# AN ECOCRITICAL ANALYSIS: THE INFLUENCE OF NATURE IN *BRAVE NEW WORD* BY ALDOUS HUXLEY

THESIS



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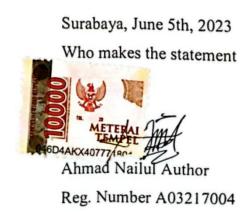
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## ABSTRACT

Author, A. N. (2023). An Ecocritical Analysis: The Influence of Nature in Brave New Word by Aldous Huxley. English Literature Department, Faculty of Adab and Humanities, UIN Sunan Ampel Surabaya. Advisors: Sufi Ikrima Saadah, M.Hum.

This study aims to analyze environmental issues and their relationship with humans in the novel *Brave New World* by Aldous Huxley. This study uses literary eco-criticism, an approach to literary criticism that considers the relationship between humans and their environment in literary works. The formulation of the problem in this study is divided into two: how is the representation of the environment in the novel and how is the relationship between humans and their environment in the relationship between humans and their environment in the novel.

This study uses a qualitative descriptive method approach with content analysis techniques to collect data from the novel. Descriptive study in text analysis is applied in this research to analyze the data in the novel. Data is collected by interpreting the quotations and conversations in the novel.

The results of this study indicate that the representation of the environment is depicted through environmental issues in the novel, such as the natural and artificial environment. The relationship between humans and their environment in this novel is described through nature, the environment by humans, and the artificial environment created to satisfy human needs. In conclusion, this study showed some of data findings: the portrayal of environmental issues, the portrayal of artificial environment, nature as provider of human need, and human exploitation towards nature.

URABAYA

Keywords: Literary Ecocritic, Environment, Human.

#### ABSTRAK

Author, A. N. (2023). Analisis Ekokritik Sastra: Pengaruh Alam dalam Novel Brave New World Karya Aldous Huxley. Program Studi Sastra Inggris, Fakultas Adab dan Humaniora, UIN Sunan Ampel Surabaya. Pembimbing: Sufi Ikrima Saadah, M.Hum.

Penelitian ini bertujuan untuk menganalisis isu lingkungan serta hubungannya dengan manusia dalam novel yang berjudul *Brave New World* karya Aldous Huxley. Penelitian ini membahas tentang analisis ekokritik sastra, yang merupakan pendekatan kritik sastra yang mempertimbangkan hubungan antara manusia dan lingkungannya dalam karya sastra. Rumusan masalah dalam penelitian ini dibagi menjadi dua, yaitu bagaimana representasi lingkungan dalam novel dan bagaimana hubungan antara manusia dengan lingkungannya dalam novel.

Penelitian ini menggunakan pendekatan metode deskriptif kualitatif dengan teknik analisis isi untuk mengumpulkan data dari novel. Studi deskriptif dalam analisis teks diterapkan dalam penelitian ini untuk menganalisis data dalam novel. Data dikumpulkan dengan menginterpretasi kutipan-kutipan maupun percakapan yang ada dalam novel.

Hasil penelitian ini menunjukkan bahwa representasi dari lingkungan digambarkan melalui isu lingkungan yang ada dalam novel seperti lingkungan alami dan buatan. Hubungan antara manusia dengan lingkungannya dalam novel ini digambarkan melalui pemanfaatan alam dan lingkungan yang dilakukan oleh manusia serta lingkungan buatan yang diciptakan digunakan sebagai pemuas kebutuhan manusia. Sebagai kesimpulan, penelitian ini menunjukkan beberapa temuan data: gambaran isu lingkungan, gambaran lingkungan buatan, alam sebagai penyedia kebutuhan manusia, dan eksploitasi manusia terhadap alam.

Kata Kunci: Ekokritik Sastra, Lingkungan, Human.

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### **CHAPTER I**

## **INTRODUCTION**

#### **1.1 Background of the Study**

Environmental issues are related to increasing awareness of the importance of maintaining and protecting the environment. In recent decades, the scientific study of environmental issues has progressed rapidly, especially with a better understanding of human impacts on ecosystems. Human activities such as deforestation, pollution, climate change and the unsustainable use of natural resources have serious consequences for our planet (Buell, 2005, p. 30). The study of environmental issues does not only focus on identifying problems, but also on finding innovative solutions that can help overcome these challenges. Ecocriticism is the most suitable theory for analyzing telescope ecological problems and ecological changes in literary works.

Ecocriticism is the study of the relationship between literature and the natural environment. It focuses on the earth as an approach to the study of literature (Glotfelty, 1996, p. xviii). Ecocritic observes the relationship between humans and non-humans. The point is that Ecocriticism does as an attempt to find nature as nothingness and silence in the text and interpret environmental representations as relevant literary categories. Ecocriticism provide changes in canonization through literary works that bring about natural issues. Ecocriticism is a "literary and physical studies environment" (Glotfelty, 1996, p. xix).

In ecocritical social and environmental theories made as the root of this theory, theorists and critics agree to use a literary analysis approach to test Social, political, psychological, philosophical, and human needs for environmental interaction. For the first time, ecocriticism was known as the different focus theory, which became its development. Historical trends in movement through changes in pastoral care have been followed by Garrard from the structured working relationship between humans and nature. While much ecocriticism covers scientific disciplines and trajectories of research aspects, ecocriticism "generally ties their cultural analysis explicitly to green moral and political agenda" (Garrard, 2004, p. 3).

Literature is a form of creative or imaginative writing, not stating that philosophy, history, and natural science are not creative and not imaginative (Eagleton, 1996: 2). A work like a novel is made with several aspects and several structures such as plot, theme, character, language style, and point of view. Each of these aspects is connected to creating literary works. Novels are stories created through human imagination. Stories in novels always have characters, and the characters interact to develop plots. Apart from being a subject, the character becomes an object in the story.

Nature has long been part of the representation of many literary works. Nature is often not only the setting for fictional stories in literary works but can also become the main theme in a literary work. The choice of diction, such as water, trees, rivers, waves, clouds, and other words, shows that writers use nature to describe the setting or content in the literary work itself (Olaofe and Okunoye, 2008, p. 19). So it is with the author of the novel. Nature becomes a bridge for

writers and writers of literary works to convey the atmosphere, image, setting, or the big theme in literary works such as environmental issues.

One novel about the relationship between humans and nature is *Brave New World* by Aldous Huxley. This is a novel that was first published in book form in 1932 from several novels. Located in England, this novel is one of the most popular and is seen as a dystopian novel. This novel talks about the shadow and imagination that occur in the future through genetic engineering, where all creatures' lives feel free and never feel significant pain.

The literature review is in the form of several previous studies that have been carried out to support this research. One is a study conducted by Fajrin (2022) about the moral contradiction of the government's actions in Aldous Huxley's *Brave New World*. The second study is conducted by Fajrin (2019) on the process of human creation in the novel *Brave New World* by Aldous Huxley. The third study is conducted by Arrozi (2016) about manipulating social classes in the novel *Brave New World* by Aldous Huxley.

The difference between this study and previous studies is in the theory used to analyze and the object of study. This study, written by the researcher, used the study of literary ecocritic theory on the object of study in the form of a novel entitled *Brave New World* by Aldous Huxley. As far as the knowledge of the researcher, no one has taken up this research yet. In this novel, the state of the environment, which includes something in the universe, such as the creation of humans and their environment, is described clearly and in-depth. The research related to the relationship between humans and their environment in this novel is very important. Therefore, the researcher is interested in conducting this research about environmental issues and their relationship with humans.

Based on the description of the background of the problem above, this study aimed to identify the representation of nature and the relationship between humans and nature in the novel. The approach used by the researcher to analyze is ecocritical theory. The researcher formulated two focus research questions; the first is how the representation of nature, and the second is how the relationship between humans and nature.

#### **1.2 Problem of the Study**

There are two problems of the study related to the research question formulated by the researcher below:

- 1. How is the representation of nature in Brave New World?
- 2. How is the relationship between humans and nature depicted in Brave

ABA

## **1.3 Significance of the study**

New World?

The researcher, theoretically, hopes that this study can contribute to developing a study of ecocritic and that the readers of this study can also broaden the treasures of their knowledge in the field of literature and increase their knowledge about an environmental issue in literary work. Furthermore, this study can be made as reference material for literary students, especially those conducting further research on a work that refers to human and nature issues in literary work. Practically, the researcher hopes that this research can help the readers understand the importance of the relationship between humans and their environment in literary works. This research hopefully can also make readers aware of the importance of preserving the environment.

#### **1.4 Scope and Delimitation**

The object of this study is a dystopian novel, *Brave New World*, written by Aldous Huxley. To analyze the novel, this study focuses on environmental issues and their relationship with human beings using the ecocritical approach by Chery Glotfelty. In this study, the researcher focused on two problems; the first is that the researcher focused on how nature is represented in the novel, and the second is that the researcher focused on the relationship between humans and nature.

