

# CHAPTER I

## INTRODUCTION

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

Comparative literature study is the study of texts beyond the confines of one particular country, and the study of the relationships between literature on one hand and other areas of knowledge and belief, such as the arts, philosophy, history, the social sciences, the sciences, religion, etc., on the other. Comparative literature is defined as a study in which an individual is assigning two or more texts, whether they are literary works or not, to study and compare them using particular parameters to discover something about one or all of the things being compared. Damrosch (2009: 51-58) says in charting the forward trajectory of comparative literature, one way to get human bearings is to look to the past. It means that by gathering existed information in the past, one may understand that the previous information may be stated again in the present or future day. From the previous statements, it can be seen that authors may write similar idea taken from the previous or current history into their new literary work. Thus, this means that there may be no original idea in literary work, and since literary works are texts, it can be assumed that this situation may also happen in non-literary work text. As Barthes states that (1977: 146), “a text is a multidimensional space in which a variety of writings, none of them original, blend and clash”, this means that an author may not necessarily have his or her original idea in writing his or her works. Such an artist may develop an existing idea into a new born idea. This

shows that a text has relation with other texts. With this view, texts can be used as the object of this study since a text may have similarities with other texts, one may use two literary works as his/her comparison objects.

There have been a number of studies on the relationship between one literary work and other literary work. A literary work may refer to the previous literary works. This practice has been going on more than just one or two hundred years, but also for thousand years. Sir Thomas Clanvowe (1403), for instance, wrote *The Cuckoo and the Nightingale* which similar to *The Owl and the Nightingale* that was anonymously written in the thirteenth century (Legouis, 1934: 50). Eliot, in his well-known essay, *The Sacred Wood* (1921), indicates that a text may refer, relate, connect, and resemble to the previous text as shown in the following quotation,

“No poet, no artist of any art, has his complete meaning alone. His significance, his appreciation is the appreciation of his relation to the dead poets and artists. You cannot value him alone; you must set him, for contrast and comparison, among the dead. I mean this as a principle of aesthetic, not merely historical, criticism.” (1921: 44)

Examining a comparison between one text and another text, one may use Critical Discourse Analysis. Critical Discourse Analysis is an interdisciplinary approach to the study of discourse which views language as a form of social practice and focuses on the ways social and political domination is reproduced in text and speech (Fairclough, 1995). Fairclough (1989: 109) states that there are three stages in doing Critical Discourse Analysis: description of text, interpretation of the relationship between text and interaction, and explanation of the relationship between interaction and social context.

Description is the stage which is focused on the formal features of a text. Formal features that can be found in a specific text can be considered as particular choices of the available options (e.g. of vocabulary or grammar) in the type of discourse that the text refers to (Fairclough, 1989:109). Since this study focus on literary texts, the formal features, then, are the intrinsic elements of literary texts such as characters, settings, plots, etc.

Interpretation is generated from a combination of what is inside the text and what is inside the interpreter, in the form of the representations which have already stored in human's memories or it may also be called as member's resources (MR). From this Critical Discourse Analysis' stage, the reader may find intertextuality that is the relation between a text and other texts.

Explanation focuses on the relationship between interaction and social context with the social determination of the processes of production and interpretation, and their social outcomes (Fairclough, 1989: 25).

There have been a number of studies about the intertextuality between literary works. Michael Cunningham's *The Hours* is also an intertextuality to Virginia Woolf's *Mrs. Dalloway*. In *The Hours*, Michael Cunningham creates countless references to Virginia Woolf's *Mrs. Dalloway*, but also to other works by Virginia Woolf and even to Virginia Woolf's life. In *The Hours*, Cunningham develops current events from *Mrs. Dalloway* into a new different focus, such as the event of *the kiss* in *Mrs. Dalloway* which is developed in *The Hours*. Oosterik (2011: 44) in his thesis states that Cunningham in *The Hours* introduces three variations on the kiss between Clarissa and Sally in *Mrs. Dalloway* and what all of

them have in common is that they are not shared with life partners and that they were somehow shared out of sight of others. But the impact of these kisses make all four women rethink or evaluate their choice of life partner. Laura's and Virginia's kisses are treasured like Clarissa treasures her kiss in Mrs. Dalloway. But Clarissa in *The Hours* regrets her kiss, or regrets that she did not share Richard's romantic idea of the kiss and turned her cheek towards him. Whereas Clarissa Dalloway, Virginia and Laura have received a kiss they treasure for their entire lives, Clarissa Vaughan's kiss is one that she will regret for the rest of her life.

