THE INFLUENCE OF SETTING TOWARD THE MAIN CHARACTERS’ PERSONALITY AS SEEN IN BUCHI EMECHETA’S SECOND-CLASS CITIZEN

AN UNDERGRADUATE THESIS

Presented as Partial Fulfillment of the Requirements for the Degree of Sarjana Sastra in English Letters

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Dr. Fr. B. Alip, M. Pd., M. A.
Life is never without problem;

Just believe that God will always be there to help you.

(Fangkie Limawan)
This undergraduate thesis is dedicated to

Jesus Christ,

My beloved parents, Papa and Mama,

My beloved brother, and

My beloved sister
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My deepest gratitude is to Jesus Christ, my Lord who always loves me, blesses me, and takes care of me for every second in my life. I can’t forget Your kindness. I would also like to thank my advisor, Dra. Th. Enny Anggraini, M. A. for her guidance and patience in the process of making this thesis. For my Co-Advisor, M. Luluk Artika W., S. S., thank you for all of your suggestions.

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ABSTRACT

FANGKIE LIMAWAN. The Influence of Setting toward the Main Characters’ Personality as Seen in Buchi Emecheta’s Second-Class Citizen. Yogyakarta: Department of English Letters, Faculty of Letters, Sanata Dharma University, 2007.

This thesis discussed the influence of the setting toward the main characters’ personality in a novel entitled Second-Class Citizen written by Buchi Emecheta. It mostly told about the life of Adah, a Nigerian girl, who lived amongst Nigerian and English society. It also told about the life of Francis, Adah’s husband. Since the beginning, the novel already told about how Adah had to face the hard life, not only from her new family, the Nigerian and English society, but even also from her own husband.

The reason of writing this thesis was because the curiosity of the writer to understand more about the personality of Adah and Francis, the setting in the story, and the relationship between the setting in the story and the personality of Adah and Francis. Because of the reason, the writer formulated it into the following problems. They were: (1). How is the personality of Adah and Francis described in the novel? (2). How is the setting in the story described? (3). How does the setting influence the main characters’ personality in the novel?

The study used a library research method. There were two kinds of sources. The primary source was the novel itself, Second-Class Citizen, and the secondary source was from several books on literature and data from internet. In answering the problems, several theories on literature were used, such as theories on character, theories on characterization, and theories on setting. The formalistic approach was used to analyze this thesis because this thesis analyzed the personality of the main characters, the setting in the story, and also the influence of the setting toward the main characters’ personality.

From the analysis, the writer concluded that the society and the environment really influenced Adah and Francis’ personality. Because of this, Adah became someone who was responsible, a hard worker, caring, intelligent, ambitious, friendly, and religious. Whereas, Francis became someone who was arrogant, cruel, and dependent to other people. Since Adah lived in her new family, she had to work hard and it shaped Adah’s personality. Then, when she grew up and lived in England, Adah lived in bad financial condition. Because of this, she had to work hard in making money in a country that practiced race discrimination.

The other Adah’s personalities were influenced by the environment and the gender discrimination also. Whereas, Francis’ personalities were influenced by his own family and the society that practiced gender discrimination so that he became arrogant, cruel, and dependent to other people even in his new life in England.
ABSTRAK

FANGKIE LIMAWAN. The Influence of Setting toward the Main Characters’ Personality as Seen in Buchi Emecheta’s Second-Class Citizen. Yogyakarta: Jurusan Sastra Inggris, Fakultas Sastra, Universitas Sanata Dharma, 2007.


Dari analisis, penulis menyimpulkan bahwa masyarakat dan lingkungan benar-benar mempengaruhi karakter Adah dan Francis. Karena hal ini, Adah menjadi seseorang yang bertanggung jawab, pekerja keras, penyayang, cerdas, ambisius, ramah, dan religius. Sedangkan, Francis menjadi seseorang yang arogan, kejam, dan tergantung pada orang lain. Sejak Adah hidup dengan keluarga barunya, dia harus bekerja keras dan ini membentuk karakter Adah. Kemudian ketika dia beranjak dewasa dan hidup di Inggris, Adah hidup dalam keadaan ekonomi yang buruk. Karena hal ini, dia harus bekerja keras dalam mencari uang dalam sebuah negara yang menjalankan diskriminasi ras.

Karakter Adah yang lainnya juga dipengaruhi oleh lingkungan dan diskriminasi gender. Sedangkan, karakter Francis dipengaruhi oleh keluarganya sendiri dan masyarakat yang menjalankan diskriminasi gender sehingga dia menjadi arogan, kejam, tergantung kepada orang lain bahkan di dalam kehidupan barunya di Inggris.
A. Background of the Study

For centuries, literary work is one of the media for human being to express their ideas, thoughts, and experiences. By reading literary work, the readers can understand the ideas, thoughts, and experiences of the author that can be seen through the literary work itself. The readers not only can understand about the author’s ideas, thought, and experiences but they can also analyze the intrinsic elements in the literary work that is written by the author. The writer thinks that understanding the intrinsic elements in the literary work is important to help the writers and also the readers to understand deeper about the story.

One of the literary works that expresses the author’s mind and has intrinsic elements is novel. In *Merriam Webster’s Encyclopedia of Literature*, a novel is a fictional prose narrative with a certain length and complexity that deals with human experience through a connected sequence of events involving a group of persons in a specific setting (Kuiper, 1995: 819). It means that a novel is a media of the author to show their mind and imagination through connected events in a specific setting that involves some people or can be called as characters. So the characters that act in the story in the novel are a portrayal of the author’s mind and imagination.
According to *A Handbook to Literature*, Holman and Harmon stated a definition of the novel and they defined the novel of manner in their book. In their book, they say that:

Novel of Manners: A novel in which the dominant forces are the social customs, manners, conventions and habits of a definite social class at a particular time and place. In the true novel of manners, the mores of a specific group, defined and described in detail and with great accuracy, become powerful controls over characters. The novel of manners is often, although by no means always satiric; It is always realistic in manners, however (Holman and Harmon, 1986: 340).

One of the novels with certain length and complexity and relates to the human experience in a specific setting that involves the characters in which the characters become realistic in manners and the dominant forces in the content of the novel itself are the social customs and habits is *Second-Class Citizen* by Buchi Emecheta.

The characters in the novel of manners as seen in *Second-Class Citizen* show the readers that characters’ action, behavior, habits, and manners is realistic in a specific setting because these characters in this novel are the portrayal of the people who have realistic action, behavior, habits, and manners just like the characters or people in real life.

In this novel, Buchi Emecheta tells about survival that is characterized by Adah in Nigeria and England toward the other characters in a condition in a certain setting of time and place in Nigeria and England in 1960s. Adah is described in the novel as a woman and a wife who live in the social, economic, and cultural condition that force her, and she against it through some ways [http://www.contemporarywriters.com/authors/?p=auth34](http://www.contemporarywriters.com/authors/?p=auth34). Besides this novel
tells about the survival, in this novel, the readers can see that the other characters and the environment can give significant influences toward the main characters’ personality.

Through Buchi Emecheta’s *Second-Class Citizen*, the writer mainly wants to discuss the personality of Adah and her husband, Francis, as the main characters in the story and also the setting of time and place that this setting is also the description of the society and the environment in the novel. Not only the writer wants to discuss these topics, but the writer also wants to discuss the relationship between the main characters’ personality and the setting in the novel.

This novel is chosen as an object of study firstly because it is an interesting story and easy to understand. This novel is interesting because it tells about the personality of Adah and her husband, Francis as black people who live in the different society, black and white society. The other reason is the novel also shows the specific setting of place in two countries, Nigeria and England in 1960s. Besides these reasons, through the novel, the writer can see that the setting can give significant influence to the personality of Adah and Francis as main characters in the story.

A. Problem Formulation

In order to develop the analysis, the writer will focus on three problems formulated below:

1. How is the personality of Adah and Francis described in the novel?
2. How is the setting in the novel described?
3. How does the setting influence the main characters’ personality in the novel?

C. The Objectives of the Study

In the study, the writer wants to answer the problem formulations in order to analyze Buchi Emecheta’s *Second-Class Citizen*. The first objective is to understand the personality of Adah and her husband, Francis. The second objective is to understand deeper about the setting of time, place and social in the novel. The last objective of the writer answering the problems formulation is the writer wants to understand the influence of the setting in the novel toward the personality of Adah and Francis. So in the study, the writer does not only want to understand the personality of Adah and her husband, Francis, and the setting in the novel but the writer also wants to understand the relationship between the personality of the main characters and the setting in the form of the influence of the setting toward the personality of Adah and Francis.