## 1.5 Definition of Key Terms

- Environmental Issues are an accumulation of experiences and learning that occur continuously over a very long period of time from generation to generation. (Bharucha, 2004, p.54)
- Human is beings who have reason and they are able to dominate other creatures. (Buell, 2005, p.13)
- Nature is everything that belongs to one environment, class, and so on which is considered as one whole. (Magdoff and Williams, 2017, p.158)
- Novel disclosure of fragments of human life in which some conflicts eventually lead to changes in the way of life between the actors.
   (Baldick, 2001, p.74)

### **CHAPTER II**

## THEORETICAL FRAMEWORK

#### 2.1 Ecocriticism

Ecocriticism is a criticism of nature, where every living creature on earth must be close to nature, for example, with the land because the land where they live and build houses (Glotfelty, 1996, p. xix). Ecocriticism is a general term in which various approaches fall, which will be difficult to understand. Literary ecocriticism studies the relationship between literature and the physical environment. Ecocriticism wants to trace ideas and ideas about the environment and its representations. In simple terms, ecocriticism is the study that connects literature and the physical environment (Glotfelty, 1996, p. xviii).

In the 1980s, Ecocriticism appeared on the shoulders of the environmental movement that began in the 1960s with the publication of Rachel Carson's Silent Spring. Ecocriticism at the time became instrumental in the earth-centered approach because the relationship between environment and culture believes that "the culture that humans do is connected to the physical world, which affects and is influenced by it" (Glotfelty, 1996, p. xix). Ecocriticism is a study that connects collaboration between natural scientists, literary critics, writers, historians, anthropologists, and more. Ecocriticism asks us to introspect ourselves and the world around us, to criticize how we represent, interact, and create an environment, both natural and man-made.

Ecocriticism emerged in the 20<sup>th</sup> century and at the beginning of the first decade of the 21<sup>st</sup> century. Since then, ecocriticism has begun to smell literary

works. Eco-criticism is one of several new perspectives on literary understanding theory to examine a piece of literature. The literary ecocritical perspective is an alternative path to studying literature and environmental analysis from an interdisciplinary perspective. In this view, all disciplines come together to analyze the environment and find possible solutions to current environmental problems related to literature (Buell, 2005, p. 31).

Pope Paul VI, in the Encyclical Laudato Si' called for by Pope Francis, spoke of ecological problems caused by the tragic consequences of uncontrolled human activity: "Because of the careless exploitation of nature, humans take the risk of destroying nature and in turn become victims of this degradation" (Kerridge, 1998). Including what humans must decide in making moral choices in fulfilling their life needs that impact the environment, also, what the government should decide in its economic and political policies that impact the environment.

To analyze the relationship between humans and their environment using an eco-criticism approach, the researcher examines the language used to describe nature, especially Molek's quotations related to his interactions with nature, and by involving environmental ethics, namely biocentric, ecocentric, and anthropocentric, the researcher hopes to be able to explain the relationship between humans and their environment in the novel *Brave New World* by Aldous Huxley.

#### 2.2 New Criticism

New Criticism is literary criticism in the United States between 1920-1960, directing attention to the literary works themselves (egocentric), apart from the

influence of the author (intentional fallacy), history of occurrence, and the opinions of readers (affective fallacy) and critics (heresy of paraphrase). ), (Hartoko, 1986, p.94). New Criticism was very influential in the United States. New Criticism agrees that only by analyzing the composition and organization (structure) of a literary work can the work of art be shown according to its true meaning. In the United States, New Criticism developed its characters David Daiches, I.A. Richards, Renne Wellek and Austin Warren, Alan Tate, T.S. Eliot, Cleant Brook, and others (Teeuw, 1984, p. 133-134).

New Criticism was influential in the world of literature in the United States from the twenties to the sixties. New Criticism assumes that literature must be approached through structure. As an autonomous structure, literary works must be understood intrinsically, apart from historical background and the author's self and intentions. American New Criticism is structure-oriented with its totality, more content-oriented, both towards ambiguity, irony, and the new study model of Pike and Becker, which seeks to apply linguistics and literature in the framework of carrying out literary studies (Garrard, 2004, p. 5).

New Criticism views literary texts as a system, a complete structure. As a system/structure, a literary work is built by the components of a literary text that are interrelated with each other to form a form of meaning. The elements that build literary texts and their relation to forming a system are discussed in this approach. New Criticism opposes historical and biographical literary approaches and impressionistic criticism. New Criticism assumes that science (science) does not reflect human life. Literature and especially poetry can express the human

situation more perfectly. Poetry is a certain type of knowledge, namely knowledge through experience (Luxemburg, Hartoko, 1989, p. 52).

New Criticism argues that a literary work is a finished entity, an objective aesthetic phenomenon. Literature is very avoiding from subjective nature. According to Wimsatt (in Hartoko, 1989, p. 52), poetry should not be mixed up with the impression (affect) obtained by the reader. If we follow the affect fallacy, we fall into subjectivist and impressionist criticism. According to Brooks (in Hartoko, 1989, p. 53), the unity characteristic of a poem cannot be paraphrased or described in an "ordinary" way. A poem can be likened to a drama. Even in a poem, something is staged. There are tensions between the elements, which are resolved through conflict.

The basic idea of New Criticism is the concept of structuralism which cannot be separated from psychological theory. Jean Piaget gave three kinds of structural characteristics, (1) the overall idea, (2) intrinsic coherence, (3) the idea of transformation that allows the formation of new interpretations, (4) the idea of self, which means that the structure is autonomous (Hawkes, 1977, p. 141).

Roland Barthes (in Damono, 1979, p. 40-49). mentions the characteristics of this approach, namely (1) attention is focused on the whole in totality, (2) not only examines the surface (outward) structure but also the inner structure, (3) the structure is anti-causal, that is, it does not relate literary works to anything else. Furthermore, Propp (in Teeuw, 1984, p. 64) says a reciprocal relationship exists between one structural element and the other elements in the overall structure.

Maren Griscbach provides three characteristics of the structure, namely: (1) in structure, there is an interrelationship of the elements of a literary work which is a system of interaction between its constituent elements, (2) in structure, there is something abstract that unites different things to obtain universal law, (3) structure does not involve historical review (Junus, 1985, p. 17).

Teeuw (1984, p. 123) mentions the principles of structure: unity, wholeness, roundness, and entanglement. This understanding shows that the elements in a structure form a totality and that there are intertwined meanings between the elements in a structure. The other elements determine the meaning of one element and are also determined by the meaning of its totality. These elements form a unified whole and round unity with still visible elements.

The principles underlying the New Criticism analysis technique are (1) the structure aims to dismantle and describe as carefully, thoroughly, in as much detail, and as deep as possible the interrelationships that form the overall meaning, (2) the structure does not add up the elements, (3) structure seeks to semanticize the structural relationships that exist in poetry. This structural relationship is usually marked by a cohesive relationship both at the level of morphological structure, syntactic structure, and semantic structure, and (4) structure assumes that the whole meaning of a literary work is in the integration of the total structure.

New Criticism directs attention to the literary work itself. Analyzing literary works only analyzes composition and organization (structure). Literature is built by the components of literary texts, which are related to each other to form a system. Typical use of grammar, such as irony, paradox, and ambiguity, are also noted. New Criticism always starts from the context of the text as the first step in understanding the meaning of a literary work. New Criticism in analyzing literary works is more objective.

## 2.2.1 Character and Characterization

According to Sudjiman (1988, p. 16), what is meant by characters are fictional individuals who experience events or occur in various events in the story. Meanwhile, according to Abrams (in Nurgiyantoro, 2012, p. 165), story characters (characters) are people who appear in a narrative work or drama which the reader interprets as having certain moral qualities and tendencies as expressed in speech and what is done in action.

The story characters in a narrative text will not immediately appear to the reader. They need a tool that makes their presence possible. Readers can understand the characters in the story through the depiction of the characters presented by the author. There are two ways of depicting characters in prose: the expository and dramatic techniques. The two techniques are explained as follows (Nurgiyantoro, 2013, p. 279-283).

Panuti Sudjiman (1988) reveals that a character who holds a leadership role is called the main character or protagonist. The protagonist is always a central figure in the story. The protagonist can also be determined by paying attention to the relationship between characters. The protagonist is related to other characters, while the characters themselves are not related to one another. The character who is the main opponent of the protagonist is called the antagonist or opposing character. The antagonist includes the central figure. In traditional literary works such as folklore, the conflict between the protagonist and antagonist is usually very clear. The protagonist represents the good and the praiseworthy because that usually attracts the reader's sympathy, while the antagonist represents the evil or wrong side. As a source of value, folklore always wins over the protagonist, who becomes the role model.

According to Sudjiman in the book Understanding fictional stories (1988, p. 23), these characters are the author's invention, so only the author "knows" them. The characters need to describe their physical and mental characteristics and attitudes so that the reader also knows their character. What is meant by character is the quality of the character, the quality of his reasoning and soul that distinguishes him from other characters. The definition of characterization is broader than the definition of character because it simultaneously includes the problem of who the story characters are, what characterization is, and how they are placed and described in a story so that they can give a clear picture to the reader (Nurgiyantoro, 2012, p. 166).

Good characterizations are characterizations that successfully describe the characters and develop the character of these characters that represent the types of people desired by the theme and message (Esten, 1978, p. 27). The story characters in novels are usually presented more completely, for example, those related to physical characteristics, social conditions, behavior, traits and habits, and so on, including how the relationship between the characters is directly or

indirectly described. All of this will provide a clearer and more concrete picture of the situation of these characters. That is why the characters in the novel can be more impressive (Nurgiyantoro, 2013, p. 16).

