2.1 Literature of Sociology

Sociology can be defined as the science or systematic knowledge about the life of human group in relation to other human beings is generally called society. Sociology of literature is an approach that starts with an orientation to the author. Abrams (1981: 178) says, sociology literature imposed on the writings of literary critics and historians is primarily directed at the author of the ways a person is affected by the status of its class, the ideology of society, the economic circumstances associated with his work, and the type of the intended readers. All these aspects are summarized in the building of a copyright literary, one aspect of the build integrity of a story relates to disposition is always related to the author and the environment in which he lives. Likewise, regarding the type of person or character. Usually in any story there are always a few characters, in this case the role of sociology of knowledge to reveal the contents of a literary work.

Sociology of literature has been growing rapidly since the studies by utilizing the theory of structuralism considered decline, stagnation, and even regarded as involution. Analysis of structuralism considered ignoring the relevance of community which is its origin. Djoko Pardopo Grace (1993: 34) states that the purpose of sociological studies in the literature is to obtain a complete picture of the relationship between authors, literature, and society. In sociology, sociological theories are statements of how and why particular facts about the social world are
related. They range in scope from concise descriptions of a single social process to paradigms for analysis and interpretation. Some sociological theories explain aspects of the social world and enable prediction about future events, while others function as broad perspectives which guide further sociological analyses.

2.2 Historical Background of Pramoedya Ananta Toer’s

Pram, as usual he called, he is the eldest of an Islamic nationalist’s family. His father, Sir Mastoer is a teacher of HBS (Holandsch Islandchs School) before moving to teach at private school IBO (Institute Boedi Oetomo). His mother was a woman activist, named Oemi Saidah, she was the daughter of a Penghulu of Rembang concubine who has given birth to Oemi Saidah the Penghulu of Rembang and then divorced and was expelled from the Penghulu residence. Thus the life story of her grandmother who was the inspiration of Pramoedya to write the “Beach Girl” romance an unfinished novel, because the romance actually the first book of a trilogy. It is unfortunate that two other scripts lost in the riots in 1965.

Pramoedya’s writings sometimes fell out of favor with the colonial and later the authoritarian native government in power. Pramoedya faced censorship in Indonesia, during the pre-reformation era, despite the fact that he was well known outside Indonesia. During the changeover to the Soeharto regime, Pramoedya was caught up in the shifting tides of political change and power struggle in Indonesia. He was seen as a holdover from the previous regime (even though he had struggled with the former regime as well) and was banished for years to Buru Island where political prisoners were kept. It was there that he composed his most famous work,
the Buru Quartet. Not permitted access to writing materials, he recited the story to other prisoners before it was written down and smuggled out.

On August 17, 1945, after the news of Allied victory over Japan reached Indonesia, Soekarno proclaimed Indonesia Independence. This touched off the Indonesian National Revolution against the forces of the British and Dutch. In this war, Pramoedya joined a paramilitary group in Karawang, Kranji (West Java) and eventually was stationed in Jakarta. During this time, he wrote short stories and books, as well as propaganda for the Nationalist cause. He was eventually imprisoned by the Dutch in Jakarta in 1947 and remained there until 1949, the year that Netherlands recognized Indonesian Revolution, he wrote his first major novel “The Furgutive”.

In Indonesia, Pramoedya built up a reputation as a literary and social critic, joining the left wing writer’s group Lekra and writing in various newspapers and literary journals. His writing style became more politically charged, as evidenced in his story Korupsi (Corruption), a critical fiction of a civil servant who falls into the trap of corruption. This created friction between him and the government of Soekarno. From the late 1950’s, Pramoedya began teaching literary history at the left-wing Universitas Res Publica. As he prepared material, he began to realize that the study of Indonesia language and literature had been distorted by the Dutch colonial authorities. He sought out materials that had been ignored by the colonial educational institutions, and which had continued to be ignored after independence.