B. Definition of Terms

In analyzing this novel, there are some definitions of terms that will be helpful to understand deeper about the story.

1. Setting

According to Stanton in *An Introduction to Fiction*, “The setting of a story is the environment of its events, the immediate world in which they occur. Part of setting is the visible background; part of it may also be the time of day or year, the climate, or the historical period” (Stanton, 1965: 18-19).
2. Character

According to Abrams in *A Glossary of Literary Terms*, “Characters are the persons, in a dramatic or a narrative work, endowed with moral and dispositional qualities that are expressed in what they say -the dialogue- and what they do –the action” (Abrams, 1981: 20). It means that the character is the person presented in a dramatic or a narrative work that is endowed with moral and dispositional qualities that are express in the dialogue and action.

3. Major Character

According to Stanton in his book, *An Introduction to Fiction*, a central or major character is a character that becomes the center of the other character and dominates the whole story. This character is presented frequently in the story and relevant to every event in the story and usually every event causes some change either in the central character or in our attitude toward the central character itself (Stanton, 1965: 17-18).

4. Minor Character

In *An Introduction to Fiction*, Stanton also says that minor character is a character presented in the story to help the other character, especially the major character (Stanton, 1965: 17-18). The minor character can be important character in the story because the minor character’s attitudes toward the major character are significant to visualize and to understand the major character. So the main aim of the author present this minor character is to help the readers visualizing and understanding the major character in the physical and psychological.
5. Personality

According to Macdonald in *Chambers Essential English Dictionary*, personality is the characteristics of an individual such as emotional, physical, and intellectual that are appeared to other people (Macdonald, 1973: 375). It means that every people have their own personality that can be seen by other people.
CHAPTER II
THEORETICAL REVIEW

This part is divided into four parts. The first part is review of related studies. This part states some criticisms and opinions from other researchers or writers toward Buchi Emecheta’s *Second-Class Citizen*.

The second part is review of related theories. This part states the appropriate theories that relates to the study. These theories are divided into theories on character, theories on characterization, and theories on setting.

The last part of this chapter is theoretical framework. Theoretical framework explains the contribution of each theories and review in solving the problems of the study.

A. Review of Related Studies

Buchi Emecheta’s *Second-Class Citizen* is a novel that tells about Adah, a Nigerian woman, who faces two different types of society in her life. The two different types of society are the society in Nigeria and England in the 1960s. In Nigeria, there was gender discrimination and the racial discrimination when the story took place in England. So this novel tells how Adah has to face the racial and gender discrimination in 1960s and lives as a second-class citizen <http://www.africabookcentre.com>.

Many of Buchi Emecheta’s fiction has focused on sexual politics and racial prejudice, and is based on her own experiences as both a single parent and a
black woman living in Britain. One of her novels, *Second-Class Citizen* that was published in 1974, provides a fictionalised portrait of a poor young Nigerian woman struggling to bring up her children in London <http://www.contemporarywriters.com/authors/?p=auth34>.

According to Leone Ross in her review of Buchi Emecheta’s *Second-Class Citizen*, Buchi Emecheta’s work is unique on its cultural significance. It tells about a woman’s life in the face of specific West African attitudes <http://www.bbc.co.uk/arts/books/windrush/secondclass/html>.

This novel is interesting to analyse because it is easy to understand in which this novel tells about the social condition in two different countries that faced by the main characters. What make it different from other study and criticisms are that the other studies and criticisms mostly analyse the racial and gender discrimination that can be seen in the novel clearly, but this study is going to analyse the main characters’ personalities and moral qualities, the setting of time, place, and the society in Nigeria and England in 1960s in which the society in Nigeria and England in 1960s also showed the racial and gender discrimination toward the black people. Besides, this study is going to analyse the influence of the setting itself toward the main characters’ personality.

**B. Review of Related Theories**

In this part, some theories are presented to support the analysis in this study. They are theories on character, theories on characterization, and theories on setting.
1. Theories on Character

Character, according to Stanton in his book *An Introduction to Fiction*, can be defined into two ways. First, character is a person or an individual that appears and is created by an author in the story. Second, character refers to a mixture of all mental or moral qualities such as principles, values, desires, emotions, interests, etc. that build each of an individual personality (Stanton, 1965:17). This definition is clear that the character is divided into two that the first meaning refers to the person in the story, but the second meaning refers to the moral qualities that can be seen through how the individual behaves or acts, and speaks in the story, but in this study, the writer is going to use the character or personality that refers to the mixture of all mental or moral qualities.

So through reading *Second-Class Citizen*, the reader can understand Adah and Francis’ personalities as the main characters in the story and their moral qualities. In this study, to find out the personality of Adah and Francis, the writer analyses their personalities and moral qualities through their behaviours toward the situation and the condition that happens in their daily life.

2. Theories on Characterization

Character in a literary work is very important. According to Holman and Harmon in *A Handbook to Literature*, sometimes the author shows his or her own mental characters through his or her mental characters or moral qualities of the person in the story. The author also presents the moral qualities of actual persons and reveals the moral qualities of imaginary person. The author’s creation of these
imaginary persons so that they exist for the reader as lifelike is called characterization (Holman and Harmon, 1986: 81). It means that Holman and Harmon want to say that characterization as the process of an author creating character in the story. In this study, this theory makes the writer understand the process of Buchi Emecheta in creating the mental characters or moral qualities of the persons in the story.

Murphy in *Understanding Unseen: Introduction to English Poetry and the English Novel for Overseas Students* also strengthens this. He states some ways of the author to make his or her reader can understand his or her characters in the story. The ways of the author to make his or her characters understandable are:

a. Personal Description

The author can describe the person’s appearance and clothes in the story. The author describes what the characters are like and tells the readers the details of the person characters’ appearance such as the face, skin-colour, eyes, hair, and the clothing.

b. Character as Seen by Another

Instead of describing a character directly the author can describes a character through the eyes and opinions of another people in the story. The reader gets, as it were, a reflected image. In other words, the author describes a character in the story by letting another people in the story make an opinion toward the character him or herself.
c. Speech

The author can give the readers an insight into the character of one of the persons in the story through what that person says. Whenever a person speaks, whenever he is in conversation with another, whenever he put forward an opinion, he is giving the readers some clue to his character.

d. Past Life

By letting the reader learn something about a person’s past life, the author can give the readers a clue to events that have helped to shape the person’s character. This can be done by direct comment by the author, though the person’s thoughts, through his conversation or through the medium of another person.

e. Conversation of Others

The author can give the readers clues to a person’s character through the conversations of other people and the things they say about the character itself. The clues that the readers have, comes from the people who talk about and the thing they say to the character of the person who spoken about.

f. Reactions

The author can also give the readers a clue to a person’s characters by letting the readers know how that person reacts to various situations and events. So through this reaction, the readers can understand the mental and moral qualities of the person in the story.
g. Direct Comment

The author can describe or comment on a person’s character in the story directly.

h. Thoughts

The author can give the readers direct knowledge of what a person in the story is thinking about. Here, the author is able to do what the author himself or herself cannot do in the real life. The author also can tell the readers what different people are thinking.

i. Mannerisms

The author can describe a person’s mannerisms, habits or idiosyncrasies, which may also tell us something about his character (Murphy, 1972: 160-173).

3. Theories on Setting

Abrams in his book, *A Glossary of Literary Terms* says that setting of a dramatic work is as the general place, historical time, and social circumstances in which its actions occur (Abrams, 1981:175). From the definition, setting is not only the particular time and place when the actions occur, but also the social circumstances in the story. It is important because setting can help the readers understand the story deeper.