From the above opinion, it can be concluded that characterization is the physical and mental depiction of the characters through their behavior and ideas in carrying out the wheel of life of a story. Characterizations can present figures of actors who can bring events in a story to life. They need "means" that make their presence possible. There are two ways of depicting characters in prose works: expository and dramatic (Nurgiyantoro, 2013, p. 279-283).

The painting of story characters using expository techniques, also called analytical techniques, is done by giving direct descriptions or explanations. The author presents the story's characters to the reader in a straightforward manner but just like that and immediately accompanied by a description of their personality, which may be in the form of attitudes, traits, characters, behavior, or even physical characteristics.

The appearance of story characters in dramatic techniques is done indirectly. The author does not explicitly describe the nature and attitudes, and behavior of the characters. The author allows (read: manipulates) the characters in the story to show their self-sufficiency through various activities, both verbally and nonverbally, through actions or behavior and the events that occur.

#### 2.2.2 Setting

The setting is the place where the story occurs. The story's scene can be related to physiological, sociological, and psychological dimensions. Setting can also be related to place and time (Waluyo, 2006, p. 10). Abrams argues that the setting, also known as the fulcrum, refers to the sense of place, time relationships, history, and the social environment in which the events are told (Nurgiyantoro, 2013, p. 302).

The setting does not just highlight where it happened and when it happened. A short story or novel must occur in a place and time (Sumardjo and Saini, 1997, p. 75). This opinion is strengthened by the fact that the setting is the background of events in fiction, whether in the form of the place, time, or event, and has a physical and psychological function (Aminudin, 2002, p. 67).

The setting provides a concrete and clear footing for the story. It is important to give a realistic impression to the reader, to create a certain atmosphere as if it existed and happened. Thus, the reader feels facilitated and facilitated to "operate" his imagination power, besides being allowed to play a critical role concerning his knowledge of the setting. It is as if the reader feels he has found something in the story that is a part of him. This will happen if the setting can elevate the local atmosphere and local color, complete with its unique characteristics, into the story (Nurgiyantoro, 2013, p. 303).

Setting elements can be distinguished into three main elements: setting, place, and time. Although each offers different problems and can be discussed separately, these elements are interrelated and mutually influence one another (Nurgiyantoro, 2013, p. 314).

The setting of place refers to the event's location that is told in a work of fiction. The elements used may be placed with certain names, initials, or locations

without clear names. The use of backgrounds with certain names must reflect or at least not conflict with the nature or geographical conditions of the place. Each place, of course, has characteristics that distinguish it from other places.

The use of many or few settings is not related to the literary content of the work in question. The success of the setting of a place is more determined by the accuracy of its description, function, and integration with other elements of the setting so that all of them are complimentary. The success of the appearance of the background element itself can be seen, among other things, in terms of its coherence with other fictional elements and with the demands of the story as a whole.

The setting of time relates to the problem of "when" the events told in a work of fiction occur. The problem of "when" is usually associated with factual time, a time that is related to or can be associated with historical events. The reader's knowledge and perception of historical time are then used to try to enter into the atmosphere of the story.

The setting of time in fiction can become dominant and functional if it is worked out carefully, especially if it is related to historical time. Adopting historical elements in works of fiction will cause the time that is told to be unique and typical and can become very functional so that it cannot be replaced with another time without affecting the story's development. Setting of setting becomes very coherent with other story elements.

Based on the explanation above, it can be concluded that setting is the time and place where an event in a work of fiction takes place, which has a physical

and psychological function, as well as an atmosphere that can express a story and, in the end, can support the values of the literary work. Setting can also be interpreted as events related to time, space, and atmosphere in a literary work.

#### **2.3 Previous Studies**

The are some previous studies used in this research. The previous studies are conducted in the same novel but using different theories, and the others use the same theory but different objects. Fajrin (2022) conducted a study on technological interference by the government on society in Aldous Huxley's novel entitled *Brave New Word*. The main purpose of this research is to find out whether the action is morally justified. Marxism study is used as a theory in analyzing this novel. This research uses a descriptive qualitative method. The results of this study indicate that the government has unconsciously manipulated people in the World State to fulfill the obligations given without feeling forced.

Fajrin (2019) studied the human creation process in Aldous Huxley's novel *Brave New World*. The main aim of this study was to discover the process of human creation, which was controlled by the government, which has a policy in a country where humans were created using machines. A mimetic study was used as a theory in analyzing this novel. This study used the descriptive qualitative method. This study indicated two phases in the process of human creation. The first phase was before the pouring process, and the second was after. The process of obtaining eggs, storage, fertilization, bokanovsky, bottling, and social destiny were some of the processes before pouring. In contrast, the process after pouring

was the process of electric shock and hypnopedia. The process would result in the human caste system, free sex life, and sad or happy individuals.

Arrozi (2016) studied the manipulation of social classes in the novel *Brave New World* by Aldous Huxley. The main focus of this novel was to reveal several problems, including the manipulation of what social class described in the novel, what conflicts occurred, and how the lower classes struggled in dealing with the manipulation of social class. Marxism theory was used in this study. This study used the descriptive qualitative method. The result of this study indicated that the manipulation of social class was described in the process of embryo formation, which was placed into several tubes according to social class. This process was the process of human creation. The conflict was a protest from Bernard, who was dissatisfied with the manipulation process because his friend had suffered life and violence. Finally, the struggle was carried out by him not to use the manipulation process again in creating humans.

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### **CHAPTER III**

## **RESEARCH METHOD**

#### 3.1 Research Design

To analyze this novel entitled *Brave New World* by Aldous Huxley, the researcher used qualitative and descriptive methods chosen for, which is qualitative as a method observed by researchers as an object of research, and the descriptive as an explanation to describe the situation or event related to natural criticism in the novel. The qualitative descriptive method serves to view and describe the data contained in the novel.

Qualitative research is research that intends to understand phenomena about what is experienced by research subjects, such as behavior, perceptions, motivations, actions, and others, holistically and through descriptions in the form of words and language, in a special context that is natural and using a variety of scientific methods. This research is a particular research design within the social sciences fundamentally dependent on human observation.

The choice of this method follows the characteristics of this study, namely (1) the researcher acts as the reader that can understand the novel entitled *Brave New World* by Aldous Huxley, (2) data analysis or the processing is carried out as it is without treatment and without statistical calculations to gain understanding, and (3) the results of the research negotiated with relevant experts.

### 3.2 Data Collection

### 3.2.1 Research Data

The research data used in this study uses an analytical approach. An analytical approach is an approach that seeks to find and understand the author's ideas, responses, and attitudes toward life. In this case, the ideas, responses, and attitudes will enrich the reader's spiritual life. In this case, the analytical approach is used to analyze or find out the literary eco-critic contained in the novel *Brave New World*.

## 3.2.2 Data Source

The primary data used in this analysis is from the novel *Brave New World* by Aldous Huxley, written in 1932. The novel consists of 18 chapters and 312 pages, while the researcher only takes a few pages from some of them included in the data. The data is in words in sentences, paragraphs, narratives, dialogues, and sentences corresponding to categories or types of literary ecocriticism, environmental issues, or the relationship between humans and nature. The secondary data are taken from books, journals, articles, and other sources related to this study to support the primary data.

#### **3.2.3 Data Collection Technique**

Data collection in this study used literature study techniques that aimed to obtain relevant materials, then these materials were used as a reference and to validate the research. In collecting data, the researcher used a descriptive method that follows the five steps below:

- The researchers searched for and then downloaded the novel *Brave New World* by Aldous Huxley Burnett online.
- 2. The researcher read the novel and understood the story's contents to get accurate data.
- 3. The researcher collected several accurate quotations from the novel, including environmental and natural criticism.

## 3.3 Data Analysis Technique

The data analysis technique used in this study is a flow model analysis technique, namely an analysis process consisting of three activity flows that occur simultaneously, namely data reduction, data presentation, and conclusion examination or verification. In conducting this analysis, the researcher followed the technique that is divided into three steps below:

- The researchers divided several selected quotations from the novel into two, environmental issues and their relationship with humans.
- 2. The researchers described the environmental issue represented in the novel with ecocriticism.
- 3. The researcher described the relationship between humans and nature in the novel.
- 4. The researcher concluded the data findings and analysis.

## **CHAPTER IV**

## ANALYSIS

#### 4.1 The Description of Nature in Aldous Huxley's Brave New World

## 4.1.1 The Portrayal of Environmental Issues

Knowledge of nature and the surrounding environment has existed since the baby's mind. Even since in the womb, babies have started to receive stimulation from the surrounding environment, such as sound, light, and movement. After birth, the baby continues to absorb information from the surrounding environment through the senses it has, as quoted below:

> Books and loud noises, flowers and electric shocks—already in the infant mind these couples were compromisingly linked; and after two hundred repetitions of the same or a similar lesson would be wedded indissolubly. What man has joined, nature is powerless to put asunder. (p.19)

The quotation above shows that nature and the environment cannot be separated from human life since he was born. In their development, babies show interest and curiosity toward objects such as leaves, flowers, and animals. They also begin to understand basic concepts such as the difference between life and death, objects that move and those that do not, and learn cause-and-effect relationships. Over time, babies begin to develop skills and abilities to manipulate objects around them and explore the environment more actively.