In October 1965, there was a coup and the army took power after alleging that the assassination of several senior generals was masterminded by the Communist Party of Indonesia. The transition to Soeharto’s New Order followed, and Pramoedya’s position as the head of the people’s Cultural Organization, a literary
wing of the Indonesian Communist Party caused him to be considered a communist and enemies of the “New Order” regime. During the violent anti-Communist purges, he was arrested, beaten, and imprisoned without trial, first in Nusa Kambangan off the southern coast of Java, and then the penal colony of Buru in the Eastern island of the Indonesian archipelago.

Pramoedya was banned from writing during his imprisonment of the Island of Buru, but still managed to compose orally his best known series of work to date, the Buru Quartet, a series of four historical fiction novels chronicling the development of the Indonesian Nationalism and based in part on his own experiences growing up. The English title of the book in the Buru Quartet are, This Earth of Mankind, Child of All Nation, Footstep, and House of Glass. The main character of the series, Minke, a javanese minor royal, was based in part on an Indonesian journalist active in the nationalist movement, Tirto Adhi Surjo.

Pramoedya had done research for the books, before his imprisonment in in the Buru prison camp. When he was arrested his library was burned and much of his collection and early writings were lost. On the prison colony island of Buru he was not permitted even to have a pencil. Doubting that he would ever be able to write the novel down himself, the narrated them to his fellow prisoners. With the support of the other prisoners who took on extra labor to reduce his workload. Pramoedya was eventually able to write the novels down, and the published works derive their name “Buru Quartet” from the prison where he produced them. They have been collected and published in English (translated by Max Lane) and Indonesia, as well as many other languages. Though the work is considered a classic by many outside of Indonesia’s literary works to be largely unavailable to the country’s people whose
history it addressed. Copies were scanned by Indonesia abroad and distributed via internet to people inside the country.

Pramoedya’s works on colonial Indonesia recognised the importance of Islam as a vehicler for popular opposition to the Dutch, but his works are not overtly religious. He rejected those who use religion to deny critical thinking, and on occasion wrote with considerable negativity to the religiously pious. One authors has speculated this may have resulted from a low number of Haji’s in his native Blora and resentment of his Hajji grandfather’s divorce and abandonment of his grandmother.

2.3 The Aspect of Social Class

Steven explains in http://libcom.org/library/class-class-struggle-introduction that there are four class in society, they are: the lower class, the working class, the middle class, and the upper class.

a. The Lower Class

The lower class is typified by poverty, homelessness, and unemployment. People of this class, few of whom have finished high school, suffer from lack of medical care, adequate housing and food, decent clothing, safety, and vocational training. The media often stigmatizes the lower class as “the underclass”, inaccurately characterizing poor people as welfare mothers who abuse the system by having more and more babies, welfare fathers who are able to work but do not, drug abuser, criminals, and societal “trash”. The quotation below support the existence of the lower class:
“What is your name?”
“Krio, Ndoro.”
“Don’t crawl like that, Krio. Stand up.”
His eyes showed nervousness. He wiggled his fingers nervously.
But he still remained glued on the floor.
“Forgive me, Ndoro. But it is better like this.”
“You are applying to join Syarikat?”
“Yes, Ndoro.”
“Stand up.” I ordered
Hearing me speak in such a sharp voice, he stood. He kept his hands clasped before him.
“What kind of work do you do?”
“A farmer, Ndoro. Sometimes a coolie.” He answered, while wiggling his thumb.
(Footsteps, 1990:447)

The conversation above explains that Minke feels inconvenient to Krio, who is nervous when Minke asks him to stand up, but not crawl when he speaks with Minke, because they are now members of Syarikat.

b. The Working Class

The working class are those minimally educated people who engage in “manual labor” with little or no prestige. Unskilled workers in the class—dishwashers, cashiers, maids, and waitresses—usually are underpaid and have no opportunity for career advancement. They are often called the working poor. Skilled workers in this class—carpenters, plumbers, and electricians are often called blue collar workers. They may make more money than workers in middle class—secretaries, teachers, and computer technicians, however their
jobs are usually more physically taxing, and in some cases quite dangerous. The quotation that support this, can be seen at the following quotation:

“This servant’s name is Ja’in, Bendoro,” he said in High Javanese.

I glanced at Sadikoen. He didn’t feel uncomfortable at hearing kromo being spoken to me.