Holman and Harmon in *A Handbook to Literature* strengthen Abrams’ statement. According to them, there are four elements making up the setting:

“(1) the actual geographical location, its topography, scenery, and such physical arrangements as the location of the windows and doors in a room;
(2) the occupation and daily manner of living of the characters; (3) the
time or period in which the action takes place, for example, epoch in
history or season of the year; (4) the general environment of the
characters, for example, religious, mental, moral, social, and emotional
condition through which the people in the narrative move” (Holman and

Nurgiyantoro strengthens these theories in his book *Teori Pengkajian
Fiksi*. His theory is almost similar to Abrams and Holman and Harmon’s theories
about the elements making up the setting. According to Nurgiyantoro, there are
three elements making up the setting, they are:

a. Setting of place

Setting of place refers to the place where the action in the story occurs. The
elements of setting in the story perhaps are places with certain names, certain
initials, and perhaps certain location without certain names. But according to
Nurgiyantoro, setting of place is not only based on the detail of the location
description, but also it has to be supported by the social life of the people who
live in that place. In other words, the social setting and the spiritual setting are
more describe the setting of place in that story.

b. Setting of time

Setting of time relates to the problem “when” the actions are told in the story.
So the setting of time refers to the time when the actions and events in the
story occur.

c. Social setting

Setting of social relates to the things that have relationship with the social life
in the story. The social life includes the social behaviours, culture, tradition,
So, the setting is not only the time and the place when the story takes place, but also the characters’ occupations and manners and also the general environment of the characters itself. Related to the study, the setting in Buchi Emecheta’s *Second-Class Citizen* can be analysed by the writer not only the time and the place when the story occurs in Nigeria and England, but also through Adah and Francis manners as the main characters and their mental, moral, and also their emotional and also the social life of the people in the story. And to find out the setting in the story, the writer analyses the setting of time and place that is stated by the author in the story and also the general environment of Adah and Francis.

**D. Theoretical Framework**

In this study, the writer tries to employ the theories on character and characterization, and theories on setting. These theories helped the writer to understand the story deeper and to answer the problem formulated before.

The theories on character helped the writer to understand the personality of Adah and Francis, the main characters in the story especially Adah’s personalities. The theories on characterization also helped the writer to find out the full understanding about the main characters’ personality and later, the writer will be able to understand the main characters’ personality that is influenced by the setting in this novel.

At last, the theories on setting helped the writer to see the setting of time, setting of place, the social life and also the general environment of the main characters such as Adah and Francis’ personality and manners.


CHAPTER III

METHODOLOGY

A. Object of the Study

Second-Class Citizen is a novel written by a Nigerian author, Buchi Emecheta. Alison and Busby Ltd first published this novel in 1974 but the writer used the first edition novel that published by Heinemann Educational Publisher in 1994 in this study. Buchi Emecheta’s Second-Class Citizen is a novel consists of 186 pages and is divided into 13 chapters. The first and second chapters tell the story when Adah and Francis were still in Nigeria that they faced Nigerian society in a specific time and place. The third until the last chapter tell Adah and Francis’ life in England that they had to face British society that was different from the Nigerian society.

Buchi Emecheta’s Second-Class Citizen tells about a Nigeria woman named Adah and her husband Francis who lived in the two different countries during their life. Adah and Francis, at first, lived in their own country, Nigeria and then they moved to England to get better life in economic condition and education. During their life in these two countries, the societies in both countries influenced their personalities.

In Nigeria, they faced a certain setting of society. Especially Adah, she faced a society that discriminated her based on the gender differences. It was because she was a woman and she lived in the patriarchal society. Adah and her husband Francis faced a society that discriminated them because they are black
people when they stayed among British society in England that was dominated by the whites.

**B. Approach of the Study**

The writer used formalistic approach to analyze the novel. The formalistic approach can also be called as the New Criticism. The formalistic approach rose to prominence in the early twentieth century, usually defining itself in opposition to subjectivist theories of literature such as Romanticism. The formalistic approach is not interested in the feeling of poets, the individual responses of readers, or representations of “reality”; instead, it attends to realistic structure and form (Leitch, 2001: 17).

According to Rohrberger and Woods in the book *Reading and Writing about Literature*, formalistic approach only examines the novel, play, or short story without giving the external factors from these literary works, such as biography, sociology, or the literary history. It focuses on the content of the work itself (Rohrberger and Woods, 1971: 27). So, the formalistic approach is an approach to analyze only the intrinsic elements of the novel, play, or short story such as character, plot, setting, symbol, and theme. The intrinsic elements are the basic elements in this approach, so the intrinsic elements are important for this approach.

The writer decided to use this approach because the writer found the intrinsic elements in the story and the writer is going to analyze the main
characters’ personality, the setting in the story and the influence of the setting toward the main characters’ personality and it developed the story.

Besides that, the writer tried to apply this approach because the writer thought that this approach is the most suitable approach to analyze the story. It is suitable because analysis in this study discusses the setting of Nigeria and England in the 1940s to the 1960s that influence the main characters’ personality in the story.

**C. Method of the Study**

In analyzing this study, the writer used a library research as the main research. The primary source of this study was the novel, *Second-Class Citizen*, written by Buchi Emecheta, and first edition of the novel that was published by Heinemann Educational Publishers in 1994. The secondary sources were the books of literature.

The writer did some steps in analyzing the story. The first step was the writer read and reread the primary source, Buchi Emecheta’s *Second-Class Citizen*. The next step was the writer tried to focus on the personalities of the main characters in the story. After that, the writer tried to focus on the setting in the story. And the last step was the writer focused on the influence of the setting toward the main characters’ personalities.

After that, the writer tried to find some data from books and Internet that related to the novel and supported the focus of the analysis in the study. Then the writer stated some theories and the formalistic approach to help the writer
analyzing the story. The writer used some books to get the theories on character and characterization from *An Introduction to Fiction* by Robert Stanton, *A Handbook to Literature* by Holman and Harmon, and *Understanding Unseen: Introduction to English Poetry and the English Novel for Overseas Students* by Murphy.

Besides that, the writer also used *A Glossary of Literary Terms* by Abrams, *A Handbook to Literature* by Holman and Harmon, *Discovering Literature: Stories, Poems, Plays* by Guth and Rico, and *Teori Pengkajian Fiksi* by Nurgiyantoro to get the theories on setting. And to get the formalistic approach, the writer used *The Norton Anthology of Theory and Criticism* by Vincent Leitch and *Reading and Writing about Literature* by Rohrberger and Woods. The next step was the writer tried to analyze the story based on the problem formulation stated and made the conclusion from the analysis.

In answering the problem formulation, firstly, the writer analyzed the personalities of Adah and Francis. Secondly, the writer tried to analyze the setting of time, place, and social in the story. And the third, the writer analyzed the influence of the setting themselves toward the personality of Adah and Francis. And the last step was the writer stated the books and data references that were used in the study in bibliography.
CHAPTER IV

ANALYSIS

This chapter concerned to the analysis on the main characters’ personality and the setting of Buchi Emecheta’s *Second-Class Citizen*. To discuss the analysis, the writer did it into three parts. The first part was the analysis on the personality of the main characters in the story. The second part was the analysis on the setting in the story. The last part was the analysis on the influence of the setting toward the main characters’ personality.

A. The Personality of the Main Characters

1. The Personality of Adah

Adah was one of the main characters in Buchi Emecheta’s *Second-Class Citizen*. In the beginning of the story, she was a young girl of Nigerian family who lived with her father Pa, her mother Ma, and her younger brother Boy. After Pa was death, Adah was like most girl orphans, was to live with her mother’s elder brother. In her new family, Adah’s personality characters started to be formed clearly.

a. Responsible

Since she was a child, she was a girl who knew to learn to be responsible for herself. At her young age, she also tried to be diligent and helped other people.
To avoid this rush hour, Adah was usually woken up at four-thirty. Her being up so early was also a great help to her new Pa and master. For instance, Adah learned very early to be responsible for herself (1994: 13). It clearly described how Adah’s life in her young age. She was thought to be very useful very early in life and responsible for herself. Although she was just be a servant, she was happy with this job. She realized that doing this job was a kind of survival. It meant that she, from beginning, was a girl who braved to face the difficulty of life.

Her day started at four-thirty in the morning. On the veranda of her new home in the Pike Street, there was a mighty drum used as a water container and Adah had to fill this with before going to school. This usually meant making ten to twelve trip to the public ‘pump’, as those public monstrosities were called in those days (1994: 13).

The quotation above clearly showed her responsible character. She was so responsible since she was child. She woke up in early morning to do her job, to fill a water container before going to school. What Adah did showed that she tried to be useful for other people.