Naturally, humans have a tendency to connect with nature and the surrounding environment from before they are born, as quoted below:

By which time the original egg was in a fair way to becoming anything from eight to ninety-six embryos—a prodigious improvement, you will agree, on nature. Identical twins—but not in piddling twos and threes as in the old viviparous days, when an egg would sometimes accidentally divide; actually by dozens, by scores at a time. (p.10)

The above quotation shows that the creation of humans and nature is truly pure. This is supported by human interaction with nature, which can provide positive physical and mental health benefits. Therefore, parents and caregivers need to provide opportunities for babies and children to get to know nature and the environment from an early age, for example, by taking them to parks or forests, introducing animals and plants, and facilitating activities involving interaction with nature.

Interaction with nature can also strengthen the human connection with nature and increase human awareness of the importance of protecting and preserving the natural environment, as quoted below:

> Patiently the D.H.C. explained. If the children were made to scream at the sight of a rose, that was on grounds of high economic policy. Not so very long ago (a century or thereabouts), Gammas, Deltas, even Epsilons, had been conditioned to like flowers—flowers in particular and wild nature in general. (p.20)

The quotation above shows that since childhood, humans are allowed to interact with nature, such as seeing flowers and other natural beauties. Interaction with nature can benefit one's physical and mental health. In addition, humans can feel calm and happy, which can help reduce stress and anxiety and improve social and study skills. Therefore, humans need to interact with nature responsibly and sustainably. The natural environment in this novel is also described through forests which have an important role in human life and the environment, as quoted below:

> Forests of Centrifugal Bumble-puppy towers gleamed between the trees. Near Shepherd's Bush two thousand Beta-Minus mixed doubles were playing Riemann-surface tennis. A double row of Escalator Fives Courts lined the main road from Notting Hill to Willesden. In the Ealing stadium, a Delta gymnastic display and community singing was in progress. (p.45)

The quotation above shows the Forests of Centrifugal Bumble-puppy, which are overgrown with trees and other plants that live in a complex ecosystem. The forest consists of various types of trees and plants with different sizes and shapes. Some trees in the forest can grow very large and high, reaching tens or even hundreds of meters. A forest is a form of biodiversity important in maintaining environmental quality.

Humans have an important role in making efforts to preserve the beauty of nature and forests actively and sustainably, as quoted below:

The forest of Burnham Beeches stretched like a great pool of darkness towards the bright shore of the western sky. Crimson at the horizon, the last of the sunset faded, through orange, upwards into the yellow and pale watery green. Northwards, beyond and above the trees, the Internal and External Secretions factory glared with a fierce electric brilliance from every window of its twenty stories. (p.51)

The quotation above shows that forests have beauty and an important role in the environment, so they must always be cared for and looked after. The Burnham Beech Forest looks like a large, magnificent pool that stretches to the bright shore in the western sky. On the horizon, the crimson hues of the last sunset began to fade to oranges, then morphed into watery hues of yellow and pale green. The existence of towering trees, lush plants, and wild animals that roam in it makes the forest an amazing world. In the forest, humans can also enjoy the natural beauty that is pristine and wild, with a cool, calm, and refreshing atmosphere.

The natural beauty of nature in the novel can also be seen in the quotation below:

Uphill and down, across the deserts of salt or sand, through forests, into the violet depth of canyons, over crag and peak and table-topped mesa, the fence marched on and on, irresistibly the straight line, the geometrical symbol of triumphant human purpose. And at its foot, here and there, a mosaic of white bones, a still unrotted carcass dark on the tawny ground marked the place where deer or steer, puma or porcupine or coyote, or the greedy turkey buzzards drawn down by the whiff of carrion and fulminated as though by a poetic justice, had come too close to the destroying wires. (p.70)

The above quotation shows that in a journey, the natural beauty of nature is depicted through various terrains such as sand or salt deserts, forests, deep purple canyons, cliffs, peaks, and tables covered with fences that form straight lines and become symbols of human victory. However, beneath their feet was a mosaic of white bones and undecomposed carcasses scattered across the tawny ground. These carcasses mark places where animals such as deer, bulls, cougars, porcupines, coyotes, or voracious turkey hawks have died and spread odors unwelcome to humans. Sometimes, the animals get too close to the damaging wires, which is considered poetic justice.

The environment described in this novel is also filled with factories with their technological sophistication, which impacts actual damage to nature. One of the factories that served as the place where the future society of the World State was created was the Hatching and Conditioning Center. Therefore, officials who come from the upper class are needed who can give careful thought and attention, as quoted below:

> 'In a gap between two tunnels, a nurse was delicately probing with a long fine syringe into the gelatinous contents of a passing bottle. The students and their guides stood watching her for a few moments in silence. 'Well, Lenina,' said Mr. Foster, when at last she withdrew the syringe and straightened herself up.' (p. 13)

The excerpt explains that Henry Foster led a group of students to visit the Breeding and Conditioning Center. They met Lenina, a Beta official working at the Hatchery and Conditioning Centre, during the visit. Lenina was busy checking each bottle's contents to ensure nothing was missed. The Breeding and Conditioning Center is the place where the future of the World State community is created. Therefore, the officials needed to serve there were learned circles who could give them careful thought and attention.

The factory contains sophisticated machines and technology to create artificial nature and humans as desired, as quoted below:

And, in effect, eighty-three almost noseless black brachycephalic Deltas were cold-pressing. The fifty-six four-spindle chucking and turning machines were being manipulated by fifty-six aquiline and ginger Gammas. One hundred and seven heatconditioned Epsilon Senegalese were working in the foundry. ...The completed mechanisms were inspected by eighteen identical curly auburn girls in Gamma green, packed in crates by thirty- four short-legged, left-handed male Delta-Minuses, and loaded into the waiting trucks and lorries by sixty-three blueeyed, flaxen and freckled Epsilon Semi-Morons. (p. 107)

The above quotation shows that the machines and technology used are

guarded by each caste that is at a lower level. Gamma caste workers are given the

task of manipulating machines, assembling dynamos, and examining the mechanics of the production process in detail. Delta caste workers are cold pressing machines, cutting screws, and packing products into crates. Meanwhile, the Epsilon caste is divided into two groups. One group works in the foundry section, while the other group is in charge of loading crates containing products into waiting trucks and lorries.

One of the people who also influence the destruction of nature is the person who looks after and cares for the factory created by humans and nature. This can be proven in the quotation, 'They were passing Metre 320 on Rack 11. A young Beta-Minus mechanic was busy with screw-driver and spanner on the bloodsurrogate pump of a passing bottle.' (p. 12). The quotation describes a director directing students to walk 320 meters, and they find a young mechanic from Class Beta working on repairs to a blood replacement pump from a vial that was passing by. This indicates that Beta is a mechanic working in a nursery and conditioning center.

The people who work in the Bottling Room at the Hatchery and Conditioning Center are the lower class, as quoted below:

> "...This beastly wool isn't like acetate. It lasts and lasts. And you're supposed to mend it if it gets torn. But I'm a Beta; I worked in the Fertilizing Room; nobody ever taught me to do anything like that. It wasn't my business. Besides, it never used to be right to mend clothes ...' (p. 81)

The quotation above shows that Linda from the Beta class, lower class, explained enthusiastically to Lenina and Bernard her life story, that she is one of the humans in a World Country whose life is very bad in New Mexico because she has to be a guardian and nurse of natural manipulation—created so that it will have a very negative impact on the environment. Linda is a Beta and works in the Bottling Room.

In this environment, various types of jobs depend on each class's different levels of human intelligence. The lower classes tend to have jobs that require little thought, as quoted below:

> Half an hour later, three Delta-Minus land workers from one of the PuttenhamBokanovsky Groups happened to be driving to Elstead and, at the top of the hill, were astonished to see a young man standing Outside the abandoned lighthouse stripped to the waist and hitting himself with a whip of knotted cords... (p. 169)

The quotation above shows one type of work as an environmental nurse. They also work on the land to produce various agricultural products. The neighborhood nurses were curious to see a young man named Yohanes standing outside the lighthouse that had been abandoned for a long time. The fact is that the neighborhood nurse is identified as Delta, the lower class.

The lower classes not only work as caretakers of the built environment but also as servants for the higher classes. Their job is to serve all the needs of the higher castes, such as the quotation, "Men who never yell at Epsilon to get orders obeyed; men who take their positions for granted; …" (p. 44). The quotation describes the jealousy that Bernard feels towards Henry and Benito. The two friends never forced Epsilon to obey their orders, even though all Epsilon should have been conditioned to serve and obey the higher classes. However, Bernard does not feel the same way because he feels covered by an illness that makes him physically disabled. Apart from Epsilon, Gamma also serves as a butler for the higher classes. This is expressed in quotations "The ROOM delivered by the three is the Controller's workspace. 'Your Majesty will be down in a moment.' Butler Gamma left them alone" (p. 149). From this quotation, it can be concluded that in manipulating the artificial nature, Gamma and Epsilon served as servants for the Alpha and Beta castes.

