GENETIC STRUCTURALISM ANALYSIS ON “LUCKY JIM”
BY KINGSLEY AMIS

A Thesis
Submitted to Letters and Humanities Faculty
in Partial Fulfillment of the Requirements for
the Strata One Degree

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STATE ISLAMIC UNIVERSITY “SYARIF HIDAYATULLAH”
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CHAPTER I
INTRODUCTION

A. Background Of The Research

The creation of literature is a uniquely human activity, born of man’s timeless desire to understand, express, and finally share experiences. Literature can be seen as a social symptom the author influence and influenced by society. According to Luxemburg;

Dunia fiksi itu adalah suatu dunia lain yang berdiri di samping kenyataan tetapi menurut beberapa aspek menunjukkan persamaan juga dengan dunia nyata, sekalipun seorang pengarang melampiaskan daya khayalnya dengan menciptakan makhluk- makhluk yang tak ada, yang hidup dalam dunia khayalan namun tetap ada ikatan – ikatan tertentu antara tokoh-tokoh dan perbuatan mereka yang dapat dimengerti oleh pembaca dan dapat diterima berdasarkan pengertianannya mengenai dunia nyata.¹

Author as the part of society creates a story based on his knowledge of the society where he or she lives. The experience and values of the author as part of his society influence his works, and this can appear through the character he creates. Even though the character he creates just imaginary character, it’s acting and talking like a real person.

Literary is regarded as social institution that uses language as medium. It presents life which mostly consists of social reality. Literature that author writes in certain range of time connects directly with the norm and culture at that period.

¹ Jan Van Luxemberg, et al., Pengantar Ilmu Sastra, (Jakarta: PT Gramedia, 1989), Penerjemah; Dick Hartoko, hal.20.
As a social document that records the features of the times literary work is used to reveal the social history. Shakespeare in his drama “Merry Wives of Windsor” gives pictures about the class in Elizabethan era. “Uncle Tom’s Cabin” by Tom Harriet opens people’s eyes to slavery in the United States of America. Jane Austen in his work showed the life of gentry and priest in rural area in the early 19 century. Those examples of literary works show that literary is also influenced by the social life where and when the author lives. We can analyze the social life in literary work at the time and place where it is created.

One of literary work that shows social condition of Britain after Second World War is novel “Lucky Jim” by Kingsley Amis. “Lucky Jim” is a novel belongs to post-war fiction. Throughout “Lucky Jim” Amis the author apparently concerned with the restructuring of English society after World War II.

“Lucky Jim” is a story of Jim Dixon an ex army that became lecturer at provincial University. Dixon struggles to convince his Boss Professor Neddy Welch to keep him at the University. As Welch assistant he wants to get a higher position in university. And Dixon aim leads conflict between him,a young lecturer and his department chair Professor Neddy Welch.

And to analyze the novel “Lucky Jim” writer uses Lucien Goldmann Genetic structuralism approach. Genetic structuralism is a branch of literary research that gives attention to both intrinsic and extrinsic elements of literary to get a clear picture of the story. Goldmann explains “Karya sastra merupakan sebuah struktur. Akan tetapi, struktur itu bukanlah sesuatu yang statis, melainkan produk sejarah yang terus
berlangsung, proses strukturasi dan destrukturasi yang hidup dan di hayati oleh masyarakat asal karya sastra yang bersangkutan”.²

Therefore by applying the genetic structuralism theory writer able to analyze the novel and its connection with the society and social life in Britain where ‘Lucky Jim” was written after World War II.

B. Scope and Limitation Of The Research

This research is concentrated on intrinsic element of the novel “Lucky Jim” by Kingsley Amis, which is the characters and its extrinsic element which is the background of social life in England where the novel is created after the Second World War.

C. The Research Question

The questions of this research are:

1. How are the characteristics of Jim Dixon, Professor Neddy Welch and Bertrand Welch described in the novel?

2. How do those characters reflect the social condition of England after the Second World War?

D. The Significance Of The Research

Writer hopes the result of this research can be useful to a reader, who wishes to know about Genetic Structuralism Approach especially for the student of English Letter Department, Faculty of Letter and Humanities of state Islamic university Syarif Hidayatullah Jakarta.

E. Methodology Of The Research

1. The Method of Research

The method of this research is qualitative descriptive and the description will be attached with Lucien Goldman’s Genetic Structuralism analysis.

2. The Objective Of The Research

a. The writer wants to describe the characteristics of the major character Jim Dixon, Neddy and Bertrand Welch in the novel.

b. The writer wants to describe the relation between the character characteristics with the social condition of England after Second World War.