By learning to be responsible to herself in her young ages, Adah also became a diligent person. Not only woke up in early morning, but she showed her responsibility by doing her duty that was filling a mighty drum. In her early ages, Adah was really responsible not only for herself but also for other people.

b. Hard Worker

Realizing that she had to survive, Adah had to work hard to live. Not only when she was child, but also until she got married, had children, and lived in England, she worked harder than most girls in her age. Her personalities became one of Francis’ reasons to marry her.
He had told her that he married her in the first place because she could work harder then most girls of her age and because she was orphaned very early in life. But since she had arrived in England, she had grown too proud to work (1994: 39).

From the early age of her life, Adah used to work hard. She did not mind with this condition because she realized had to do these work to survive and she did not want to depend on the other people.

When Adah got married and gave birth, she also tried to look for a job. Although she had a husband, Adah selected to work as a librarian in American Consulate Library at Campbell Street (1994: 20). She wanted to be independent in making money. She did not want to depend on her husband in that case.

When Adah and her husband Francis settled in England, Adah got her first job. She was accepted as a senior library assistant at North Finchley Library, subject to certain conditions (1994: 38). She started work in the library on the first of June and she was happy with this job.

In fact, working at the North Finchley Library was more of a ‘Thank you, thank you’ job than anything else. All in all, Adah was happy she’d got a first-class job; she was happy that her colleagues at work liked her; she was happy that she was enjoying the work (1994: 43).

Besides working in those libraries, Adah also got job at Chalk Farm Library and British Museum as a library officer. She even worked out a timetable to get the money when her money was running short and her children needed new clothes (1994: 172). Those jobs that Adah took and how she worked out a timetable showed that she was a hard worker.
c. Caring

After Adah married Francis and had children, she showed clearly that she really did her duty as a mother. She really loved her children and would do anything to protect her children from danger. Adah would protect her children from anything even from their father if their father endangered them.

You want to know what’s happening to me? I’ll tell you. You will have to know sooner or later. If anything happens to my son, I am going to kill you and that prostitute. You sleep with her, do you not? You buy her pants with the money I work for, and you both spend the money I pay her, when I go to work. I don’t care what you do, but I must have my children whole and perfect. The only thing I get from this slavish marriage is the children. And Francis, I am warning you, they must be perfect children (1994: 63-64).

It showed that Adah did not care anymore about Francis did with anybody out side of his home, but Adah really concerned to her children and she wanted her children got whole and perfect. She really wanted her children be perfect children. To make her children be perfect, Adah fulfilled all her children needs. She would never allow her children to go hungry. Although she did not have enough money for other needs, she would always give food to her children. She would feed them.

She knew that though she might never have enough money for other things, she would never allow her children to go hungry. There was no room for that (1994: 141).

Besides giving food, Adah was also responsible to the other needs for her children. Adah would be care on her children’s clothes, the nursery fees, and anything else the children needed (1994: 171).
d. Intelligent

As a Nigerian girl, Adah was one of a lucky girl who could receive formal education in school. Although she only could get the cheaper school, Methodist Girls’ School, than her brother’s school, Ladi-Lak Institute, Adah could receive and happy with that (1994: 4).

Getting formal education in school made Adah became intelligent and she also could pass five years at Methodist Girls’ School.

She was very happy at the Methodist Girls’ School especially during the first four years. However, a cloud of indecision started to loom when her school days were coming to an end. It was incredible how quickly five years could pass! (1994: 19).

From the quotation above, we could see that Adah was intelligent person and she was not an illiterate person. Adah could not only read, wrote, and speak in her native language, Nigerian language, but she could also read, wrote, and speak in English.

When Adah in England, one of the English women asked her whether Adah could read and speak English or not, Adah did not want to be regarded as an illiterate person who could not read and speak English. She, then, told the English woman that she could read and speak English.

‘Can’t you speak English?’ asked the old midwife with the white hair. It dawned on Adah that, to the big midwife, if you couldn’t read or speak English, then you were illiterate. Adah did not want to be regarded as an illiterate, so she told her that she could (1994: 110).

The education that Adah got made her became intelligent person and literate person. This was included in Adah’s character because most of the girls in Nigeria
did not get formal education at school like Adah got, and most of them could not read and speak English.

e. Ambitious

Adah was also an ambitious girl. Since she was a child, this personality was already seen. In her early ages, Adah’s ambition was to get education at school. She did not patient to get school so she wanted to go to school even though she did not start to get school yet.

Thus Adah went to school. She ran as fast as she could before anyone could stop her. She did not see any of Ma’s friends, because it was past midday and very hot; most people were too tired to walk the streets at this time. She got tired running and she started to trot like a lame horse; tired of trotting, she walked. She was soon at the school room.....even though she had not started school, she attended Sunday school in the church (1994: 4-5).

This quotation above showed that Adah was eager to get education since she was child and her eager was followed by her action that going to school before the starting time of the school even though in the midday when everyone too tired to walked on the street.

Besides that, Adah also really wanted to go to England one day. She always dreamt it for many times, even though she was child. When her cousin Nweze arrived from United Kingdom, Nweze’s arrival became Adah’s pinnacle of her ambition (1994: 11).

Besides Adah’s ambition was going and settled in England, she also wanted to be a writer. In the first time, she bought four school exercise books and
started to scribble down *The Bride Price*, but then the more she wrote, the more she knew she could write and the more she enjoyed writing (1994: 174).

Then she finished this manuscript-*The Bride Price*-, but she thought they might never publish her manuscript, she knew it, but she was going to use that as a stepping stone (1994: 176). Knowing that she could write, she was ambitious of becoming a writer too.

f. Friendly

Adah also had a certain personality that was friendly. It was showed when she met Janet, a friend of her neighbour. Adah did not matter with whom she made friend even with a girl who had bad rumors. Janet, according to Adah’s neighbour, was a girl who slept around with them, but Adah did not care the rumors and she became friends straight away with her (1994: 48). It showed that Adah was friendly with anyone whom she just met.

Because Adah’s friendly, she was easy to make friends. This statement was strengthened when Adah was making friend with other people. When she was making friend, Adah tried to laugh in every bad situation to break the situation.

She was sorry too, but there, in that library, she discovered a hidden talent which she did not know she had before – the uninhibited ability to make friends easily. People had a way of trusting her easily because she was always trying to laugh however, bad situation (1994: 170).

The quotation above also showed that people were around her could easily trust her and it was the result of Adah’s ability to make friends. Adah always broke “the ice” if the situation where she was, getting bad, so that many people liked her and easy to trust her.
g. Religious

Since Adah was child, she became already Christian, she already believed
in God. At that time, she often went to church with her Pa on Sundays.

Her Pa had liked to preach in the church on Sundays and she had been a
choirgirl ever since she could remember. Then she had taught children at
Sunday school at All Saints’ Church in Yaba, in Lagos (1994: 137).

The quotation above showed that Adah was active in the church and it also
showed that followed Christianity.

Then, when Adah grew up, became a girl, and got married, she became
Jehovah’s Witnesses with her husband. She thought that Christmas celebrations
were the work of the devil because most of the people celebrated Christmas on
December whereas according Jehovah’s Witnesses, Jesus was born on October,
not on December (1994: 137).

In her religion, Adah did not have deep understanding on the part of
Christianity itself. She was still confused why Jesus should be called the son of
God. However, ignoring all of that, she knew there was a man called Jesus.

She believed that there was a man upstairs who cared for what happened
to everybody, including herself and her children. She knew there was a

Not only believed in Jesus Christ, Adah also considered that Jesus was a great
poet, a great philosopher, a great politician and a great psychologist, all in one
2. The Personality of Francis

Francis was one of the main characters in Buchi Emecheta’s *Second-Class Citizen*. In the beginning of the story, Francis was a young boy of a Nigerian family who lived with his father Big Pa, his mother, and his brothers.

a. Arrogant

Francis was a husband who did not know when he should support her wife or not. In many times, he made Adah’s spirit go down, even killing her spirit. When Adah knew that she could write, she always dreamt of becoming a writer. Then, when she told Francis about her manuscript—*The Bride Price*—in the evening, Francis replied that he preferred to watch *The Saint* on the television. Adah pleaded and wailed at him that the manuscript was good but still Francis did not reply and was not going to read this. Even Francis said that the manuscript was rubbish and it hurt Adah so deep.