What the later literary work refers to can be the characters, plot, settings, idea of the story or linguistic devices. This shows that, what can be found in a literary work may be found in older literary work.

An interesting phenomenon of intertextualities may also be seen in Elizabeth Aston's *The Second Mrs. Darcy* and Jane Austen's *Pride and Prejudice*. The similarities can be seen in the characters, settings and plot structure. Elizabeth Aston fictionalized the story of Jane Austen's *Pride and Prejudice*. It can be assumed that she writes a new episode of Jane Austen's *Pride and Prejudice* by adding a new story of The Darcies. The Darcies is a famous family in London, it reflects on Mr. Fitzwilliam Darcy who is seen as an honorable man among the society. Mr. Darcy is a friend of Mr. Bingley, a man with a great charisma and of great fortune. Although Mr. Bingley is not as rich as Mr. Darcy, he is adored by many women. Mr. Bingley falls in love with Elizabeth Bennet's older sister, Jane. Jane in some way is more beautiful than Elizabeth. However, Mr. Bingley and

Jane Bennet have a lot of problem on their love story. Elizabeth Bennet, at the first sight, hates Mr. Darcy very much. She has a difficult opinion about Mr. Darcy's life. Mr. Darcy, however, falls in love with Miss Elizabeth Bennet's attitude. She is smart and honest. These similar situations are also described in Elizabeth Aston's *The Second Mrs. Darcy*. Elizabeth Aston obviously imitates Jane Austen's way of writing. She even uses the same opening sentence as in *Pride and Prejudice*.

It is a truth universally acknowledge, that a single man in possession of good fortune, must be in want of a wife.

(Jane Austen, 1)

"It is a truth universally acknowledge, that a single woman in possession of good fortune, must be in want of a husband."

(Elizabeth Aston, 1)

Elizabeth Aston also uses the same plot. She describes the main character, Mrs. Octavia Darcy, as a tall woman. Octavia Darcy reflects on Elizabeth Bennet. And the opposite character is Lord Rutherford. Same as Mr. Fitzwilliam Darcy, Lord Rutherford is a man in fortune. He is handsome, rich, and has a great popularity. Lord Rutherford falls in love with Mrs. Octavia Darcy whom he hates at the first sight. It is easily assumed that this condition is similar with the story of Mr. Darcy and Elizabeth Bennet. Thus, it can be assumed that Elizabeth Aston's *The Second Mrs. Darcy* shows some intertextual relation with Jane Austen's *Pride and Prejudice*.

The topic of the present study is intertextuality in literary texts. The topic of intertextuality is interesting because Elizabeth Aston's *The Second Mrs. Darcy*

appeared as if it is the new continuing episode of Jane Austen's *Pride and Prejudice*. Elizabeth Aston has written so many stories about the continuance of *Pride and Prejudice*. In *The Second Mrs. Darcy*, she uses the same plot and even the same introductory sentence as in *Pride and Prejudice*. It may be interpreted that Elizabeth Aston is a huge fan of Jane Austen's works. She imitates the way of Jane Austen's writing. This fact attracts the thesis writer to analyze the intertextualities between Elizabeth Aston's *The Second Mrs. Darcy* and Jane Austen's *Pride and Prejudice*.

Elizabeth Aston's *The Second Mrs. Darcy* has been studied by Aneira Aurellia S. Pati (2013) and Aneira Aurellia S. Pati and Linusia Marsih (2013). Both studies focused on woman's subordinate position. And thus it was a thematic study of the novel. The present study, however, adopts Critical Discourse Analysis approach to examine intertextuality in literary texts. Critical Discourse Analysis approach, on the other hand, was used in analyzing conversation management and control in Kick Andy Talkshow (W. Haris, year). This study is also different from the present study.