“Why don’t we just use Malay?” I asked.

“Very well, Bendoro.”

“So sit here, besides me.” I invited him.

“Forgive me, Bendoro. I’m happier standing like this. I’m used to working standing up. And please don’t be angry with me, for searching an audience with you. Bendoro. I am also a subscriber to Medan. Happily Bendoro Doctor told me that Bendoro was also on the train. When else, if not now, would I get such an opportunity?”

“What is it that you want?” I also stood.

“Please sit down, Bendoro,” he begged.

But I remained standing. Sadikoen was watching each of us closely.

“Many of my friends, either individually or together in groups, subscribe to Medan. We like it very much. Truly, Bendoro. Medan is not just something that entertains us, it has also become our leader. Bendoro has been able to help my fellow railway workers three times now. The publication on the law as well as extremely interesting Sunday supplement have all helped us a lot.”

(Footstep, 1990:271)
The conversation above happens between Ja’in and Minke who is also called Bendoro by Ja’in. The point of this is the admiration of Ja’in and his friends, who work as railway workers to ‘Medan’. They hope one day Medan can help them when they face the injustice before law.

c. The Middle Class

The middle class are the “sandwich” class. These white collar workers have more money than those below them on the “social ladder”, but less than those above them. They divide into two levels according to wealth, education, and prestige. The lower middle class is often made up of less educated people with lower incomes, such as managers, small business owners, teachers, and secretaries. The upper middle class is often made up of highly educated business and professional people with high incomes, such a doctors, lawyers, stockbrokers, and CEO (chief executive officer). The thing that support we can see at the following quotation:

“Frischboten is an honest lawyer, he will do all he can to help you. On first impression you may not like with him, but don’t be put off by what you see on the outside. He knows the Indies well. He too once said to me that the Indies is a factory that only produces priyayi, bureaucrats, and tyrants. It has never produced a sing single leader, except they produce themselves, outside the government.”

(Footstep, 1990: 238)
d. The Upper Class

Comprising only 1 to 3 percent of the United States population, the upper class holds more than 25 percent of the nation’s wealth. This class divides into two groups: lower-upper and upper-upper. The lower-upper class includes those with “new money”, or money made from investments, business ventures, and so forth. The upper-upper class includes those aristocratic and “high-society” families with ‘old money” who have been rich for generations. These extremely wealthy people live off the income from their inherited riches. The upper-upper class is more prestigious then lower-upper class. Based on the theory above Minke comes from the upper class because he is a descendant of an aristocracy. Consider the following quotation:

“People were summoned by name to enter the palace. Their names were then called out again by the governor-general’s adjutant. Only the foreign consuls and residents were not summoned. They were the first group to enter. The bupatis were called next. Then finally came the one I had been waiting for my father. He left the bupatis group, and walked confidently and lightly as if walking on a cloud. There was a slit at the back of his shirt, so that his bejeweled keris could be displayed. His left hand held the tip of the beautiful batik that he wore as a sarong. At his waist his diamond-studded keris challenged the other bupatis. And his belt shone with brilliance of nine kinds of precious stones. He strode along, his last step falling exactly at the end of the path. Then he ascended the stairs into the palace with eyes fixed on the reception area inside.”
2.4 The Social Problem

Social Problems by James Coleman (194), this book discusses social problems around our life. This book contains the meaning, the kind, the cause, and the example of social problems in some places. This book helps the writer to understand about the social problems. So, the writer can find the social problems appropriately in novel. Poverty, racism, war, violence, mental disorders, pollution are list of social problems. The sociological study of social problems is founded on the belief that something can indeed be done if we first make the effort to study our problems systematically and then act on our understanding. Sociology is a framework for sorting out all of these facts, ideas, and beliefs. Use of the sociological of theory helps reduce confusion in the minds of those who wish to participate in public discussions of these important issues.

