions. It means this study suitable to uses Orientalism that become part of postcolonial as main theory. There are several of the statements about postcolonial. Actually, Orientalism is one of postcolonial that explains by Edward Said. Since the publication of Edward Said Orientalism in 1978, much academic discourse has begun to use the term "Orientalism" to refer to a general patronizing Western attitude towards Middle Eastern, Asian, and North African societies (Said 32). Leela Gandhi stated that generally, *Orientalism* is considered as catalyst and reference which represent the first step in postcolonial theory (85). In the other side, Orientalism is a number of regularized writing, vision, and study, dominated by imperatives, perspectives and ideological biases ostensibly suited to the Orient (Sered 1996). According to Spivak says that Orientalism is the owner of postcolonial theory which gets discipline status of knowledge in Anglo America Academic (qtd. In Leeda Gandhi 86). This research chooses Orientalism to analyze *The Little Black Boy* poem of the reason above.

Orientalism is the product of western domination and control towards non Western region and people. The Orient is the part of Orientalism. Orientalism produces and manages the Orient. The Orient is not only adjacent to Europe; it is also the place of Europe's greatest and richest and oldest colonies, the source of its civilizations and languages, its cultural contestant, and one of its deepest and most recurring images of the other. In addition, the Orient has helped to define Europe (or the West) as its contrasting image, idea, personality, experience (Said 2). That means, Orientalism is western domination that becomes the history of colonized region. Orientalism is concerned in the result of western colonization which included the image, language, and the culture of colonized.

Orientalism expresses and represents that part culturally an even ideologically as a mode of discourse with supporting institutions, vocabulary, scholarship, imagery, doctrines, even colonial bureaucracies and colonial style (Said 2). During the nineteenth century, Great Britain emerged as the largest colonizer and imperial power, quickly gaining control of almost one quarter of the earth's landmass. The other side, Orientalism – this Western discource about the Orient has traditionally served *hegemonic* purposes (Bertens 204). That means Western has hegemony torward the Orient. West also has determination as a dominant culture which expresses and represents a power to colonize rather than the Orient as minority culture. Throughout this long history, the West became the colonizers, and many African and Asian countries and their peoples became the colonized (Guevara 200). That means, Orient peoples and their cultures do not have a position in their country while the West dominating as the colonizer. Taking the late eighteenth century as a very roughly defined starting point Orientalism can be discussed and analyzed as the corporate institution for dealing with the Orient dealing with it by making statements about it, authorizing views of it, describing it, by teaching it, settling it, ruling over it: in short, Orientalism as a Western style for dominating, restructuring, and having authority over the Orient (Said 3). It means in early, orientalism has many function as a western style that dominating the orient.

Said's book *Orientalism* (1978) has had an enormous impact on cultural studies (and on many of the disciplines that contribute to it) (Longhurst 115). For postcolonial culture include both a merger of and antagonism between the culture of the colonized and that of the colonizer, which, at this point in time, are difficult to identity and separate into discrete entities, so complete was the British intrusion into the government, education, cultural values, and daily lives of its colonial subject (Tyson 419). One definition of culture is that of "modes of behavior learned within the community" (Hannerz [1969] 2004: 180).

Politic is used as a label to discredit any work for daring to violate the protocol of pretended supra political objectivity. To some extend the political importance given a field comes from the possibility of its direct translation into economic terms; but to a greater extent political importance comes from closeness of a field to ascertainable sources of power in political society (Said 10). Directly the native populations have that instinctive feeling that those with whom they have got to deal have not behind them the might, the authority, the sympathy, the full and ungrudging support of the country which sent them there, those population lose of that sense of order which is the very basis of their civilization, just as our officers lose all that sense power and authority, which is the very basis of everything they can do for the benefit of

those among whom they have been sent (Said 34). Those indicate what caused in appearance of segregation. Politic is one of factors that caused discrimination.

2. Racial Discrimination

The first step to explain racial discrimination is race. *Race* refers to groups of persons who are relatively alike in their biological inheritance and are distinct from other groups (American Anthropological Association 1997: 2). Race is socially constructed, and the notion that persons "belong" to a particular race was developed in the last century based on the belief that there was a biological basis for categorizing groups of people. Biologically, however, the term *race* has no meaning, yet society continues to give the notion meaning by using it as a social category. The notion of race gradually took hold in U.S. society when the institution of slavery reinforced the idea that one race could be inferior to another (Banks and Eberhardt 1998: 58). In the United States, the law has had the effect of distributing benefits and burdens based on race, and the assignment of a person to a racial category has often, in the past, determined his or her rights and Obligations (e.g., in the "Jim Crow" laws passed at the end of the Civil War).

After explaining race, racism is the next step which will define below. According Rothenberg, racism is any policy, practice, belief or attitudes characteristic or status to individual based upon their race (12). In the other side, Racism is the overarching societal paradigm that tolerates, accepts, and reinforces racial inequalities, and is associated with racially unequal opportunities for children to learn and thrive (NASP, 2010a). Racial inequalities result in the discriminatory treatment of people of minority status. For instance, individuals from historically marginalized racial groups may be perceived as less worthy or less intelligent than those from the majority culture. At the same time, children or communities from the majority culture are allowed to maintain their established privileged and valued status. This privilege can result in better treatment and opportunities than are afforded to others within educational systems and other social institutions. The presence of racism in educational settings harms everyone, but has the most negative and lasting impact on racial minority groups (Pollock, 2008). So, certainly every region has culture or class which has attitudes characteristic.