The natural environment is the way we understand the environment by seeing it as something alive, integrated, and dynamic, as quoted below:

"... Yes, we inevitably turn to God; for this religious sentiment is of its nature so pure, so delightful to the soul that experiences it, that it makes up to us for all our other losses." Mustapha Mond shut the book and leaned back in his chair. (p.169)

The quotation above shows that the natural environment must be maintained and preserved to function optimally. The environment involves using environmentally friendly approaches to managing natural resources, such as more efficient technologies. The environment also includes efforts to strengthen the interaction and dependence between humans and the environment and the importance of maintaining the balance of the ecosystem.

The natural environment is an environment that is formed naturally without human intervention. The natural environment is very important for the survival of humans and other living things. However, various factors, such as technological sophistication, threaten the natural environment. It aims to determine the position and duties of each individual in society. Therefore, preserving the natural environment by carrying out environmentally friendly activities is necessary.

#### 4.1.2 The Portrayal of Artificial Environment

The artificial environment described in the novel entitled *Brave New World* is set in England in 1932. These conditions consist of an artificial environment created by humans using advanced technology. In this man-made environment, human life is organized into five social classes: alpha, gamma, and beta as the bourgeois while delta and epsilon as the proletariat. The entire process takes place in a large building, as described in the following quotation:

A Squat grey building of only thirty-four stories. Over the main entrance, the words. Central London Hatchery and Conditioning Centre, and, in a shield, the World State's motto, Community, Identity Stability. The enormous room on the ground-floor faced towards the north. (p. 1)

The large building is located in the United Kingdom, more precisely in the Central London Hatchery and Conditioning Centre, owned by the elite or upper class. Inside the building, there is an advanced device called the Incubator. The Incubator is the place where each human embryo is created and processed through manipulation and stabilization, as described in the following quotation:

> These are the incubators, and he showed them racks upon racks of numbered test tubes, opening an insulated door. The week's supply of ova. Kept, he explained, at the blood heat, whereas the male gametes, and here he opened another door, they have to be kept at thirty-five instead of thirty-seven. Full blood heat sterilizes. The operation was undergone voluntarily for the good of Society, not to mention the fact that it carries a bonus amounting to six month's salary, continued with some account of the technique for preserving the excised ovary alive and actively developing, passed on to a consideration of optimum temperature, salinity, viscosity, referred to the liquor in which the detached and ripened eggs were kept. (p. 2-3)

The above quotation explains that the incubator functions as a container to store embryos and places them in different tubes depending on their respective social classes. This is the initial stage of the manipulation process to create the desired artificial environment. Different and optimal temperatures are maintained for each embryo stored in the incubator. Furthermore, this process aims to create the expected society, which is a society that has identity, community, and stability.

In the created artificial environment, to achieve prosperity for society, the principles in that world stipulate that every individual has an identity and community that has been predetermined since the beginning, as described in the following quotation:

How the eggs which it contained were inspected for abnormalities, counted, and transferred to a porous receptacle, how this receptacle was immersed in a warm bouillon containing free-swimming spermatozoa at a minimum concentration of one hundred thousand per cubic centimeter, after ten minutes, the container was lifted out the liquor and its contents re-examined. How the fertilized ova went back to the incubators, where the Alphas and Betas remained until definitely bottled, while the Gammas, Delta, and Epsilons were brought out again after only thirty-six hours to undergo Bokanovsky's Process. (p. 3)

The above quotation explains that in the created world, social position within the societal class is a crucial factor for the bourgeoisie class because it determines their identity and social status in the future. Therefore, every individual is arranged through manipulation and strengthening processes within the predetermined class. Social position in society is divided into upper and lower classes, which include alpha, gamma, delta, and epsilon. Each individual in these groups is conditioned through different processes to ensure their position in the future. This process aims to reinforce their position in society.

At the Central London Hatchery and Conditioning Centre, natural conditions are described through the social class, which is manipulated in different ways depending on the social class of each individual, as quoted below:

> 'Essentially,' the D.H.C. concluded, 'bokanovskification consists of a series of arrests of development. We check the normal growth and, paradoxically enough, the egg responds by budding.' Responds by budding. The pencils were busy. He pointed. On a very slowly moving band a rack-full of test-tubes was entering a large metal box, another rack-full was emerging. Machinery faintly purred. (p. 4)

The quotation above explains the natural conditions described through social class manipulation. The process begins at the embryonic stage (spermatozoa) using a process commonly called Bokanovsky. The Bokanovsky process hinders the development of human candidates, especially those from the gamma, delta, and epsilon classes, all of whom come from the lower classes. This process aims to prevent the rise of the status of the lower class from threatening the position of the upper class, as well as to increase the number of generations of the upper class and strengthen the social stability desired by the World State.

The upper classes, in the conditions created by nature, hope that the good of society can be achieved by controlling the lower classes, as quoted below:

For the first time in history, he quoted the planetary motto. Community, Identity, Stability, Grand words. If we could bokanovsky indefinitely, the whole problem would be solved. Solved by standard Gammas, unsaying Deltas, uniform Epsilon. Millions of identical twins. The principle of mass production was at last applied to biology. (p. 5) The quotation above explains that the upper classes want to achieve social stability between social classes in society through the Bokanovsky Process. They believe that all problems in social life can be overcome by using the Bokanovsky Process. Social justice can be achieved through this concept of natural manipulation. Their goal is to create a good society with stability, identity, and community principles. They apply biological concepts created by the upper class as the main production of humanity.

The upper class supports this natural manipulation process, and they have sufficient facilities, such as luxurious buildings, to carry out this activity, as quoted below:

Still,' he added, with a laugh (but the light of combat was in his eyes and the lift of his chin was challenging), 'still, we mean to beat them if we can. I'm working on a wonderful Delta-Minus ovary at this moment. Only just eighteen months old. Over twelve thousand seven hundred children already, either decanted or in embryo. And still going strong. We'll beat them yet. (p. 6)

The above quotation shows everyone in the building which has ambitions to achieve the good of society, including Mr. Foster, an expert in process stabilization. Mr. Foster thinks that the upper class (alpha, gamma, and beta) must take control of the lower class (delta and epsilon), and he is very concerned about the current development of the delta class. Even though the deltas had high development, it would not affect the upper classes in the future since they could still defeat the deltas or other classes. It is believed that the upper class will continue to dominate society and control this process of manipulating nature. Mr. Foster has significant influence in the upper class and has very extensive knowledge of the manipulation or Bokanovsky process, as quoted below:

> Next to the Liners stood the Marticulators. The procession advanced, one by one the eggs were transferred from their test tubes to the large containers, deftly the peritoneal lining was slit, the morula dropped into place, the saline solution poured and already the bottle had passed, and it was the turn of labelers. Heredity, date of fertilization, and membership of Bokanovsky group details were transferred from the test tube to the bottle. No longer anonymous, but named, identified, the procession marched slowly through an opening in the wall, slowly on into Social Predestination Room. (p. 7)

The above quotation shows that Mr. Foster met some children from a school one day. After several conversations with them, director Bokanovsky persuaded him to give a detailed explanation of the process of stabilization and manipulation of nature created by some students. In this case, the director aims to convince people of the importance of their work from childhood to avoid future conflicts and prepare the upper class to become the balancer of society's good and control the future. Mr. Foster gives a detailed account of the process, from start to reach the Social Predestination Space.

The process of manipulating the artificial nature created by the upper class has been going on for a long time, as quoted below:

The Predestinators send in their figures to the Fertilizers, who give them the embryos they ask for. And the bottles come in here to be predestinated in detail. After which they were sent down to the Embryo Store. Where we now proceed ourselves. (p. 7) The quotation above shows the students who listened to Mr. Foster's explanation paying serious attention. Afterward, they went to the Social Predestination Room, where every human candidate from all classes was assigned a predestination number according to their position. Each tube containing spermatozoa is given a different life purpose according to its class position. The next predestination process is carried out in the Embryo Warehouse.

Mr. Foster has finished carrying out his duties to explain the Bokanovsky process or the stabilization of social classes in the future in the Space of Social Predestination as quotation below:

He rubbed his hand. For, of course, they didn't content themselves with merely hatching out embryos, any cow could do that. We also predestine and condition. We decant our babies as socialized human beings, as Alphas or Epsilons, as a future sewage works or future..... "He was going to say future World Controllers, but correcting himself, said future Directors of Hatcheries" instead. (p. 10)

The quotation above shows that he wanted to explain again the purpose of the process to the students. The process of manipulating social class or better known as the Bokanovsky Process does not just incubate embryos but also determines the destiny of every human candidate between social classes, from alpha, beta, gamma, and delta, to epsilon, all for the sake of achieving the good of a society that has harmonious stability, identity, and community.

The bourgeoisie needs more attention as a controller of the process of manipulating the artificial nature that they want to create, as quoted below:

The lower the caste, said Mr. Foster, the shorter the oxygen. The first organ affected was the brain. After that, the skeleton. At seventy percent of normal oxygen, you got dwarfs. At less than

seventy, eyeless monster. 'Who are no use at all,' concluded Mr. Foster. (p. 11)

The above quotation explains that every social class in the artificial world has a different way of processing, conditioned to not make the wrong way of processing in every social class. In the process of hatching embryos, each class, from delta to epsilon, has different storage management methods in the Bokanovsky and predestination processes, such as oxygen arrangement and tube placement, as explained by Mr. Foster. The lower classes have less oxygen than the upper classes in the Bokanovsky process, so their brain development is limited, and they are no smarter than the upper classes, according to the controller's goals of the process.