3. The Unit Analysis


4. Technique Of Data Analysis

The technique used by the writer to collect the data are first the writer analyzes the intrinsic element of the novel, in this research will analyze the
main character characteristics. And then analyze the extrinsic element, which is the social and historical background.

5. **Time and Place of The Research**

   This research has been started on February 2007, in Department of English, Faculty of Letters and Humanities, Syarif Hidayatullah State Islamic University, Jakarta.
CHAPTER II

THEORITICAL FRAMEWORK

A. Intrinsic Elements

1. Plot

Plot is the events that unfold in a story, the action and direction of a story, the story line. With the respect to plot, a story normally begins, as we have seen, in a state of uncertainty and imbalance and end, again normally, in clarification.

Mostly plot has passed the step logically in the story. In the beginning is exposition that includes foreshadowing the background of the story. Next step are rising action, climax and resolution or denouement in the story as the same basic structure of plot. The plot of a story consequently is informed by a sense of direction. It consists of an arranged story whose parts are linked by a cause and effect relationship.

a. Exposition

In the exposition, the background information that is needed to understand the story proper is provided. Such information includes the protagonist, the antagonist, the basic conflict, the setting and so forth. Exposition also includes foreshadowing, which turns out the mere background of the story.
b. Rising Action

During the rising action, the basic conflict is complicated by the introduction of related secondary conflicts, including various obstacles that frustrate the protagonist’s attempt to reach his or her goal.³

c. Climax (turning point)

Climax or turning point is marks a change for the better or the worse in the protagonist’s affair. If the story is a comedy, things will have gone badly for the protagonist up to his point. If the story is a tragedy, the opposite state of affairs will transpire, with things going from good to bad for the protagonist.

d. Falling Action

After the climax, the story taper off in falling action: the subsequent events including a resolution.⁴ During the falling action, the conflict between the protagonist and antagonist unravels, with the protagonist winning or losing against the antagonist.

e. Denouement or Catastrophe

The comedy ends with a denouement in which the protagonist is better off than he or she was at the story’s outset. The tragedy ends with catastrophe in

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⁴ Ibid
which the protagonist is worse off than he or she was at the beginning of the narrative.

2. Character

Character is the important element in a story. It builds the story. There will be no story without character. “Characters are the person presented in work narrative or drama who conveys their personal qualities through dialogue and action by which the readers or audiences understand his thoughts, feelings, intentions and motives”.\(^5\) The character show how a person likes or dislikes something, they do some action and dialogue according their part in the story. So reader can understand what kind of person the character in the story.

There are several types of character in literary work:

a. Major and Minor Character

Major character or central character is a character that holds on an important role in the story. This character is very dominant, appears in each conflict and develops the story. While minor character is a character that only completes the story and appears few times or in short portion.

b. Protagonist and Antagonist Character

Protagonist is simply the central character in a story, the one whose struggles in the story to get his or she aims. And antagonist character is the character that opposed the protagonist. The term protagonist and antagonist do not

\(^5\) Kennedy (1991), *op.cit.*956
imply a judgment about the moral values. Protagonist is not always good
color character and antagonist is not always wicked character.

In establishing character an author may use methods of characterization, which are:

a. Direct and Indirect

Direct method is a method where a character presented by narrator or by
author through his explanation in the story. Indirect method is a method when
author’s stepping aside, as it is to allow characters to reveal themselves
through their dialogue and action.

b. Flat or Round

In proportion to the fullness of their development, the characters in the story
are relatively flat or round. Forster states, “The flat character is characterized
by one or two traits that can be summed up in a sentence. And round character
is complex and many sided, they might require an essay for full analysis”6

c. Static and Dynamic

The static character is the same sort of person from the beginning until the
ending of the story, while dynamic character is the character that significantly
changes in some aspect of character personality or outlook and develops along
with the story.

In literary works character and characterization is important element that builds the
story. According to Hasjim Nafron Characterization is “Penokohan dalam sebuah

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6 Laurence Perrine, *Literature, Structure, Sound and Sense*, (United States Of America:
karya sastra adalah cara pandang untuk menampilkan para tokoh dengan wataknya, yakni sikap, sifat dan tingkah lakunya.”

The following is an important distinction between character and characterization. Richard had said that:

“A character is a person in literary work; characterization is the way in which a character is created. Characters are all the product of characterization; that’s to say, they have been made in particular way. Characters are what they are like because of the way they’ve been made. The kind of conversation they have, the things they do, their appearances and so on are the particular ways in which the author has chosen to characterize his or her characters. We might remember the difference by saying that: Characterization is a method and character is the product.”