The thought of all this haunted her like a bad dream. That Francis would not read her book was bad enough but that he called it rubbish without doing so was a deeper hurt, and that he had said that he would never be a writer because she was black and because she was a woman was like killing her spirit. She felt empty. What else was there for her to do now? It was plain to her that Francis could never tolerate an intelligent woman (1994: 178).

The quotation above showed that Francis was arrogant because he never tolerated Adah’s intelligence. It was also because Francis didn’t want Adah got better position than him. This arrogance made Francis underestimated Adah in her intelligence and her ability to write. Not only that, he also underestimated Adah that she could not be a writer because she was black and a woman.
b. Cruel

In some things, Francis personality was different from Adah’s. In the story, Adah was often told as caring mother who loved and really protected her children from the danger, but Francis was told as a person who was cruel and it was seen from what he did.

When Francis knew that Adah wrote *The Bride Price*, he did not want to read it. He even underestimated Adah by saying that the manuscript was rubbish and Adah could not be a writer forever. Moreover, what made Francis was considered as a cruel person was he not only underestimated Adah, but he also burned the manuscript – *The Bride Price*.

As he approached their landing she could not smell the odour of burning paper. It was Francis standing there by the stove, burning the paper. He saw her come in, her wet face demanding an explanation. But Francis went on burning the paper (1994: 179).

Francis was burning her story; he had burned it all. The story that she was basing her dream of becoming a writer upon (1994: 181).

When Francis burned it all, for Adah, he destroyed her dream of becoming a writer.

The other evident showed that Francis was cruel person was not when he burned Adah’s manuscript, but also when he killed a monkey belonging to his friend. Francis killed the monkey by giving a piece of bread that was smeared with rat poison.

She had seen him smile like that when he was telling her how successful he had been killing a monkey belonging to his friend. The friend had kept this monkey as a pet, to the annoyance of everybody. Francis had bought rat poison, smeared it on a piece of bread and given it to the monkey. The monkey had died...(1994: 180).
c. Dependent

As a head of the family, Francis was included as a man who was not responsible in family financial. He was included as lazy in getting money for his family. He did not have willingness to get job unless he was pushed to do it.

The money was not enough to go round and she told Francis, ‘From now on, fend for your self. I know the children are mine, because they need to be fed. You must go out and work. If not, I shall only cater for my children (1994:170).

Had he got himself a big job or something? No, Francis was not the type of man who would go and looked for a job unless pushed to do it. He was the type of person who believed the world owed him so much that he need not put anything back. Nothing, not even an earthquake, could change that crystallized core in Francis (1994: 125).

The quotations above described that Francis was depended person, he did not have his own willingness to get job.

Actually in the first time, as the head of the family, Francis still had responsibility to his family. He, to feed his family, worked as a clerical officer in the post office. Not only feeding his family, but he also paid the rent and still gave her only two pounds for the six of them and nothing more and he asked Adah not to go out to work (1994: 171). But as time went by, Francis also was the type of man who was depended on other people. In this case, Francis was depended on her wife in getting money.

She got a new job at the British Museum as a library officer. Francis gave up his job because he guessed that Adah was now earning a great deal more than she had ever done in the past (1994: 181).

The quotation above showed that although Francis already had job, he gave up from his job and prefer to depend their family financial on Adah’s job although he was the head of the family.
B. The Setting in Buchi Emecheta’s *Second-Class Citizen*

This part concerned with the setting in Buchi Emecheta’s *Second-Class Citizen* and it was divided into two. The first was the setting in Nigeria and the second was the setting in England. These two setting in both countries were also divided into the setting of time, place, and social.

1. The Setting in Nigeria

The setting of time in the story started when Adah was about eight years old although Adah herself did not even quite sure that she was exactly eight. She was not sure that her age was exactly eight because when she thought that she was eight, she was already a girl. One thing was certain; she was born during the Second World War (1994: 1). The story actually didn’t tell exactly the year when Adah was born but we could conclude that Adah was born on 1939 – 1945. It was because World War II began in September 1939 and ended in 1945 (Weinberg, 1994: 83).

Time went by quickly, and the story was told when Adah reached the age of eleven. During her age was eight until she was eleven, Adah already studied at school, and in the story, Adah was also told that she could passed her five years at the Methodist Girls’ School before married Francis (1993:19). It meant that the story happened when Adah was more or less sixteen years old. It was because the last time Adah was told was when she was eleven and now she could pass five years at school and then she married Francis. So the setting of time in Nigeria since she was born until she got married was about in 1940s to 1950s.
In the beginning of the story, the story took place in Lagos, Nigeria. Lagos was a town in Nigeria in which Adah was born. Lagos was a town where Law ruled supreme. In this town, every case that happened in society was ruled by Law even people’s behavior also.

Adah came to regard her being born in a God-forsaken place like Lagos as a misfortune. Her parent said that Lagos was a bad place, bad for bringing up children because here they picked up the Yoruba-Ngabati accent. It was bad because it was a town with laws, a town where Law ruled supreme. In Ibuza, they said, you took the law into your own hands. If a woman abused your child, you went straight into her hut, dragged her out, beat her up or got beaten up, as the case might be. Lagos was bad because this type of behaviour was not allowed. You had to learn to control your temper, which Adah was taught was against the law of nature (1994: 2).

The statement above showed that in Lagos, the law of nature did not mean anything, but the written law controlled the society. Lagos was totally controlled by law that made by the government.

The houses in Lagos were usually completely detached with the yards on both sides, the compound at the back and the verandas in front. (1994: 34-35). And in Nigeria, the condition of the town was noisy night, holy maybe, but fireworks night, the night of rejoicing, the night of palm-wine drinking in the streets, the night of bell-ringing (1994: 141).

The story also took place in Adah’s family in Lagos, Nigeria. Since Adah was a child, she lived in the family that believed in God. Her pa had like to preach in the church on Sundays and even she had been a choirgirl in the church (1994: 137). It meant that she had already a Christian, in other words, she believed in God.
Not only lived in the family who believed in God, but Adah also lived in a country that still practiced gender discrimination in its citizens. The gender discrimination that happened was the discrimination that was done by the men toward the women. The gender discrimination really discriminated the women so that it related to the patriarchal system that was practiced there.

The patriarchal system that happened there made the distinction between the men and the women. The men always got the first place in most of part of life so that the women in the second place. Even for some men, the women were treated just like a piece of property, can be bought, just like a property (1994: 31).

Amongst Nigerian society, typical Nigerian’s psychology was the men never did wrong, but only the women. They had to beg for forgiveness, because they were bought, paid for and must remained like that, silent, obedient slaves (1994: 164). It meant that in Nigerian mind, the women could not get higher position than the men and they were never tolerated if they tried to get better position than the men, for example in education.

Since they were children, Nigerian men were taught that they had higher position than the Nigerian women in every part of life. One of the parts of life was in education. The women did not get proper education than the men did and it happened to Adah in her family. The education for the women did not really important, as long as the women could write their names and count, it was enough for them.

So even though Adah was about eight, there were still discussions about whether it would be wise to send her to school. Even if she was sent to school, it was very doubtful whether it would be wise to let her stay long.
‘A year or two would do, as long as she can write her name and count. Then she will learn how to sew’ (1994: 3).

The quotation above showed that education for the women did not as important as for the men.

The condition above also showed that Adah’s family did not support her well in getting education. Her family more supported Adah’s brother, Boy, in getting education, but it did not make Adah desperate. And finally, she could get education at Methodist Girls’ School that was not expensive and it was cheaper if it is compared with Boy’s school, Ladi-Lak Institute (1994: 4).

In the story when Francis just married and had his first baby, Adah was selected to work as librarian in the American Consulate Library at Campbell Street. Adah had a job and she would be paid more than Francis’ salary and it made Francis worried a little, so he asked his Pa for advice.

Her pay will be three times my own. My colleagues at work will laugh at me. What do you think I should do?

‘You are a fool of a man, you are. Where will she take the money to? Her people? Her people, who did not even come to congratulate her on the arrival of baby, Titi? Her relatives, who did not care whether she lived or died? The money is for you, can’t you see? Let her go and walked for million Americans and bring their money here, into this house. It is your luck. You made a good choice in marriage, son’ (1994: 20).

Pa’s advice above clearly showed that Pa asked Francis to accept everything that advantaged him. In this case, Pa asked Francis to let Adah worked and got big salary so that Francis could also get the money from Adah’s salary. It meant that Pa taught Francis to become someone who would accept everything that advantaged himself, even getting money from his own wife. It also showed
that Francis lived in the family that taught him to get money without worked hardly.