The upper class shows their high ambition to control society through the process of manipulating the artificial nature that they create, as quoted below:

And that, put in Director sententiously, is the secret of happiness and virtue liking what you've got to do. All conditioning aims at that, making people like their inescapable social destiny. In a gap between two tunnels, a nurse was delicately probing with a long fine syringe into the gelatinous contents of a passing bottle. The students and their guides stood watching her for a few moments in silence. (p. 12)

The above quotation shows that they deliberately limit the brain development of the lower classes. After visiting the Social Predestination Room, the students received an explanation from Mr. Foster about the Bokanovsky process. Then, the predestination director or Bokanovsky tries to convince the students of the future outcome of this process. He explained that the

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predestination process aims to induce people in society to accept and love their

destiny. This is another hidden purpose of Bokanovsky.

The upper classes provide an introduction to the process of social class

manipulation as a way to control the people from an early age, as quoted below:

Oh no, I don't want to play with Delta children and Epsilon is still worse. They're too stupid to be able to read or write. Besides, they wear black, which is such beastly color. I'm so glad I'm a Beta. Alpha children wear grey. They work much harder than we do because they're so frightfully clever. I'm glad I'm Beta because I don't work so hard. And then were much better than Gammas and Deltas. Gammas are stupid. They all wear green, and Delta children wear khaki. Oh no, I don't want to play with Delta children. And Epsilons are still worse. They're too stupid to be able...... (p. 22-23)

The above quotation shows that students are given hope to become a society full of kindness in the future. After leaving the pouring room, Mr. Foster led the students into the Neo-Pavlov Conditioning Room with DHC, a worker for Director Bokanovsky. In this room, students learn about the strengths and weaknesses of the realms they create. Beta class kids are set to be smarter than Gamma, Delta, and Epsilon, considered worse and dumber. Alpha-class children are considered the smartest because they can read and write like Beta-class children. Usually, upper-class children are reluctant to play with lower-class children.

The strengths and weaknesses in the realms they create are deliberately given to an understanding from an early age because their abilities are considered to be different, as in the quotation, "the faint hum and rattle of machinery still stirred the crimson air in the Embryo store, their load future men and women" (p. 28). The students then meet the most senior controller Mustapha Mond and destiny assistant Bernard Marx. Mustapha Mond is a controller living in Western Europe. He explained that the process of predestination at the embryonic stage is used to determine the future of men and women.

The image of the artificial nature to be created not only determines the destiny of each class but also shapes their character and social identity, as quoted below:

In the assembling room, the dynamos were being put together by two sets of Gamma-Plus dwarfs. The two low work tables faced one another between them and crawled the conveyor with its load of separate parts; forty-seven blond heads were confronted by forty-seven brown ones. The complete mechanism was inspected by eighteen identical curly auburn girls in Gamma green, packed in creates by thirty-four short-legged, left-handed male Delta minuses, and loaded in the waiting trucks and lorries by sixtythree blue-eyed, flaxen, and flexed Epsilon Semi Morons. (p. 139)

The above quotation shows that their artificial nature can create differences in abilities and psychological performances between these classes, which are visible in the production process. Manipulation techniques like Bokanovsky affect the psychological appearance of each worker, for example, in the Gamma class, who tend to be shorter than Delta and Epsilon, who have short legs and blue eyes. The bourgeois effort to create a generation superior to the lower classes is reflected in the psychological appearance that is deliberately made different.

From the discussion above, the data shows that the process of manipulating the artificial nature that they create has been planned since humans were still in the womb. The upper classes, who have access to social incubators and predestination, govern all aspects of future social class. All of these plans were drawn up by the upper classes, whose aim was to create a society with strong stability, identity, and community, keeping with the World State's motto that inspired them to be good citizens. However, due to this process, there are conflicts and social class struggles due to protests from the lower classes.

## 4.2 Relationship Between Humans and Nature

#### 4.2.1 Nature as Provider of Human Need

In the manipulation of nature that was created, humans are conditioned to express their sexual desires with other people through sex. The concept that everyone belongs to others is taught through hypnopædia, so they feel free to choose sexual partners because they have been conditioned not to feel attached to long-term relationships such as family and marriage, as quotation below:

'Oh no, dear. Only for a week or two, that's all. I shall spend the evening at the Club playing Musical Bridge. I suppose you're going out?'Lenina nodded. 'Who with?' 'Henry Foster.' 'Again?' Fanny's kind, rather moon-like face took on an incongruous expression of pained and disapproving astonishment. 'Do you mean to tell me you're still going out with Henry Foster?' ... 'But everyone belongs to everyone else,' he concluded, citing the hypnopædic proverb.' (p. 29)

The above quotation shows that Lenina, Fanny, and Mustapha Mond (Overseer) are involved in a dialogue where Fanny expresses her surprise at Lenina, who has only been dating Henry for four months. However, The Watcher explains that family, monogamy, and romance can limit people's ability to express their passions and energies. Hence, if one wanted to satisfy their desires, they would have to be with different partners occasionally. Fanny advises Lenina regarding the consequences of staying with Henry and not changing partners, as quoted below:

'...' But seriously,' she said, 'I really do think you ought to be careful. It's such horribly bad form to go on and on like this with one man. At forty, or thirty-five, it wouldn't be so bad. But at your age, Lenina! No, it really won't do. And you know how strongly the D.H.C. objects to anything intense or long-drawn. Four months of Henry Foster, without having another man-why, he'd be furious if he knew.' (p. 30)

The quotation above shows that according to Fanny, the Director would be angry because Lenina's behavior was deemed to be against the rules. As a young person, Lenina was considered abnormal because the rules said that "everyone belongs to someone else," meaning they could not only have one partner or have a strong emotional (love) bond with just one person. Lenina could be punished if she broke the rules.

Lenina revealed that she was only in a relationship with Henry for four months because she felt not interested in promiscuity recently, as quoted below:

> 'Lenina shook her head. 'Somehow,' she mused, 'I hadn't been feeling very keen on promiscuity lately. There are times when one doesn't. Haven't you found that too, Fanny?' Fanny nodded her sympathy and understanding...After all, everyone belongs to everyone else.' (p. 31)

The above quotation shows that Fanny reminded that Lenina had to keep doing it because it was necessary in their place. This concept has been learned through hypnopædia and signifies they are free to have sex. They are expected to have sex as often as possible and follow the rules taught in sex classes, such as changing partners frequently and using the Malthusian belt as contraception. Most of the people in the manipulation of nature created to spend their nights having sex with different partners every night, as quoted below:

'THE LIFT was crowded with men from the Alpha Changing Rooms, and Lenina's entry wars greeted by many friendly nods and smiles. She was a popular girl and, at one time or another, had spent a night with almost all of them.' (p. 39)

The above quotation shows that Lenina pondered about sexual freedom when she was in an elevator that was very crowded with men. Alpha has slept with almost all the women there. A quotation also says, '...Helmholtz Watson...This Escalator-Squash Champion, this indefatigable lover (it is said that he has had six hundred and forty different girls in less than four years) ...' (p 45). The quotation describes Helmholtz Watson having had 640 different women in less than four years. The fact that Helmholtz Watson has dated so many women shows that having multiple date partners is common and considered normal in *Brave New World* society.

Free sex was also shown in the conversation between DHC and Bernard, DHC revealed that he had visited New Mexico with a missing girl and was never found until now, as quoted below:

> '...' Don't imagine,' he said, 'that I'd had any indecorous relation with the girl. Nothing emotional, nothing long-drawn. It was all perfectly healthy and normal.' He handed Bernard the permit.' 'I really don't know why I bored you with this trivial anecdote.' Furious with himself for having given away a discreditable secret, he vented his rage on Bernard. (p. 65)

The quotation above shows that DHC emphasized that his relationship with the girl was normal, following the usual relationship in their place. This shows that a normal relationship does not have a deep emotional attachment and can last a long time in this society. Society teaches that everyone belongs to someone else, and having one partner in their life with an emotional connection like family is forbidden.

Students laughed as DHC explained about a pre-Ford era where erotic play and sexual intercourse between children and youth was considered immoral and prohibited until the age of twenty, as quotation below:

'He let out the amazing truth. For a very long period before the time of Our Ford, and even for some generations afterward, erotic play between children had been regarded as abnormal (there was a roar of laughter); and not only abnormal, actually immoral (no!): and had therefore been rigorously suppressed ... (p. 24)

The above quotations show that erotic and sexual play among children and youth is a common practice in that place, so the students find these rules unreasonable and funny. This shows that erotic and sexual play is considered normal and acceptable in their society.

Spending time with your partner can be considered a way to strengthen relationships of love and intimacy. This is done with various activities such as traveling, watching movies, cooking together, exercising, chatting casually, or even casual sex like quotation, 'Oh no, honey. Only for a week or two, that's all. I shall spend the evening at the Club playing Musical Bridge. I suppose you're going out?' Lenina nodded. 'Who with?' 'Henry Foster'' (p. 29). The quotation shows Fanny and Lenina talking about Lenina's plans to spend the night with Henry at a club featuring the musical Bridge. In the world that was created, everyone has the freedom to travel anytime and anywhere. They are even free to do whatever they want with their partner.

