

CHAPTER I

INTRODUCTION

In this chapter the writer discusses the background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, theoretical framework, definition of key terms and organization of the study.

I.1 Background of the study

Literature is broadly defined as any written or spoken material, but the term most often refers to creative works (Gale: 2001). Literature includes poetry, drama, fiction, and many kinds of non-fictional writing.

Studying literature is interesting and gives pleasure to the mind. It is because literature has the element of entertaining and involves student's imagination and feelings so that it can make the readers get involved in. As Kennedy (1991: xxxix) states literature serves pleasure and illumination. He says pleasure because a study of literature involves the students' imagination and feeling so that they feel as though they become part of literary text they read.

Learning literature is important for the students. Carter (1991:3) claims that literature can be a special resource for personal development and growth, and encourage greater sensitivity and self-awareness and greater understanding of the world around them. That's why analyzing literary work can help the students to grow as individuals as well as in their relationships with the people and institutions around them. It is also important that literature be taught in schools and colleges because it is an important element of people's culture and it contains a record of people's values, thoughts, ideas, problems and conflicts.

Literature can also help the reader in developing intellectual and moral knowledge. As William (1964:58) states, "literature is a vast treasure from which we can obtain the material we require for the building up of our intellectual and moral knowledge". It supplies the readers with standards of comparison in all matters that are concerned with countless men of wisdom and genius has made life.

Literature is important to human beings as it has some values. All readers can gain such rich values in literature in the form of short stories, novels, poetry and drama. Until nowadays, there have been a lot of literary works produced with high quality by novelists, playwrights, and poets, such as William Shakespeare, Arthur Miller, Bernard Shaw, Eugene O'Neil, Tennessee William, William Wordsworth, Jane Austen, Henrik Ibsen, and Anton Chekhov.

The writer herself is interested in studying literature because she can learn other people's ideas, thoughts, experiences, values and situations so that it can increase her knowledge, also can broaden and stimulate the writer's mind. Through literature, she may find some hints, suggestions and insight which may broaden, deepen and sharpen her awareness of life.

One of the forms of literature is drama. Drama is a literary composition, usually in dialogue form, that centers on the actions of characters (Vtheatre.net: 2005). Besides, drama is the most social of all literary genres because it is written and produced for live audiences. Whereas reading modern fiction tends to be a solitary affair with a text, and reading a poem is generally a personal experience of that poem, dramas continue to be primarily social experiences of literature (Vtheatre.net: 2005)

The writer chooses drama as the subject of her study because all forms of drama represent concrete situation in life and it consists of a lot of human values, norms, thoughts, humanity and more. That is why drama is just like a mirror of what people do and experience, and how they are related with human's problems, conflicts in the real life. Drama often means as series of events that elicit high excitement which implies suspense, tension or conflict (Kennedy, 1991:834). Reading drama will not be time consuming just as Little says that drama is subject to a time limit (say two or three hours) to which the novels is not restricted and the plots of drama are generally more economical, more selective than the plot of any other literary works

(1966:113). Drama is also easier to understand because there are conversations between the characters and the language. By reading drama, the readers can learn about the values, ideas, experiences, problems, norms, thoughts, ideas and humanity, from drama in their life.

The writer is interested in Bernard Shaw's play because he is not only one of the greatest playwrights in the world but also one who influenced the thoughts of vast numbers of human beings during two generations. His subject is about genuine social issues or real human problems. He writes about prostitution in *Mrs. Warren's Profession*, war in *Arms and the Man*, religious intolerance in *The Devil's Disciple*, revenge in *Captain Brassbound's Conversion* and so on. There are some characteristics of Bernard Shaw's play. First, Shaw is an iconoclast or statue breaker. He likes to destroy old customs, concepts, tradition and philosophy as well as practice. Second is He is non conformist type. He doesn't care about social conventions. Third is His plays are plays of ideas. His play is more important than the story and the character. The next one is the characters in Shaw's plays are used as trumpets for his ideas. He considered long speeches to be unnatural.