What Pa said to Francis was an example of the custom that was done by Nigerian people in their country, Nigeria. At that time in Nigeria, the Nigerian people followed Patriarchal system. The custom of the people was that the girls or women should be worked or in other words, working for the women was a must. The women had to be very useful for getting money and gave advantages for themselves and other people even since they were children.

One might think on this evidence that Africans treated their children badly. But to Adah’s people and to Adah herself, this was not so at all: it was the custom. Children, especially girls, were taught to be very useful very early in life, and this had its advantages (1994: 13). When Adah still lived in Lagos, she knew that at that time, the Ibuza women were preparing for the arrival of the town’s first lawyer from the United Kingdom. Not only the women, but also most of the people talked about it for months and months.

Adah’s father talked about the arrival of the lawyer and he talked about the United Kingdom also.

“The title ‘United Kingdom’ when pronounced by Adah’s father sounded so heavy, like the type of noise one associated with bombs. It was so deep, so mysterious, that Adah’s father always voiced it in hushed tones, wearing such a respectful expression as if he were speaking of God’s Holiest of Holies. Going to the United Kingdom must surely be like paying God a visit. The United Kingdom, then, must be like heaven (1994: 2).

The quotation above showed that the people were around Adah really admired of the first lawyer from the United Kingdom, name Lawyer Nweze, and admired of the United Kingdom itself.
2. The Setting in England

The setting of time in England was not explicitly stated. It was started when England was in the winter, when the snow was falling (1994: 34). Although there was no explicit statement about the setting on time in England but the story could be concluded through the age of Adah. The story happened in England in 1960s (1994: 87). It was because Adah was born during World War II in 1939 – 1945 and the last age of Adah was told, was that she reached the age of twenty-one (1994: 155). So from Adah was born until she got her twenty-one years old was in 1940s to 1960s.

England was a country with cold weather. When Adah came in England in the first time, she came to Liverpool that was grey, smoky and looked uninhabited by human (1994: 33). At that time, it was snow falling in England and in the first time Adah saw real snow when she passed Liverpool.

For the first time Adah saw real snow. It all looked so beautiful after the greyness of Liverpool. It was as if there were beautiful white clouds on the ground. She saw the factory where Ovaltine was made. Somehow that factory, standing there isolated, clean and red against snowy background, lightened her spirit. She was in England at last (1994: 34).

In England, the houses were really different from the houses in Lagos. Even Adah could not tell where the house began and where it ended, because it was joined with other houses in the street.

In Lagos houses were usually completely detached with the yards on both sides, the compound at the back and the verandas in front. These ones had none of those things. They were long solid blocks, with doors opening into the street. The windows were arranged in the straight rows along the streets. On looking round, Adah noticed that one could tell which windows belonged to which door by the colour the frames were painted. Most of the houses seemed to have the same curtains for their windows (1994: 34-35).
In the story when Adah and Francis went to Mr. Nobles’ house, they passed Wales Road that was narrow, curving into Prince of Wales Road. Approaching the street from the Queen’s Crescent side, it had a gloomy and unwelcoming look, but the part that joined Prince of Wales Road widened into cheerful set of well-kept Edwardian terraced houses with beautifully tended front garden. Those houses-the clean, beautiful ones- seemed to belong as a different neighborhood, in fact, a different world (1994: 89-90).

There was a mighty building curving right into the middle of the street, shutting away the cheerful side from the gloomy one, as if it were determined to divide the poor from the rich; the house from the ghetto, the whites from the blacks. The jutting end of the building was just like a social divide, solid, visible and unmovable (1994: 90). This description seemed clearly that in England really practiced race discrimination, not only through the treat of the whites to the blacks but also through the area in the city where there was race distinction areas.

The story also took place in Trudy’s house. Because of Adah usually worked late in the library, coming home at eight o’ clock most evenings, she could not care her children all the time. Then she looked for a daily-minder for her children and then she met Trudy. Trudy had two children of her own and agreed to look after Adah’s two children in Trudy’s house.

But then Adah did not like Trudy because Trudy looked after Adah’s children in Trudy’s house that the house was like all the houses in that area was a slum, the house that had been condemned ages ago. The backyard was filled with rubbish, broken furniture, and near an uncovered dustbin was the toilet, the old type of toilet with faulty plumbing, smelly and dump (1994: 49-50).
In backyard of Trudy’s house, Adah children did not get good treatment from Trudy. Adah saw Vicky, her child, was busy pulling rubbish out of the bin and Titi, Adah’s child, was washing her hands and face with the water leaking from the toilet (1994: 51).

In England, Adah lived amongst the society that liked to make rumors. The rumors came from her neighbors although the rumors did not true. One of the rumors amongst Adah’s neighbors was that Janet, one of Adah’s neighbors, had sexual adventures with Adah’s neighbors. She slept around with them.

England at that time still practiced race discrimination toward black people. The discrimination could be seen clearly from what people did and also from some signs in some places. The blacks did not get good accommodation in some places.

In any case, Francis and Adah had to look for another place to live. During the days and weeks that followed, she had asked people at worked if they knew of anywhere. She would read and read all that shop windows had no advertise. Nearly all the notices had ‘Sorry, no coloureds’ on them. Her house-hunting was made more difficult because she was black; black, with two very young children and pregnant with another one (1994 70).

Every door seemed barred against them; nobody would consider accommodating them, even when they were willing to pay double the normal rent (1994: 71).

Those quotations above showed that the white people still discriminated the black people in many parts of life and it made the blacks, in this case Adah and Francis, got difficulty to live in England.

Adah and Francis’ financial condition was not good in England. Since they lived in England, they had no house, but finally they got the bad one. The condition of their house was horror, no worthy to be lived.
He opened the door into what looked to Adah like a tunnel. But it was hall; a hall; a hall with flowered walls! It was narrow and it seemed as first as if there no windows...then Francis opened one door and showed them into a room, or a half-room. It was very small, with a single bed at one end and a new settee which Francis had bought with the money Adah sent him to buy her a coat with. The space between the settee and the bed was just enough for a formica-topped table, the type she had had in her kitchen in Lagos (1994: 35).

You see, accommodation is very short in London, especially for the black people with children. Everybody is coming to London, the West Indians, the Pakistanis and even the Indians, so that African students are usually grouped together with them. We are blacks, all coloureds, and the only houses we can get are horror like these. Well, what could she say? She simply stared. She said nothing even when she learned that the toilet was outside, four flights of stairs down, in the yard; or she learned that these was no bath and no kitchen. (1994: 35-36).

The quotation above showed that Adah and Francis really lived in the bad financial condition and also it showed the race discrimination toward the blacks.

In the story, the race discrimination was not seen in the place where Adah worked, the Chalk Farm Library. In this library, Adah met some people with different characteristics. They were Peggy, the big boss Mr. Barking, and Bill (1994: 161-162). They were good friends who did not discriminate Adah because she was black. Even in the story, they also supported Adah after Adah finished her first manuscript.

C. The Influence of Setting toward the Main Characters‘ Personality

This part was divided into two parts. The first part concerned to the influence of the setting toward Adah’s personality characters. The second part concerned to the influence of the setting toward Francis’s personality characters. The social factors or environment could influence someone’s characters or
personalities. Murphy said that the society had a great effect or influence upon the personalities, actions, the way of thinking of its character (Murphy, 1972: 141). This theory could be applied in this analysis where not only the society that could influence someone’s characters or personalities, but also the environment where the people was.

According to Guth and Rico in *Discovering Literature: Stories, Poems, Plays*, the setting of the story often shaped characters. It made people what they were. Someone grew up on a farm or hard places that often got rain and sun would have different outlook, a different definition of life than someone who grew up in a neighborhood where the only open space were parking lots. A story might show the characters as creatures of the setting, reflecting its mood, living out its mores or approved ways of acting and thinking. A familiar theme in serious modern fiction was that of invisible walls; the characters might find themselves trapped in the spiritual waste land of suburbia, or in a small decaying town that became for them the graveyard of hope. On the other hand, a story might show a character rebelling against a stifling environment, struggling to break free (Guth & Rico, 1997: 36).