The manipulation of nature created is conditioned by the people there to live happily and enjoy their lives. For this reason, they continue to do activities that can keep them from feeling sad, such as visiting places and consuming soma. They are very happy to travel with their partners from one place to another, not only for dinner but also to visit places for several days, as quoted below:

> 'He does look glum,' said the Assistant Predestinator, pointing at Bernard Marx. ... 'Glum, Marx, glum.' The clap on the shoulder made him start and look up. It was that brute Henry Foster...'Take a holiday from reality whenever you like, and come back without so much as a headache or a mythology.' (p. 37)

The quotation above shows that Henry advised Bernard to take a trip so his anger would disappear. He also states that seeking happiness and doing everything necessary to achieve it, such as exercising, is important. Henry describes ongoing sporting activity in several venues in London, such as two thousand tennis players playing at Shepherd's Bush, the two rows of the Fives Escalator court from Notting Hill to Willesden, and the Delta choir and gymnastics show at Ealing Stadium. From these quotations, it can be seen that sports can be a means to find happiness.

Traveling to locations that are considered fun or have memorable memories is one of the purposes of creating artificial nature. The place is like a tourist spot that can be a gathering place with loved ones, like the quotation below:

> "...The first afternoon they went out together was particularly fine. Lenina had suggested a swim at Toquay Country Club

followed by dinner at the Oxford Union. But Bernard thought there would be too much of a crowd. Then what about a round of Electro-magnetic Golf at St. Andrew's? But again, no: Bernard considered that Electro-magnetic Golf was a waste of time...'(Huxley 60)

The above quotation shows that Lenina and Bernard plan to travel where they want to go. Lenina first told Bernard they should go swimming at the Toquay Country Club and go for dinner somewhere different after that. This shows that they enjoy visiting the location, even if it is to eat. Places visited to relax or enjoy the atmosphere with loved ones.

Lenina and Bernard traveled on a Blue-Pacific rocket. They stopped at the Santa Fe hotel before continuing their journey to New Mexico, which is known as the "Savage Reservation," with a different lifestyle from London, as quoted below:

> 'They slept that night at Santa Fé. The hotel was excellentincomparably better, for example, than that horrible Aurora Bora Palace in which Lenina had suffered so much the previous summer. Liquid air, television, vibro- vacuum massage, radio, boiling caffeine solution, hot contraceptives, and eight different kinds of scent were laid on in every bedroom....' (p. 67)

The above quotation shows that New Mexico still maintains traditional ways of life, such as family life and direct childbirth. Upon arriving at the Santa Fe hotel, Lenina gave positive feedback about the hotel's facilities being better than the place she had stayed on the previous summer vacation. This shows that they love to travel and are knowledgeable about the facilities available at each hotel. Another form of freedom in the created environment is consuming soma. Soma is a substance that all citizens of the World consume. Which has a candylike shape, as shown in the quotation below:

> "...' Pneumatic too. And how!' Then, in another tone: "But, I say," he went on, 'you do look glum! What you need is a gramme of soma.' Diving into his righthand trouser-pocket, Benito produced a phial. "One cubic centimetre cures ten gloomy. But, I say!" Bernard had suddenly turned and rushed away. (p. 41)

The quotation above shows that when he saw Bernard was feeling down, Benito Hoover gave Bernard some advice on what could help relieve his feelings. Benito suggested that Bernard consume soma, as every cubic centimeter of the substance relieves ten annoyances. Benito explained that consuming soma makes one feel happy and forget about his problems instantly because that is the effect the substance produces.

Soma is always carried and kept by every individual because this substance can get rid of sadness, anxiety, fear, and all other negative feelings that interfere with their well-being, as quoted below:

> "... By this time the soma had begun to work. Eyes shone, cheeks were flushed, the inner light of universal benevolence broke out on every face in happy, friendly smiles. Even Bernard felt himself a little melted. When Morgana Rothschild turned and beamed at him, he did his best to beam back. (p. 55)

The above quotation shows that the effects after consuming soma are shining eyes, flushed cheeks, and a friendly smile. This implies that soma influences a person to be happy and forget all his problems. Every individual always carries Soma because it can eliminate sadness, anxiety, fear, and all other negative feelings that interfere with their well-being. By consuming soma, people in the created world always feel happy and calm, no matter their situations and conditions.

Consuming soma can also cause addiction and dependency to consume it, as quoted below:

"...'A gramme in time saves nine," said Lenina, producing a bright treasure of sleep-taught wisdom. Bernard pushed away the proffered glass impatiently. "Now don't lose your temper," she said. "Remember one cubic centimetre cures ten gloomy sentiments." "Oh, for Ford's sake, be quiet!" he shouted. (p. 60)

The quotation above shows that Bernard, who is sad, is given soma by Lenina so he will not be sad anymore, but Bernard refuses to consume soma for fear of addiction. Afterward, Lenina advises Bernard that consuming one gram of soma at the right time can save nine happiness, and one cubic centimeter of soma can cure ten depressions because Bernard wants to get rid of consuming soma offered by Lenina.

Soma is also used as a ready-to-eat meal every day and is the first dish on the menu for gatherings with friends or family, as quoted below:

'Landing on the roof of Henry's forty-story apartment house in Westminster, they went straight down to the dining-hall. There, in a loud and cheerful company, they ate an excellent meal. Soma was served with the coffee. Lenina took two half-gramme tablets and Henry three...: (p. 51)

The above quotation shows that Henry and Lenina arrived on the roof of Henry's apartment and immediately rushed down to the dining room. There, they joined other friends and enjoyed the delicious dishes that had been served. Soma is also available there with coffee. This shows that consuming soma is a common thing people do in an artificial environment.

The created nature provides human needs, namely the free sex community, visiting the desired places, and consuming soma. This illustrates individual freedom from responsibility in a relationship. People can change partners without long-term commitment or permanent relationships in this community. They also have the right to go to places they want to visit. This results in individuals not being obligated to be responsible for their partners. So, they feel happy to be in a relationship with many people without restrictions.

## 4.2.2 Human Exploitation Towards Nature

The beginning of the exploitation of nature has been started in the last five or six thousand years whose purpose is to create the stability of society as desired. However, this was rejected by the grassroots, such as Bernard Marx, because it could lead to injustice in society, as quotation below:

Bernard shrugged his shoulders philosophically. Anyhow, he said, they've been doing it for the last five or six thousand years. So, I suppose they must be used to it by now. But cleanliness is next to ford lines, she insisted. Yes, and civilization is sterilization, But these people have never heard of Our Ford, and they aren't civilized. So, there is no point in.... (p. 94)

The quotation above shows that natural exploitation should still be carried out until now. However, Bernard Marx insisted this was excessive use and did not need to be defended. He has the support of Mr. Savage in his endeavors. Before talking to Mr. Savage, Bernard Marx tries to convince Lenina of the truth in his struggle that everyone in this created society is unstable and useless.

Everything that exists within the created environment and society are fake because the environment and society are manipulated and are not given the choice to live freely, as quoted below:

So hard for me to realize, Bernard was saying, to reconstruct. As thought, we were living on different planets, in different centuries. A mother, and all this dirt, and gods, and old age, and disease .... He shook his head. It's almost inconceivable. (p. 106)

The quotation above shows that Bernard told John about the condition of the environment and the people who felt like they were living on another planet because they were created and arranged in such a way by the upper class. Bernard Marx is known as a hero for the lower classes, who always fight for their rights. He tried to find people who shared his views, and after several conversations with Lenina, he realized that he found it difficult to reconstruct all the conditions existing in society.

The process of conditioning the environment and society is a fatal crime against innocent people and is an activity of exploiting and processing natural resources excessively, as quoted below:

> What fatal mischief he might do to these poor innocents? Undoing all their wholesome death-conditioning with this disgusting outcry, as though death were something terrible, as though anyone mattered as much as all that! It might give them the most disastrous ideas about the subject, might upset them into reacting in the entirely wrong, the utterly anti-social way. (p. 181)

The quotation above shows that Bernard Marx uses the analogy of life on other planets to explain the conditions of society he faces. The ruling government always focuses on identity and stability without considering the lower class's conditions. John, a friend of Bernard Marx, also supported the reconstruction of society. However, Bernard is at a loss to find a solution to reconstruct the society he wants. Mr. Savage later told the director that the existing conditioning and stabilization would do fatal damage to the children. Therefore, he requested that the conditioning and stabilization be ended immediately and not continued.

Mr. Savage remembers the conditioning of nature and society that, of course, it will be very difficult to cancel the Bokanovsky Process, as quoted below:

Me! Yelled the entire Bokanovsky Group in chorus. Bed 20 was completely forgotten. Oh, God, God, God.... The Savage kept repeating to himself. In the chaos of grief and remorse that filled his mind it was the one articulate word. God! He whispered it aloud. God ....' (p. 182)

The above quotation shows that social stabilization is threatening children's lives, and Mr. Savage is outraged by the environmental and societal manipulation that is taking place. The bourgeois class does not give them a chance to achieve freedom. Mr. Savage only thinks of God because he believes that struggle and prayer can make a big difference. For Mr. Savage, God is everything.