The present intertextuality study focuses on two novels: Jane Austen's *Pride and Prejudice* (1813), and Elizabeth Aston's *The Second Mrs. Darcy* (2007). Elizabeth Aston's *The Second Mrs. Darcy* shows similarities with Jane Austen's *Pride and Prejudice* in: characters' names; setting of places and; events. *The Second Mrs. Darcy* seems to be developed from the concepts in Jane Austen's *Pride and Prejudice*. The relationship between these two novels indicates some

features of intertextuality. This study aims to conduct a critical discourse analysis of intertextuality in terms of the events in the two novels.

A prominent feature of intertextuality that can be seen in Elizabeth Aston's *The Second Mrs. Darcy* and Jane Austen's *Pride and Prejudice* is allusion. Allusion is a reference to something in past or previous literature (Perrine, 1987). It means that a recent literary work may have a similar idea with the previous literary work.

In conducting critical discourse analysis of Elizabeth Aston's *The Second Mrs. Darcy* and Jane Austen's *Pride and Prejudice*, the present study attempts to find out the intertextualities of the two literary texts. Specifically the study focuses on identifying the formal features of the texts, and since the data are literary works, the formal features are intrinsic elements of literary work. The formal features later become intertextual features of the two novels. This study also aims to find the possible motivation of intertextuality in Elizabeth Aston's *The Second Mrs. Darcy*.

The study is expected to contribute to the body knowledge on adopting Critical Discourse Analysis, in terms of interpretation of intertextuality features in literary texts.

## **1.2 Statement of Problems**

From the background of the study above, the writer would like to find out:

1. What intertextuality features are shown in Elizabeth Aston's *The Second Mrs. Darcy* and Jane Austen's *Pride and Prejudice*?

2. What are the possible motivations of intertextuality in Elizabeth Aston's *The Second Mrs. Darcy* and Jane Austen's *Pride and Prejudice*?

### **1.3 Objective of the Study**

Based on the statement of problems above, the objective of the study are:

1. to find the intertextuality features between Jane Austen's *Pride and Prejudice* and Elizabeth Aston's *The Second Mrs. Darcy* based on Critical Discourse Analysis.
2. to construe Elizabeth Aston's motivation of intertextuality in *The Second Mrs. Darcy*.

### **1.4 Scope and Limitation**

The study critically examines the similarities between Jane Austen's *Pride and Prejudice* and Elizabeth Aston's *The Second Mrs. Darcy*. This study is limited on the discussion of the similarities of the events in Jane Austen's *Pride and Prejudice* and Elizabeth Aston's *The Second Mrs. Darcy*. The study attempts at describing and explaining the similarities both the two novels.

### **1.5 Significance of the Study**

This intertextual analysis of Elizabeth Aston's *The Second Mrs. Darcy* and Jane Austen's *Pride and Prejudice* may contribute to better understanding of the interrelationship in literary works. Understanding the interrelationship between one literary work with other literary work will help readers not only comprehend



how one literary work develops ideas, plot, character or other elements of previous literary work creatively; so that this adoption of elements in previous literary works does not mean plagiarism to build a new text. Rather, it may be valued as creative use of elements of previous texts to build a new text.

### **1.5 Organization of the Study**

The study consists of five chapters: Chapter I is the introduction that comprises of background of the study, statements of problem, objectives of the study, scope and limitation, significance of the study and organization of the study. Chapter II is the Review of Related Literature that consists of the theories which support the analysis. This chapter describe the theories of Critical Discourse Analysis, including the description and kinds of intertextuality including the meaning and classification of allusion, and intertextual features that can be found in the used data. Chapter III contains the research method. It consists of research design, data collection including instrument, data and the source of the data, procedure of data collection, and data analysis. The analysis of the study is discussed in Chapter IV. Chapter V is about the conclusion and suggestion.