

ABSTRACT

Pelupessy, Febby Winda. 2017. **Challenging Colonial Education in Adichie's *Half of a Yellow Sun***. Yogyakarta: The Graduate Program in English Language Studies, Sanata Dharma University.

This thesis focuses on how Adichie's *Half of a Yellow Sun* challenges the colonial education in Nigeria. This thesis intends to find out how the impact of colonization is embedded in Nigerian education system. In doing so, two research questions are formulated which focus on how education is portrayed in Adichie's *Half of a Yellow Sun* and how this novel challenges the combination of traditional and the colonial education in Nigeria.

This thesis employs two theories in order to answer the research questions. The first theory is education theory proposed by John Dewey and the second theory is educational neocolonialism proposed by Philip G. Altbach.

This thesis finds out that education in Nigeria is spread into traditional and colonial education. Traditional education focuses on how moral and values in Nigerian is shared from one generation to another. Oral tradition plays an important role in spreading traditional education. Furthermore, the depiction of colonial education in this novel can be seen from three different aspects. The first is the use of English language in Nigeria, the second is the control towards the teaching material, and the international education provided British.

This thesis also finds out that Adichie's *Half of a Yellow Sun* challenges the the combination of traditional and colonial education through the teaching materials which are presented in the class. The combination of traditional and colonial education is also difficult because of the boundaries between each of tribe in Nigeria which are set during the colonization period.

Keywords: Traditional education, Colonial education, Education Neocolonialism

ABSTRAK

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Thesis membahas bagaimana novel Adichie berjudul *Half of a Yellow Sun* menentang pendidikan colonial di Nigeria. Tesis ini bertujuan untuk menganalisa bagaimana dampak kolonisasi tertanam pada sistem pendidikan negara hasil jajahan. Dua rumusan masalah diformulasikan pada tesis ini. Rumusan masalah yang pertama adalah bagaimana pendidikan digambarkan dalam novel *Half of a Yellow Sun* dan bagaimana novel mengkritik penggabungan antara pendidikan tradisional dan pendidikan kolonial.

Thesis ini menggunakan dua teori untuk menjawab rumusan masalah tersebut. Dua teori ini adalah teori pendidikan oleh John Dewey dan teori pendidikan neocolonial oleh Philip G. Altbach.

Hasil penelitian thesis ini menunjukkan bahwa pendidikan di Nigeria tersebar melalui dua bentuk pendidikan yaitu pendidikan tradisional dan pendidikan kolonial. Pendidikan tradisional fokus kepada penyebaran moral dan budaya di masyarakat Nigeria. Selain itu penggambaran pendidikan kolonial dibentuk dalam tiga bagian yaitu penggunaan Bahasa Inggris di Nigeria, Kontrol terhadap penyebaran materi sekolah seperti buku, serta sekolah internasional yang disediakan oleh Inggris.

Thesis ini juga menemukan bahwa novel *Half of a Yellow Sun* mengkritik penggabungan pendidikan tradisional dan pendidikan kolonial melalui penyebaran materi yang diberikan di kelas. Penggabungan dua jenis pendidikan ini juga menjadi sulit dikarenakan adanya perbedaan cara pandang terhadap masing-masing suku di Nigeria karena hasil penjajahan.

Keywords: Traditional Education, Colonial education, Education Neocolonialism