Most people define a social problem as condition that harmful to society. But the matter is not simple, for the meanings of such everyday terms as harm and society are not clear. According Robert K. Merton in Coleman (1987), social problem are created by failure to close the gap between the way people want things to be and the way things really are. Through this definition, discrimination is a social problem because we believe that everyone should receive fair and equal treatment, yet certain groups are still denied equal access to education, employment, and housing.
2.5 The Colonialism

Colonialism is the practice to get profit with the way to expand their authority in other lands & territories. The purpose of settlement and or resource exploitation, when an invading exactly the colonialism force confronts an Indigenous population already occupying a territory. The reason of colonialism is that they live and come as the light for the darkness for Indigenous population. Colonialism is not a modern phenomenon. World history is full of examples of one society gradually expanding. The plan of colonialism is to expand their colony and take the benefit from their colony.

Colonialism does not only take everything from that oppressed but also they are as colonialism make some result such as they create system of fear to colony countries. From the result, they are oppressed or colonized fell incapable defended them, because the mentality of inferior class gives a fact that they cannot fight the superior of European as colonizer. This domination force colony countries give their power only to help the system that colonialism is created can be run as well Colonialism becomes a violent conflict between two hostiles and different ways of life. One side wants to impose their will to others. This is a standard definition of war, and colonization itself can be considered a war for territory involves all the means which is used to carry out wars such as military, political, economic, psychological, diplomatic, cultural, etc.
Colonialism is the one action that really forbidden and dangerous for rich countries, because they have potential sources. There are many countries have more power, they always show their passion to control rich country. The definition about is a practice of domination, the domination of one people to another and colonialism involves political and economic control over a dependent territory. It is clearly that the reflection of colonialism only about exploitation and the system oppression. The idea of colonialism is to take resources from one country to use for the benefit of the colonizing country, —Colonialism is the extension of a nation's sovereignty over territory and colonialism often to facilitate economic domination over their resources, labor, and markets. The term also refers to a set of beliefs that the mores of the colonizer are superior to those of the colonized.

Colonialism always created a bad rule for colony country. Colonialism has made new patterns of stratification social in many parts. This pattern has come to be known as third world. It can be called as new forms of inequality based on distinction of race, there are discrimination between the life of upper class(aristocratic) and lower class (peasant), it also introduced new political ideologies and new concept of social stratification, some of these have been carried into the post-colonial phase where the challenges of development and modernization are giving a new character to the entire problem of social stratification. Based on the fact Buru Quartet novel by Pramoedya, this novel reveal the condition of Javanese. Dutch as the evil really interest about the condition of the land Indonesia. Dutch lead the actions such as system oppression, exploitation, etc. The colonialism that Dutch created only make the Javanese suffered on their condition. Colonialism penetrated
in Indonesia because Indonesia was a famous trading archipelago with distinct social, political, and economic customs.

Indonesia had a large indigenous population that descended from Malay peoples spread to various islands. Indonesia had a highly developed society with wet field rice cultivation as the basis agriculture. They advance knowledge of navigation that allows them to trade and interact with the countries that really depend on trading. The Dutch colonialism penetrated in Indonesia because Dutch under disappointment condition. Dutch need money to rebuild their system after the war. Dutch transform to be parasite because they only depend on Indonesia as important element to rebuild his power, certainly Dutch gives a disaster to Indonesian population.

Dutch only take the benefit from Indonesia, Dutch as colonizer seems have a motive to changes native as permanent settlers to be slaves. The motive certainly is one of the list ingredients to rebuild his economical after loss in the war. Fanon explains in his book about how colonialism to control his colony —Dutch were interested in gaining high capital profits from the labor and resources, they extracted from Indonesia, for centuries the capitalists have behaved in the underdeveloped world like nothing more than war criminals, deportations, massacres, forced labor, and slavery have been the main methods used by capitalism to increase its wealth, gold or diamond reserves and to establish its power. To assure high profits, Dutch established the bad system, such as Cultivation System; a system in which peasants and farmers were forced to grow commercial crops for the Dutch and for the local governments. All heavy burdens and taxes were given to the peasants. Therefore,
they faced impoverished conditions and famine. The Dutch brought goods, such as coffee, sugar and spices from the island of Java, which became one of the largest products to be export. Sugar, coffee, spices and other goods, accounted for seventy percent of Indonesian exports, and the Dutch took almost all the profits. In this case, it gives the fact of the system that created by Dutch precisely shows the reality what the Dutch did to Javanese people.