Mr. Savage considers that the process of excessive conditioning of the environment and society is as dangerous as poison, as the quotation below says:

> Listen, I beg you, cried the Savage earnestly. Lend me your ears...He had never spoken in public before, and found it very difficult to express what he wanted to say. Don't take that horrible

stuff. It's poison, it's poison. I say, Mr. Savage, said the Deputy Sub-Bursar, smiling propitiating. Would you mind letting me.... Never! Cried the Savage. But look here, old man...... Throw it all away, that horrible poison (p. 185-186).

The quotation above shows that Mr. Savage always remembers the importance of struggle and prayer in the struggle to make the best use of the environment and society. He continued to support Bernard Marx in his efforts to change the situation and staged a protest against Deputy Sub-Conditioning. His protest aimed to cancel the distribution of the Bokanovsky Process because he believed that the only way to save the lower classes was to cancel the manipulation of the environment and society.

The lower classes live in dire conditions as a result of excessive manipulation of the environment and society, as quoted below:

The words 'Throw it all away' pierced through the enfolding layers of incomprehension to the quick of the Delta's consciousness. An angry murmur went up from the crowd. I come to bring you freedom, said the Savage, turning back towards the twins. I come ... (p. 186)

The above quotation shows that Mr. Savage continues to fight and protest to seek justice and freedom for all people. Mr. Savage's presence in the space of fate silenced everyone within, especially the people of the Delta class. Mr. Savage fights to bring freedom to them because he believes that freedom is real life and everyone is the right to have it. His struggle continues against the Deputy Sub-Conditioning to save the Delta class. This data can be seen in the events in the predestination room. The success of Mr. Savage in opening the minds of the Delta class has made them realize that this excessive conditioning of the environment and society is not good for their future, as quoted below:

> Mustapha Mond shook hands with all three of them, but it was to the Savage that he addressed himself. So, you don't much like civilization, Mr. Savage, he said. The Savage looked at him. He had been prepared to lie, to bluster, to remain sullenly unresponsive, but, reassured by the good-humoured intelligence of the Controller's face, he decided to tell the truth, straightforwardly. No. He shook his head (p. 192).

The above quotation shows that Mr. Savage reunited with Bernard Marx, and they went to the Centre for Social Conditioning to try to effect change in their country. There, they meet Mustapha Mond, a high-class Resident of Control. Mr. Savage conveyed that he disliked the civilization of society and the stability of the environment it created. He chose to live in freedom.

Mr. Savage realizes how difficult his efforts to save society are like a quotation: 'But how useful! I see you don't like our Bokanovsky Groups, but I assure you, they're the foundation on which everything else is built' (p. 195). The bourgeois class believes that social manipulation is the right solution to overcome the problems faced by society. This is evident from their debate with the director of social predestination, who also has strong arguments for manipulating people for society's benefit. Social class manipulation is considered the foundation for achieving the desired stability, identity, and community. Mustapha Mond defends his argument and says that the Bokanovsky Process is the foundation of everything. Mustapha Mond felt confused by the very strong argument he had, so he thought of rebuilding the argument to cancel the manipulation process, such as quotations: 'I was wondering, said the Savage, why you had them at all- seeing that you can get whatever you want out of those bottles. Why don't you make everybody an Alpha Double Plus while you're about it?' (p. 195). A very influential Resident Controller in Western Europe knew everything about the manipulation process. Mr. Savage then questions the Resident Controller about stabilizing between classes while the controller can get whatever he wants from the vials. It tries to reach people with identity, stability, and community based on the motto of the World State. However, the controller can do anything to fulfill that purpose without tolerance or reason.

The Resident Controller has always rejected the way proposed by Mr. Savage to undo the process of manipulating the environment and society with the claim that Mr. Savage has no decision to do so, as quoted below:

> An Alpha decanted, Alpha conditioned man would go mad if he had to do Epsilon Semi-Moron work go mad, or start smashing things up. Alphas can be completely socialized, but only on condition that you make them do Alpha work. Only Epsilon can be expected to make Epsilon sacrifices, for the good reason that for him they aren't sacrifices, they're the line of least resistance (p. 196).

The above quotation shows that although Mustapha Mond gave strong reasons, Mr. Savage disagreed. He explained that in every process of conditioning the environment and society, the Alpha class is always set to be better than the other classes. They would be dissatisfied if they had to do the same work as Epsilon since they came from the upper class and were well-socialized. On the other hand, lower classes like Epsilon only work for Epsilon itself.

Predestination in creating the desired environment and society is considered unfair among social classes, as quoted below:

But I like the inconveniences. We don't, said the Controller. We prefer to do things comfortably. But I don't want comfort. I want God, I want poetry, I want a real danger, I want freedom, I want goodness. I want sin. (p. 211)

The above quotation shows that Mr. Savage fought for the lower classes so that they would have a chance to live with freedom. According to him, everyone in society should have a choice to determine his future. The debate between Mr. Savage and the Resident Overseer continues. Mr. Savage remains steadfast in his struggle to change conditions and cancel the conditioning process forever to achieve freedom in society. However, controllers keep stopping it with various arguments.

The lower classes aspire to achieve freedom and determine their own future. They support Mr. Savage in his efforts to undo the process of manipulating the environment and society, as quoted below:

> All right, then, said the Savage defiantly, I'm claiming the right to be unhappy. Not to mention the right to grow old and ugly and impotent, the right to have syphilis and cancer, the right to have too little eat, the right to be lousy, the right to live in constant apprehension of what may happen tomorrow, the right to catch typhoid, the right to be tortured by unspeakable pains of every kind. I claim the all, said the Savage at last (p. 212).

The quotation above shows that the Resident Controller rejects Mr.

Savage's claim and states that everything he does is just for the pleasure of life.

Mr. Savage argues that life has no freedom because everything is conditioned. His argument is solely to save the proletariat from manipulation. However, he realized that his broken state was not easily changed. Although Bernard Marx and Mr. Savage fought hard to find social justice and believed everyone should live in freedom, the Resident Controller, with strong arguments, won the debate. He claims that he has mastered everything since humans were still in embryonic form.

At the end of the story, Mr. Savage and Bernard Marx return to their respective places of residence, hoping that there is another way to achieve the freedom they desire from the conditioned environment and society. A few days after their protest against the Resident Overseer, Mr. Savage suddenly passed away. Bernard Marx was devastated by losing his best friend and could not believe it. Even so, Marx still respects Mr. Savage's struggle in seeking freedom from the manipulative conditions imposed by the bourgeois class. Marx tried not to be conditioned by the rules imposed by the bourgeoisie and continued to struggle to find truth and social justice.

#### **CHAPTER V**

## **CONCLUSION AND SUGGESTIONS**

#### 5.1 Conclusion

This study has been focused on two primary data findings. The first topic attended to discuss was the representation of nature in *Brave New World* by Aldous Huxley. The second topic explores the relationship between humans and nature in the novel. These topics are directly connected to the research question introduced at the beginning of this study.

The natural environment refers to the environment that has developed through natural processes without human intervention. This environment is vital for the survival of all living beings on Earth, including humans. Despite its importance, the natural environment faces numerous threats, such as increasing technological advancements. Identifying the roles and responsibilities of individuals in society is crucial to preserve the natural environment. In order to achieve this goal, it is essential to adopt environmentally friendly practices and take steps towards conserving the natural environment.

Humans' manipulation of the artificial world has been a premeditated process, planned even before birth. The privileged upper classes, who have access to social incubators and predestination, are responsible for governing all aspects of the future society's social class structure. The upper classes designed these plans to establish a stable society, a unique identity, and foster a sense of community, in line with the World State's guiding principle of being a good

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citizen. However, this process has led to conflicts and social class struggles as the lower classes protest against the established social structure.

The constructed world provides basic human needs such as the freedom to engage in sexual activity, visit desired places, and consume soma. This highlights the lack of personal responsibility in relationships. In this society, people can switch partners without any long-term commitment or obligation to maintain a permanent relationship. This lack of commitment makes individuals exempt from being accountable for their partners. Hence, they derive pleasure from being in multiple relationships without restrictions or limitations.

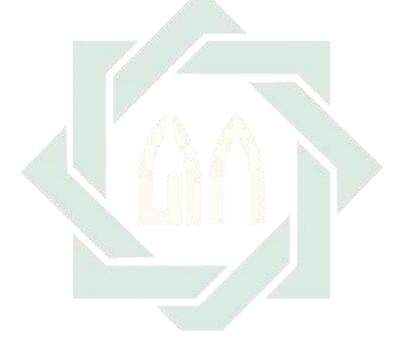
Towards the conclusion at the end of the story, Mr. Savage and Bernard Marx return to their respective residences, hoping to find a way to break free from the societal conditioning and constructed environment. A few days after their protest against the Resident Overseer, Mr. Savage passed away suddenly, leaving Bernard Marx devastated and in disbelief. Nevertheless, Marx held Mr. Savage's struggle for freedom in high regard, recognizing the challenges of seeking liberation from the constraints imposed by the bourgeois class. Marx resisted the conditioning of societal rules and dedicated himself to pursuing truth and social justice.

## 5.2 Suggestion

From the results of this study, several things can be used as suggestions to the readers, especially students of the English Literature study program, so that they can use the results of this research as input material in increasing insight about literature concerning literary eco-criticism, especially those related to

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environmental issues and human relations, with nature in the novel. For the next and other researchers, it is suggested to be able to conduct a different study considering the issue of environmental wisdom is only one element of the entire story of the object of research.



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