Therefore a character is a person that appears in literary work and characterization is the way in which a character is created by the author. Characterization is the method used by author in developing a story.

There are several ways to analyzes characters in a novel, so we can conclude what kind of person the character in a story.

1. The character’s words. A character’s words can reveal most about attitudes, feelings, belief and values.

2. The character’s action. How a character act and react to other character or to particular events conveys the character’s values and attitudes, it may also reveal clues to character’s motivations.

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7 Hasjim Nafron, Analisis Struktur dan Budaya, (Jakarta: Pusat Pembinaan dan Pengembangan Bahasa, Departemen Pendidikan dan Kebudayaan, 1984), h. 58

3. Comment by other characters. What other characters say to or about a character can give readers many insight.

We can analyze the characters in a novel by what those characters say and do.

3. **Point Of View**

Point of view is the angle from which a story told, the intelligence through whose authority we view the characters and the action. Though many variations and combinations are possible, the basic points of view are four, as follows:

   a. **Omniscient**
      
      *In the omniscient point of view, the story is told by narrator using the third person, whose knowledge and prerogatives are unlimited. He is free to go wherever he wishes, to peer inside the minds and hearts of the characters.*

   b. **Limited omniscient**
      
      *In the limited omniscient point of view, the author tells the story in the third person, but he tells it from the viewpoint of one character in the story. The author places himself at the elbow of this character, so to speak and looks at the events of the story through his eyes and through his mind. He knows everything about this character but he shows no knowledge of what other character feeling or doing, except for what his chosen character knows or can infer.*

   c. **First Person**
      
      *In the first person point of view, the author disappears into one of the characters, who tell the story in the first person.*

   d. **Objective**
      
      *In the objective point of view, the narrator disappears into a kind of roving sound camera. This camera can go anywhere but can record only what is seen and heart. It cannot comment, interpret, or enter a character’s mind.*

4. **Theme**

Theme is the main idea in a story. Theme of the story can be seen from moral value, social value, psychological value, etc. If we read or seen a story

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9 Perrine, *Opcit.* p. 136-139
thoughtfully, we ought to be able to formulate its theme, its underlying idea, perhaps we can even go so far as to say its moral attitudes, its view of life, its wisdom.\(^{10}\)

**B. Sociology of Literature**

In his book entitled *The sociology of literature*, Swingewood (1972) defined sociology as scientific and objective study about human in society, a study of social organizations and processes.\(^{11}\) Ritzer (1975) considered sociology as a multiparadigm science.\(^{12}\) The paradigm itself was interpreted as a fundamental way about main problem in a science. The paradigm was functioned to secure what should be asked, how to ask them, and what rules should be followed in the attempted answers. The three paradigms are social facts, social definition and social attitude.

Actually, the three paradigms above did not explain well about sociological complexities. For such complexities tightened possibility sociology of literature is a discipline without form, it was not defined as well, consist of number of empirical studies and various experiments toward more general theory, which each of them had similarities in case that all of them been in contact with correlation between art or literature and society.

Then there was sociology of literature that might be analyzing social basic authors that was done by Laurenson, there were sociology of literary works production and distribution that was done by Escarpit, historical data which was


\(^{11}\) Faruk (1994), *op.cit.1*

\(^{12}\) *Ibid*, p.2
related to literature and society was done by Goldmann, Lowenthal, Watt, and Webb. In this study, the writer would analyze one of Kingsley Amis’s literary works, *Lucky Jim* using Goldmann’s theory.

C. Genetic Structuralism

Theoretical reference used in this research is Genetic Structuralism by Lucien Goldmann. Genetic structuralism is a branch of literary research that gives attention to both intrinsic an extrinsic element. The person who introduces genetic structuralism for the first time was Taine. “Taine believed that literary work is not only an imaginative fact and personal imagination, but also a reflection of culture record, a shape of certain mind when literary work was created”.13 His view then developed through sociological literary study. Goldmann is the one who developed genetic structuralism. In his view human facts are structures that have meaning. All activity of human being is a response from individual or collective subject in certain situation representing creation to modification situations in order to fit in with the aspiration.

Genetic structuralism was emerged as a reaction from classic structuralism that only analyzes the intrinsic elements of literary and disregards other background such as the author’s background and historical background.

“Secara definitif strukturalisme genetic adalah analisis struktur dengan

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By understanding literary text, and disregarding author as the meaning giver will be incomplete and loose the identity and values that has been used by the author in the certain social and cultural condition of society.