The writer chooses Bernard Shaw's *the Doctor's Dilemma* as her study because some reasons and considerations. After reading this drama, the writer gets interested in analyzing the dilemma for her study. This drama is about the doctor's life, especially Dr. Ridgeon. He is a successful doctor who has just discovered a new

formula for tuberculosis. One day a young woman (Mrs. Dubedat) desperately seeks help for her husband from Ridgeon, who has evidently found a way to cure consumption by "stimulating the phagocytes." Ridgeon initially refuses, but changes his mind for two reasons, Dubedat is a fine artist and Ridgeon is falling in love with his wife. When the doctors meet Dubedat, however, they find that he is a dishonest scoundrel. This fact makes Ridgeon get confused whether he must choose Louis Dubedat or Dr. Blenkinsop who also has trouble with tuberculosis. Ridgeon must choose one of them to be saved; he has to choose a kind, poor doctor without a genius or the wicked genius artist? In this drama, there are some problems or conflicts faced by the characters. They have to find the solution and the main problem it self is the dilemma. This drama also talks about the other part of doctors' life that mostly people don't know, their proud, ideas, thoughts, values and so on. This drama is just about genuine social issues or real human problems.

I.2 Statement of the problem

The research question that guides this study is formulated as follows:

What is the dilemma in Bernard Shaw's *the Doctor's Dilemma*?

I.3 Objective of the study

Based on the problem above, this study is intended to find out the dilemma faced by the main character, Dr. Ridgeon in Bernard Shaw's play *The Doctor's Dilemma*

I.4 Significance of the study

This study is expected to give some contributions to the doctors, the lecturer and the students of Widya Mandala Catholic University Surabaya in understanding literary works in terms of conflicts and dilemma. Also, through the study of "The Doctor's Dilemma" the writer hopes that the reader will know more about Shaw and how his works are, particularly, *the Doctor's Dilemma*. The writer has learnt some values from this drama. She learnt that dilemma often happen to people whatever their job are such as teacher, doctor, a wife etc. The writer also learnt that people should not only make the right decision, but they should make them for the right reasons. Some people may not agree with a decision, but as long as it was made for the right reason other people can not complain. In this case, the writer hopes that the readers are challenged to discuss Shaw and his works, especially, *the Doctor's Dilemma*. Hopefully, this thesis can be used as a reference.

I.5 Scope and Limitation

In this study the writer limits the analysis on the dilemma in Bernard Shaw's play "*The Doctor's Dilemma*" through his behavior, attitudes and speeches.

I.6 Theoretical Framework

In this study, the writer uses the relevant theories in order to support her analysis. The theory of literature particularly about the conflicts, setting, plot, dilemma and the characterization are discussed at some length in chapter II.

I.7 Definition of key terms

To avoid misunderstanding and ambiguity, the writer would like to give the definitions of some key terms used in this study

- a. Drama is a literary composition, usually in dialogue form, that centers on the actions of characters (Vtheatre.net: 2005) On the other hand, drama is the most social of all literary genres because it is written and produced for live audiences. Whereas reading modern fiction tends to be a solitary affair with a text, and

reading a poem is generally a personal experience of that poem, dramas continue to be primarily social experiences of literature (Vtheatre.net: 2005)

- b. Characterization is the method a writer uses to reveal the personality of a character in literary work: Methods may include (1) by what the character says about himself or herself; (2) by what others reveal about the character; and (3) by the character's own actions (Sheehan, Mark: 2001)
- c. A character in a work of fiction or drama can be defined as a person, animal, place, or object that influences (or is influenced by) the plot and that demonstrates a unique personality (Sheehan, Mark: 2001)
- d. Setting is the time and place in which a story unfolds. A drama may contain a single setting, or the setting may change from scene to scene (W.W.Norton & Company: 2001)
- e. Conflict is the heart of all narrative structures, including drama. Conflict is a struggle between opposing forces, such as between two people, a person and something in nature or society, or even between two drives, impulses, or parts of the self (W.W.Norton & Company: 2001)
- f. Dilemma is a situation in which an unwilling or distressing choice must be made between two or more conflicting courses of action. (Shaw, 1960:196)

I.8 Organization of the study

This study consists of five chapters. Chapter I is the introduction of the study which includes the background of the study, statements of the problem, objective of the study, significance of the study, scope and limitation, theoretical framework, definition of key terms. Then chapter II deals with the review of related literature which discusses theoretical framework and related study. Chapter III deals with research method which consists of research design, the procedure of data collection, the source of data, the procedure of data analysis and the instrument of the study. Next is chapter IV which contains the analysis and findings of the study and the last one is chapter V which discusses the conclusion and suggestions