Throughout this part of the British Dominions the colored people are generally looked upon by the whites as an inferior race, whose interest ought to be systematically disregarded when they came into competition with their own, and who ought to be governed mainly with a view of the advantage of the superior race. And for this advantage two things are considered to be especially necessary: first, that facilities should be afforded to the white colonists for obtaining possession of land heretofore occupied by the native tribes; and secondly, that the Kaffir population should be made to furnish as large and as cheap a supply of labor as possible. Ruth Benedict writes: "Racism is a dogma according to which one ethnic group is condemned by nature to congenital superiority." More recently, Arthur Kriegel has written: "Racism is an ideological-scientific system which divides the contemporary human species into sub-species, resulting from separate development and endowed with unequal average aptitudes (qtd. In Benoist 13). Racism is attitude of the human to separate the other human. That is groups do segregation to the other groups. The treatment of groups as dominant class have establishment to colonize lower groups.

This racism has two forms of racial relation. There are the form of acceptance and the form of rejection. The forms of acceptance are assimilation, accommodation, amalgamation, and pluralism. The forms of rejection are prejudice, segregation, and discrimination (qtd. Bintan 18). In fact, there were many of people were apparently white as dominant cultural and found a black people. Then, dominant cultural become ostracized as racially inferior. That mean Black people that defined as the Orient ancestry give a bad treatment from dominant cultural, which called the West.

When an action limits opportunities available because of their race, sex, or rational origin the problem the discrimination arise (Rothenberg 9-14). It can be said that discrimination means the impression treatment of different groups based on certain culturally. It is supported by Stanfield that discrimination refers to differential treatment of otherwise equally person (176).

Based on the explanation above, Racial Discrimination appears when dominant and minority groups are created in the society life. There is different attitude from both of them. According to Racial and ethnic Groups by Schaefer, discrimination is an unfavorable action toward people because they are members of a particular racial or ethnic group (108). The dominant group becomes the colonizer and holds the minority groups as colonized (the Orient) with their own ideas and directions. The doctrine of White supremacy made by the "Whites" groups says that "all members of the white race are superior to or "better than" all members of the nonwhite races" (qtd. Zuamah 17). The White claims their race as "upper group" superiorities in the society and do not want to combined with the other groups.

According to Rothenberg, that dominant group usually impedes the development of the subordinates and blocks their freedom of expression and action (22). So, Minority group as lower and does not have a high establishment. In addition, if groups are effectively portrayed as inferior, they can be not only denied equal access to various life chances but in some cases enslaved, expelled, or even annihilated with justification (Merger 29).

Rothenberg supported this statement by saying that once a group is defined as inferior; the superior tend to label it as defective or substandard in various ways (22).

3. Types of Racial Discrimination

Racism takes many forms, although it is usually understood in the individual sense. Essentially there are three main forms, individual racism, systemic racism and cultural racism (Henry, Tator, Mattis & Rees, 1995).

A major British inquiry into *institutional racism* within the Metropolitan Police Service in London defined *institutional racism* as: The collective failure of an organization to provide an appropriate and professional service to people because of their color, culture or ethnic origin. It can be seen or detected in processes, attitudes and behavior which amount to discrimination through unwriting prejudice, ignorance, thoughtlessness an racist stereotyping which disadvantage minority ethnic people (Stephen Lawrence Report 1999).

Institutional racism begins to enter into an organization when the institutional routines the interests of only one dominant group. Importantly, these discriminatory routines remain undetected and unchallenged because of consensual racism. Thus, *institutional racism* can be represented as: Institutional Racism is the result of Routine institutional practices and structure ads made unproblematic by routine unreflecting race thinking (race 10).

Individual racism manifests itself in individual's attitudes and behaviors, and is the easiest type to identify. *Individual racism* refers to an individual's racist assumptions, beliefs or behaviors and is "a form of racial discrimination that stems from conscious and unconscious, personal prejudice." (<u>Henry and Tator 329</u>). Individual Racism is connected to learn from

broader socio-economic histories and processes and is supported and reinforced by systemic racism.

Systemic racism consists of the policies and practices of organizations, which directly or indirectly operate to sustain the advantages of peoples of certain "social races". This type of racism is more difficult to address because it is implicit in the policies of organizations and often unconscious. *Systemic Racism* includes the policies and practices entrenched in established institutions, which result in the exclusion or promotion of designated groups. It differs from overt discrimination in that no individual intent is necessary. (Toronto Mayor's Committee on Community and Race Relations. Race Relations. *Myths and Facts*). It manifests itself in two ways: Firstly, *institutional racism:* racial discrimination that derives from individuals carrying out the dictates of others who are prejudiced or of a prejudiced society. Secondly, *Structural racism:* inequalities rooted in the system-wide operation of a society that excludes substantial numbers of members of particular groups from significant participation in major social institutions." (Henry & Tator, 2006, p. 352). *Cultural racism* is the basis of both other forms of racism, as it is the value system which is embedded in society which supports and allows discriminatory actions based on perceptions of racial difference, cultural superiority and inferiority.