“Lucien Goldmann, a Romanian theorist based in France rejected the idea that texts are creations of individual genius and argued that they are based upon trans-individual mental structures belonging to particular groups or classes”. To sustain his theory Goldmann develop set categories that connect each other, which are human fact, collective subject and worldview.

a. Human Fact

“Human fact atau fakta kemanusiaan adalah segala hasil aktivitas atau perilaku manusia baik yang verbal maupun yang fisik, yang berusaha di pahami oleh ilmu pengetahuan”.

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Human fact can be distinguished into two, first is individual fact such as someone libinal behavior which is connected with social class. The second is social fact which is connected with history. Human fact is not something that just appears, rather it’s the result of human activity as the subject. It is because human are assimilate and accommodate with environment so they become subject in human fact. Since individual human being is incapable to assimilate and accommodate, then human being requires collectivity to overcome individual.

b. Collective Subject

According to Goldmann texts are not the creation merely of an individual consciousness but that literary works have their real origins in a trans individual subject of cultural creation. In other words that they express the consciousness of social group or class.\(^\text{18}\)

Collective subject is a social group or class whose ideas and activities to create a completed and united view of their social life. Goldmann specifies collective subject as social class because these social class is the collectivity that create a complete and coherent structure of a society.

c. World Views

Goldmann believe there is homology between literary structures with the society structure, because both are product of the same structure activity. But the

relation between the society and literary structure cannot be understood as direct
determinative relation but through by what he called as worldview.

So worldview is a united ideas and aspiration that develop in the collective subject
that has been created social reaction in certain community.

Through worldview it’s possible the literature is reflected the ‘authentic
values’ which embrace life. Authentic values are values that implied in a novel.
Values that organize world form completely. These values characteristics are
conceptual and abstract.

A simple way to analyze literature with structuralism genetic can be
formulated into three steps. First, analyze the intrinsic elements of a literary work as
the basic data. Second, analyze the background of the author; the author has
personality, style, ideology and norms that influence his work. Third, analyze the
socio cultural and historical background of the place where the literature is created by
the author.

19 Faruk (1994).op.cit.6
CHAPTER III

RESEARCH FINDING

A. Plot Analysis

1. Exposition

The story begins with Jim Dixon and Professor Ned Welch walk together across the campus of a small English college. Welch is in the middle of his story, and Dixon mentally expresses disgust while remaining outwardly interested about Welch's story. In this first chapter, Dixon also concerns about his job as a lecturer, will he still remain lecturer in the next month. And Welch as his superior has the power to make him stay or being fired.
Dixon shelved this question, telling himself that what mattered was that this man has decisive power over his future, at any rate until the next four or five weeks were up. Until then he must try to make Welch like him, and one way to doing that was, he supposed, to be present and conscious while Welch talked about concert. (Amis, 1992. chapter 1, p. 8)

2. Rising Action

Jim Dixon come to the madrigal singing session at Welch’s amateur music weekend and pretend he has musical ability, claimed to be able to read music and the other forced him to participate in the singing session.

The madrigal began at the bidding of Welch’s arthritic forefinger. Dixon kept his head down, moved his mouth as little as possible consistent with being unmistakably seen to move it, and looked through the words the others were singing. (Amis, 1992. chapter 4, p. 37)

And Dixon’s act pretending can sing was seen by his rival John, and warn Dixon in the next sing part he have to sing alone.

In less than a minute Dixon did see, and clearly. Instead of the customary four parts, this piece employed fie. The third and fourth lines of music from the top had Tenor I and Tenor II written against them; moreover, there was some infantile fa-la-la stuff on the second page with numerous gaps in the individual parts. Even Welch’s ear might be expected to record the complete absence of one of the parts in such circumstances. It was too much late now for Dixon to explain that he hadn’t really meant it when he’d said, half hour before, that he could read music. (Amis, 1992. chapter 4, p. 38)

But luckily when his lack ability in music about to be exposed in the following song, professor Welch Bertrand and his girlfriend arrives.