1. The Influence of the Setting toward Adah’s Personality

When Adah was still at the age of nine or so, she had to face the fact that life would be difficult. The first hitch happened all of sudden. Just a few months after she started school, her father, Pa was died. Her dream to get school was blur because she would be stopped from getting education in school and could not
continue there. It was because the money in her family mostly would be spent on
Adah’s younger brother Boy, a hundred pounds or two would be spent on Boy’s
education.

It was decided that the money in the family, a hundred pounds or two,
would be spent on Boy’s education. So Boy was cut out for a bright future, with a
grammar school education and all that. Adah’s schooling would have been
stopped.

Adah missed her old school, the cleanliness, the orderliness and the
brightness, but she could not continue there (1994: 12).

This condition, Pa died and Adah had to quit from school was the beginning of the
difficulty that Adah had to face. Because she did not have father anymore, Adah,
like most girl-orphans, was to live with her mother’s elder brother as a servant

Living in the new family meant living in the new rules also. When Adah
still lived in her own family, she as a child did not have duty to be done.

One afternoon, ma was sitting on the veranda of their house at
Akinwunmi Street. With Adah’s help, she had cooked the afternoon meal
and they had both eaten. Ma started to undo her hair, ready to have it re-
plaited. Adah had seen her do this million times and was bored with
watching her. There was nothing for her to do, there was nobody to play
with; there was not even any mischief to plan (1994: 4).

It meant that in her age, nine years old or so, Adah did not have to work in her
family, but when she lived in her new family, everything changed.

In Adah’s new family, there were Ma’s brother who worked in the
dockyard at the marina, his old wife, and their four mighty sons, all grown up.
One was married with a young daughter, one was working as a clerk in the
Treasury, one was an artist who would stay at home and sing all day long, and the
youngest was finishing school. So Pa’s death was a blessing for them, for it meant
they could have Adah as an unpaid servant to help in their bulging household to fill a mighty drum used as a water container. Nobody was interested in her except for her own sake only in the money she would fetch and the housework she could do (1994: 13).

This hard job, for nine years old girl, was a kind of suffer, but for Adah was not like that. For Adah it was like the kind of characters shaping. She did not mind doing all of this kind of job because she realized that all of she done was a learning to be responsible for herself and for the others. She was shaped to be responsible for the duty that she had to do in her new family and it was shaped to be a hard worker too. So in short, living in the new family with all of hard jobs to be done was like shaping Adah’s personality character in which in this case was responsible and hard worker personalities that these personalities were really useful when Adah was already adult later.

Getting formal education in school when she was young, Adah became intelligent person. Although in the beginning she could not get full years in school because her Pa died and she had to be transferred to an inferior school, she finally could pass five years in The Methodist Girls’ School quickly. The Methodist Girls’ School was one of the schools in Lagos, Nigeria. The Methodist Girls’ School was near Adah’s house; it was just round the corner from Adah’s house (1994: 4).

Although the story did not tell in detail how Adah got education since she was child until she grew up and became teenager, but we can see that it really influenced Adah in her skills. Not only in verbal skill, but also in non-verbal skill
she could do it well. It meant that she, as a Nigerian girl, could speak in English, because not many Nigerian girls were like Adah who could speak in other language beside their mother tongue. Besides that, she could also write her first manuscript in English and it showed that her non-verbal skill was also qualified.

Getting formal education in school not only improved her verbal and non-verbal skill in English, but it also made Adah religious.

Adah had just left school and was full of religious idea that you could change anybody by your own personal example and by prayers (1994: 155).

But the main cause Adah became religious person was her family and her church. Since she was a child, she was already a Christian. It was because she followed her family religion. Her Pa liked to preach in the church on Sundays and she had been a choir girl ever since, than she was taught at Sunday school at All Saints’ Church in Yaba, in Lagos (1994: 137). Following her family that practiced Christianity and then becoming a Christian became the base of her religious personality until she was adult.

When Adah still a child, she was already having ambition that she was going to England one day. Because her society, not only the Ibuza women who lived in Lagos but also Adah’s father always talked about the arrival of the lawyer Nweze from United Kingdom, Adah had ambition to go there.

The Ibuza woman who lived in Lagos were preparing for the arrival of the town’s first lawyer from the United Kingdom. The title ‘United Kingdom’ when pronounced by Adah’s father sounded so heavy, like the type of noise one associated with bombs. It was so deep, so mysterious, that Adah’s father always voiced it in hush tones, wearing such a respectful expression as if he were speaking of God’s Holiest of Holies. Going to the United Kingdom must surely be like paying God a visit. The United Kingdom, then, must be like heaven (1994: 2)
But when she was already adult, Adah’s ambition was to be a writer too. It was because she knew that she had ability to write. She didn’t realize at first, but finally she knew that she could write her manuscript.

From the beginning, Adah had already dream of becoming a writer so that she was ambitious of becoming a writer. But since she was in her environment, in this case her work place- the Chalk Farm Library, she was more ambitious to be a writer. It was because her friend Bill and Peggy read her manuscript and told her it was good and needed to be published.

Bill read it and so did Peggy and the others. She thought they would laugh and tell her that it was a good first attempt. But Bill took it quite seriously. She should show it to somebody in publishing! (1994: 176).

Not only saying good and needed to be published, they also supported Adah.

‘I felt so fulfilled when I finished it, just as if I had just made another baby,’ she had told Bill, and he had replied: ‘But that is how writers feel. Their work is their brainchild. This is your brainchild; you are the only one in this whole world who could have produced that particular work, no one else could. If they tried it would just be an imitation. Books tell a great deal about the writers. It is like your own particular child’ (1994: 176).

It showed that Adah’s environment- the Chalk Farm Library and her friends who worked there- contributed in influencing Adah’s ambitious personality.

In England, to fulfill her family needs, Adah tried hardly to get job. Started from working as a senior library assistant at the North Finchley Library, subject to certain conditions, until working at the Chalk Farm Library, her first class job showed her eager to be survived in the new country. Even when her money was
running short, she worked out of timetable. It was because she got difficulty in getting better financial in her family.

Adah’s hard worker character was not only influenced since she was child when she had to work hard in her new family, but also it was influenced by her family financial condition in England that was not good. It was because she had to feed her children and her husband, Francis, who did not have good job with good salary (1994: 133, 171).

Getting some jobs in libraries was also related to her written skill. It gave effect in her ability to write because she spent much time in library to read many books. Working in libraries was so useful for Adah in other thing. Since she worked in the North Finchley Library until when she worked in Chalk Farm Library, Adah could improve her self-abilities. In the new places- her work places- she met many people with different personal characters and backgrounds and it influenced her personality characters. She became someone who was really friendly and easy to make friends.

Besides friendly, Adah was also caring to her children. This character could be seen clearly when she would protect her children, wanted them to be perfect, and would not allow her children to go hungry. It was because she really loved her children and wanted her children to be cared all the time, but she could not look after her children all the time because she had to work late in the library. Because her husband, Francis did not care to her children, then she asked Trudy, her friend to look after her children when she worked, but she saw that Trudy did
not look after her children well. It made Adah shocked and made her more cared to her children.

Actually Adah’s caring personality came from her own personality as the mother. But this personality was seen clearly because her children did not get good treatment from Trudy where as her children, Titi was busy pulling rubbish out of the bin and Vicky was washing her hands and face with the water leaking from the toilet (1994: 51). It showed that the environment- in this case her family condition that her husband, Francis did not care so much to her children and the Trudy’s house- influenced Adah’s caring personality.

So in short, the setting when the story happened- the setting of time, place, and social setting- influenced and also gave contribution to Adah’s personalities. These setting shaped her personalities.

2. The Influence of the Setting toward Francis’ Personality

Francis in the story mostly was told as a character with bad attitudes and bad psychology. From the beginning until the end of the story, Francis seemed not a good guy. What made him became like that was not only from his own mentality, but also from the influence of the environment. The environment in this case meant that his family and the society where he lived.

The family was the smallest environment of someone since he or she was born. It gave great effects on that person and could shape someone’s personality. Besides the family, the society also gave great effects on someone, including on Francis’ personality. Francis was a man who lived in the patriarchal system that
the men always get better position than the women. The men would think that they always right although actually they made mistakes to the women and the women had to obey everything the men said.

…and I know you are Igbo because of the marks on your face. I don’t want to hear anything. Let’s go and beg his forgiveness. He would let you in. Typical Igbo psychology; men never do wrong, only the women; they have to beg for forgiveness, because they are bought, paid for and must remain like that, silent, obedient slaves (1994: 164).