The Dutch exploited the colony, the difference between colonizer and colonized there is room only for forced labor. Colonialism has interest to exploit a native population for rebuild their countries to the better. In order to make a better condition, Dutch to transforms colony countries such as Indonesia to be slaves —the colonizing man into slave, and the indigenous man into an important instrument of production. It has been a common theme in the global history especially when the process and result of war make the impact for the system of the country.

The fertile land in Indonesia is interesting. It is caused by the good land Indonesia. Thus, it is believed to give great profit. Certainly, this land is used as Dutch plantations. The impact of the plantations makes the peasants do not have land for farming and suffered famines. Many women had migrated to Indonesia in order to help the problem of Indonesia quality especially for education. They were concerned with the lack of education and decided to create schools. The Dutch school system was extended to Indonesians with the most prestigious schools admitting Dutch children and those of the Indonesian upper class.
2.6 The Novel

A novel is a long, fictional narrative which describes intimate human experiences. The novel in the modern era usually makes use of a literary prose style, and the development of the prose novel at this time was encouraged by innovations in printing, and the introduction of cheap paper, in the 15th century. The present English (and Spanish) word for a long work of prose fiction derives from the Italian novella for "new", "news", or "short story of something new", itself from the Latin novella, a singular noun use of the neuter plural of novellus, diminutive of novus, meaning "new". Most European languages have preserved the term "romance" (as in French, Dutch, Russian, Serbo-Croatian, Romanian, Danish, Swedish and Norwegian "roman"; German "Roman"; Portuguese "romance" and Italian "romanzo") for extended narratives.

- Historical novel

On the one hand The Historical Novel Society defines the genre as works "written at least fifty years after the events described", whilst on the other hand critic Sarah Johnson delineates such novels as "set before the middle of the last [20th] century in which the author is writing from research rather than personal experience." Then again Lynda Adamson, in her preface to the bibliographic reference work World Historical Fiction, states that while a "generally accepted definition" for the historical novel is a novel "about a time period at least 25 years before it was written", she also suggests that some people read novels written in the past, like those of Jane Austen (1775 – 1817), as if they were historical novels.
One of the earliest examples of the historical novel in Europe is La Princesse de Clèves, a French novel which was published anonymously in March 1678. It is regarded by many as the beginning of the modern tradition of the psychological novel, and as a great classic work. Its author is generally held to be Madame de La Fayette. The action takes place between October 1558 and November 1559 at the royal court of Henry II of France. The novel recreates that era with remarkable precision. Nearly every character – except the heroine – is a historical figure. Events and intrigues unfold with great faithfulness to documentary record. In the United Kingdom the historical novel "appears to have developed" from La Princesse de Clèves, "and then via the Gothic novel".

Historical fiction rose to prominence in Europe during the early 19th century as part of the Romantic reaction to the Enlightenment, especially through the influence of the Scottish writer Sir Walter Scott, whose works were immensely popular throughout Europe, even though Jane Porter's 1803 novel Thaddeus of Warsaw is one of the earliest examples of the historical novel in English and went through at least 84 editions, including translation into French and German, The first true historical novel in English was in fact Maria Edgeworth's Castle Rackrent (1800).

- Connection to nationalism

Historical fiction sometimes encouraged movements of romantic nationalism. Walter Scott's Waverley novels created interest in Scottish history and still illuminate it.[citation needed] A series of novels by Józef Ignacy Kraszewski on the history of Poland popularized the country's history after it had lost its independence in the Partitions of Poland. Henryk Sienkiewicz wrote several immensely popular novels
set in conflicts between the Poles and predatory Teutonic Knights, rebelling Cossacks and invading Swedes. He won the 1905 Nobel Prize in literature. He also wrote the popular novel, Quo Vadis, about Nero's Rome and the early Christians, which has been adapted several times for film, in 1912, 1924, 1951, 2001 to only name the most prominent. Sigrid Undset's Kristin Lavransdatter fulfilled a similar function for Norwegian history; Undset later won a Nobel Prize for Literature (1928).