Thus, racism is not only an attitude, but it is the specific actions that result from this attitude which impact upon, marginalize and oppress some people. In acknowledging and defining racism it is important to recognize that racism effects people not only on a theoretical level, but in the wider structures of society, most notably in the systems of education, justice, media, policing, immigration, and, employment, as well as in hate activity and government policies.

C. Structuralism by Ferdinand De Saussure

Structuralism is an approach to the human sciences that attempts to analyze a specific field as a complex system of interrelated parts. It was introduced to academia in university in the second half of the 20th century. Then, it becomes one of the most popular approaches, not only in analyzing language but also in culture and society (Saussure 6). So, Structuralism suitable to analyze words in sentence that has related with literary work in literature.

In a simple way, it can use literature to describe structuralism. In "Cinderella" and "Snow White", there are three dominant characters: princess, stepmother, and prince. From a structuralist point of view, 'Cinderella' is the same story as 'Snow White'. A princess is persecuted by a stepmother and rescued then married by a prince. The "units" here are the characters, and the "rules" are: stepmothers are evil, princesses are victims, and princes and princesses have to marry. Whatever details or added elements is supplied, the basic structure of this story is always the same (Saussure 7).

Structuralist analysis places these systems as universal. Every human mind in every culture at every point in history has used some sort of structuring principle to organize and understand cultural phenomena. For instance, every human culture has some sort of language, which has the basic structure of all language: words/phonemes are combined according to a grammar of rules to produce meaning (Saussure 8). In addition, structuralist believe that the structuring mechanisms of the human mind are the means by which we make sense out of chaos, and literature is a fundamental means by which human beings explain means by which human beings explain the world to themselves, that is, makes sense out of chaos (Tyson 219). So that is powerful parallel between literature as field of study and structuralism as a method of analysis.

a. Parole and Langue

To understanding every word in *The Little Black Boy* Poem, this study uses parole and langue. According to Saussure, thought is a shapeless mass and is ordered by language. For philosopher, thought becomes one of the puzzling questions. For Saussure, there is no ideas pre-exist language. Language gives shape to ideas and makes them expressible. In other words, from Saussure's point of view, thought cannot exist without language (Saussure 11).

Sound is no more fixed than thought. Though, sounds can be distinguished from each other and associated with ideas. Sounds serve as signifiers for the ideas which are their signified. In this view, signs are both material/physical (like sound) and intellectual (like ideas). This is important to Saussure because he wants to insist that language is not a thing or a substance. Language is a form, a structure and a system. For him, thought and sound is like the front and back of a piece of paper. You can distinguish between the two but you can not separate them. Structuralist linguistics is more interested in the langue than in any parole talks.

The arbitrary nature of the sign explains why language as a system langue can only arise in social relations. It takes a community to set up the relations between any particular sound image and any particular concept.

4. Related Studies

There are some researchers in which are related to this study, especially about Orientalism. The first is a thesis which was written by Neisya, Faculty of Humanities Diponegoro University, Semarang, 2010 *"The Innocence of Heart Voices of The Little Black Boy in Knowing God and His Own Identity as a Black Reflected in the Little Black Boy, APoem by William Blake*. The thesis analyzes about diction, figurative language, and imagery in one of William Blake's poems, *The Little Black Boy*, and also about the innocence of heart voices of the little Black boy in knowing God and his own identity as a black reflected in this poem. The writer chooses this poem because it contains many interesting aspects. Firstly, it consists of ordinary words that attract and make the readers have a strong passion to read the entire story of the poem. Secondly, it tells about how a little black boy tries to know about his own identity as a Black in his social life and how God always stands with him while he passes the process of it.

Then, the second related studies is *Racial Discrimination Toward Algerian Troops by French in Indigenes Movie by Racnid Bouchareb: An Orientalism Study* by Amanda Rahma Febrina, 2013 English Department Faculty of Humanities Airlangga University. She used Orientalism study by Edward Said that introduces those different races as mentioned earlier, particularly White as "the Occident" or the Western people and Black as "the Orient" or the Eastern people. In her study, she uses orientalism by Edward Said as one of postcolonial theories is applied to analyze the issue of racial discrimination or othering as well as the portrayal of the orient.

From those previous studies above, this study is different with Neysa (2010). Although the object of these studies are same, the focus of these studies are different. Nesya (2010) focuses on diction, figurative language, and imagery of the poem. But this study focuses on the portrayal of black child in the poem. This study also differents with Amanda Rahma Febrina (2013) which used Orientalism. Amanda uses *Indigenes Movie* as her object. This analysis is different with the other studies. First, this analysis focuses on the portrayal of black child in *The Little Black Boy by William Black*. Then, this study also focuses the factors that caused the segregation in *The Little Black Boy*. So, this analysis is important to be analyzed.