The quotation above showed that this paradigm influenced Francis’ psychology also. He thought that he never did mistakes so that he would do everything he liked. It was seen when he was disturbed by the monkey belonged to his friend. At that time, he killed the monkey by giving it rat poison without thinking it was cruel and bad thing. This paradigm, not only influenced Francis so that he did everything he liked and wanted, but also it made him cruel person.

Besides that, Francis treated the woman just like priceless and made him rough also. He, in his family in Nigeria, could not do rough to Adah, but in England he could do it to his wife. It was because the influence of the different place where Francis lived.

Francis’s temper snapped. He lifted his hand as if to slap her, but thought better of it. There would be plenty of time for that, if Adah was going to start telling him what to do. This scared Adah a little. He would not have dreamt of hitting her at home because his mother and father would not have allowed it…He was free at last from his parents, he was free to do what he liked, and not even hundreds of Adahs were going to curtail that new freedom (1994: 36-37).

The different place where Francis lived, gave influence to him. He- from his own family in Nigeria that most all the decisions were taken by his parents and his brothers firstly and then moved to new place in England where no one of his
family who could make decisions to himself and his wife- made him became someone who could do what he liked and wanted.

What followed is horrible to print. Adah remembered. Though, that during the confusion Francis told her he had a knife. He now carried knives with him. She tried several times to call for help, but could feel the life being squeezed out of her. She then heard people talking, banging the door which Francis had locked (1994: 183).

Now he came here adding this insult to all the injuries he had caused. Adah threw caution to the wind. One never knew; Francis was carrying a knife today, she told herself- he did use it to threaten her, but she had been so bruised and maltreated that she could not see herself going to work for a week or two... Then she looked round the room and saw with tears the radiogram she had just bought with a little deposit off the man at the Crescent; she saw it had been smashed by Francis. She saw the new teaset she was paying for from the landlady’s catalogue all broken, the flowery pattern looking pathetically dislocated. No, she needed protection against this type of destruction (1994: 184).

When he was angry with Adah, he would slap her. He thought that he was the head of the family and no one could forbid what he did, as it was not like in Nigeria where his mother and father would not allow this deed. So the quotations above really showed that living in the new place- England- influenced Francis’s personality in doing rough and cruel deeds.

And the mean of priceless for Francis was that Adah had to do her duty as a wife, who served her husband when her husband wanted to have sex with her. No chance to have an intelligent conversation with his wife.

To him, a woman was a second-class human, to be slept with at any time, even during the day, and, if she refused, to have sense beaten into her until she gave in; to be ordered out of bed after he had done with her; to make sure he washed his clothes and got his meals ready at the right time. There was no need to have intelligent conversation with his wife because, you see, she might start getting ideas (119: 175).
The quotation above showed that Adah had to be purely housewife who washed the clothes, prepared the food, and fulfill Francis’ sexual need. Francis did not want Adah improved her knowledge. It was become Francis’ paradigm.

Francis’ arrogance gave bad effects on Adah so that Francis underestimated her in many ways such as did not tolerate intelligent woman, burning Adah’s manuscript, and also considering Adah as production tools or as a woman who was to be slept with at any time.

Although Francis lived amongst Nigerian society that practiced patriarchal system and discriminated the women, he could not take decisions about his wife. Not only taking decisions about his wife, but Francis also could not take decisions about his own life.

…as most young African wives know, most of the decisions about their own lives had to be referred first to Big Pa, Francis’s father, then to his mother, then discussed amongst his brothers of the family before Adah was referred to. She found all this ridiculous, the more so if the discussion involved finance. After all, she would have to pay for the plan in most chases but the decision would have been made behind her back. Of course Francis was simply a puppet in such cases, and so was she. They could not refuse. They had to bow down to their elders (1994: 23).

It influenced Francis as the head of the family, not only in Nigeria, but also in England when he started to live with his wife.

When he lived in Nigeria, although he had already married, most of the decisions based on his parents and brothers, but when he lived in England, Francis did the same thing. It meant that he had to make his decisions not by his own decisions, but he made it based on his Nigerian neighbors.

Things were difficult for Francis, too. He had never in all his life been allowed to make his own mistakes because he had never made his own
decisions. He had always consulted his mother, his father and his brothers. In England he had to make do with his Nigerian neighbours (1994: 45).

Francis’ personality really related to the setting where he lived. When Francis lived in Nigeria, his family and the society influenced his thought and personality. It meant that for Francis, women were always in the seconds place after men, they had to work to live, they did not worthy to get better thing such as getting high education. On the other hand, Adah got higher salary was a must for Francis because it could bring advantages for him. So, the setting where Francis lived really influenced him in his personalities.
CHAPTER V
CONCLUSION

In this chapter, I would like to conclude my analysis and answer the problem formulation stated in the first chapter. Published in the first time in 1994, *Second-Class Citizen* by Buchi Emecheta is a novel, which tells about the life of the main characters, Adah and Francis in Nigeria and England.

Adah was a Nigerian girl who had to face the hard life since she was a child. She, in the first time, lived like most girls in her age who did not have to work hard to live. She lived amongst her family and had no hard work to be done. But after her Pa died, she lived with her mother’s elder brother. In this new environment, Adah’s personality started to be formed although she was still so young.

Living in the new environment, her mother’s elder brother house, gave influences to Adah’s personality. With a lot of work to do, she became a girl who was responsible to herself and the others by filling a mighty drum used as a water container and she was responsible for this duty. Not only the new environment influenced Adah to be a responsible person, but it also influenced her to be a hard worker. It became the base of her hard worker personality when she grew up and becoming adult.

Living in Nigeria, at 1940s to 1950s, was like living in unfairness for Adah. Nigeria, at that time, practiced gender discrimination and it disadvantaged the women, including Adah. This disadvantage for Adah happened in many parts.
of life, such as in education that their family preferred schooling Adah’s younger brother. It influenced Adah in getting school, but she still could get formal education in school. It meant that the school influenced her in improving her verbal and non-verbal skill. Through getting school, she could speak and write in English so she could write her first manuscript in English.

Many places in the story also influenced the other Adah’s personality, such as the bad financial condition of Adah and her family in England made her a hard worker. Because she worked out of timetable, her caring personality could be seen more clearly. Adah had to pay Trudy as a daily-minder for her children, but Trudy’s house - the place where Trudy looked after Adah’s children - was so dirty and in a slum area. Adah’s children did not get good treatment and it made her more care to her children. It meant that the bad environment of Trudy’s house influenced Adah’s caring personality so that this personality could be seen clearly.

The other Adah’s personalities such as ambitious, friendly, and religious were also influenced by the environment and the setting where Adah was. The Nigerian people and her father always told her about England and the arrival of Lawyer Nweze and it made her ambitious to go to England. Her friends in the Chalk Farm Library also influenced her in becoming a writer so that she was ambitious to be a writer too. The place where Adah worked, the libraries, were also influenced her personality. By connecting with the other people in the new place, she became friendly and easy to make friend.

Besides libraries that influenced her personality, church and her family also influenced Adah’s religious personality. Because since she was child, she
was already a Christian and the other reason made her religious was her Pa also often took her to the church so that she became activist in the church.

What made Francis became arrogant, cruel, and dependent was because the influences of the environment and the society also. Francis was born and grew up amongst Nigerian society in patriarchal system and practiced gender discrimination. It influenced his paradigm so much so that he became arrogant. He thought that he could do anything he liked and wanted toward the woman such as under estimated Adah’s intelligent and considering Adah as production tools. It was because he was always in the higher position then the woman so that he could do it. He also thought that he would not do mistakes, but only the women did and they had to beg for forgiveness.

The patriarchal system also made him cruel person, even to his wife. It was because he did not want his wife to have higher position than his position. When Adah finished her manuscript, Francis burned it. He also did rough to Adah by threatening her with the knife, hitting Adah, and breaking radiogram and teaset.

Francis’ dependent personality was also influenced by the society. Since Francis lived in Nigeria, he could not make decisions so that it made him became dependent person in taking decisions even when he was already married and lived in England. He also depended his family financial to Adah although he was the head of the family. So in short, the setting of time, place, and the society really influenced the personalities of the main characters, Adah and Francis’s personality.
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