In the evening Dixon gets himself drunk at country pub and because of that he accidentally burned the bed sheet, the rug and the table in Welch’s guest room. Dixon wakes up in the morning with a tremendous hangover. He soon realizes that he felt a
sleep while smoking and has burned large holes in the bed sheet as well as in the rug and the table. (Amis, 1992. chapter 6, p. 61-62)

3. Climax

Dixon escorts Christine Callaghan, Bertrand girlfriends to home from the summer ball. That caused Bertrand anger, the next day Bertrand comes to Dixon room and gives warn to Dixon not going to sees his girlfriends anymore. Then they involve in a fight, finally Dixon knocks out Bertrand. (Amis, 1992. chapter 19)

In the evening after his fought with Bertrand, Dixon come to give lecturer with black eye. Christine Uncle Gore Urquhart who feels Sympathy with Jim then gives him Whisky and caused Dixon drunk. Dixon begins reading his lecturer in front Professor Welch, University Staff, friends and his students. He began unconsciously because drunk and start imitates Professor Welch intonation. Realizing something wrong, Dixon makes an effort to change his voice and realizes after while that he is now imitating the Principal. Dixon attempt to finish his lecture, now disregarding his notes and speaking scornfully of people who remain attached to an idealized version of the past. Welch and the Principal approach and drag him off stage, but Dixon passes out first. (Amis, 1992. chapter 21-22)

4. Falling Action

Dixon being fired from the job because his drunken lecturer. He gets a note from Professor Welch in his mailbox telling him that he will not be kept on at the college. And Dixon start to decide back to his hometown. (Amis, 1992. chapter 23)
5. Resolution

Gore Urquhart offers Dixon the Job that Bertrand wanted and tells Dixon to be in London. Christine breaks up with Bertrand and intended back to London. Dixon met Christine at the train station and asks her to London later in afternoon with him. Christine accept Dixon offers, out from the train station they meet the Welches. Dixon squeezed Christine arm encouragingly and walked up to them.

(Amis, 1992. chapter 25)

B. Character Analysis

Character is a person or animal in a novel, drama or short story. Character may be presented directly or indirectly. Direct character is presented by author exposition and other characters say about the character. Indirect character is presented in the character action, what they think, say or do. Character is divided into major or minor character. The major character is usually round which develops through the story and the minor character is usually flat.

In this research writer only analyze the main character in the novel “Lucky Jim” that are James Dixon, Professor Neddy Welch, and Bertrand Welch. The major character and the protagonist in the story is Jim Dixon. He is the central character because the story is about him struggling to achieve his aim. While the Welches are the antagonist characters, because they oppose the protagonist, Jim Dixon to achieve his aim.
1. Jim Dixon

Jim Dixon is a junior lecturer in a provincial University. Nearing the end of a one year contract, he is concerned about being fired at the end of his first year, and seeks to hold his position by maintaining good relations with his boss, Professor Welch. He dislike the Welches family, his Superior in the university, but for financial reasons is trying hard to like them. He knows that being friend to them is essential to retain his job. Jim characteristic is hypocrite, realistic, and cynical.

a. Hypocrite

His hypocrisies can be seen as he pretends to be a keen university teacher, when in fact he hates his subject lecturer and despises his colleagues. From the beginning of the story we have seen Dixon hypocrites with his boss Nedy Welch. In front of Welch he pretends to listen what Welch says and like the same hobby. But in fact he just pretends to listen and understands what Welch talking about.

"So far, Dixon’s effort on behalf of his special subject, apart from thinking how much he hated it…”[ . . . ] “He was trying to stop himself from thinking directly about the official title of his subject, which was’ Medieval Life and Culture” (Amis 1992, 85)

Although Dixon teaches Medieval English he does not like that subject. He has to teach it because it is the only way to get the job in the University.
Other Dixon’s hypocrisy is about music. One day Welch invites Dixon to his party, he was asked to sing with madrigal. He actually cannot play music but he acts as if he can.

“The third and fourth lines of music from the top had Tenor I and tenor II written against them. Even Welch’s ear might be expected to record the complete absence of one of the parts in such circumstances. It was much too late now for Dixon to explain that he hadn’t really mean it when he said, half an hour before, that he could read music, after a fashion, much too late…” (Amis 1992, 38)

In the middle of the song he realizes there a part of song he had to sing alone. And it was too late to admit he can’t sing and read music not.

b. Realistic

Jim Dixon is both realistic and reasonable person. He accepts in a sensible way what is actually possible to do or achieve in particular situation. It can be seen in the way he reacts to the government policy of industrial privatization, Dixon is support the policy.

… Dixon said quietly: “Well, what’s wrong with it, even if it is that and no more? If one man’s got ten buns and another’s got two, and a bun has got to be given up by one of them, then surely you take it from the man with ten buns.” (Amis 1992, 51)

Dixon’s thinks it’s reasonable to get a bun from people who have more buns. It means fair if we take money from the rich so the prosperity is not only enjoyed by them but also by everyone.

Besides that his realistic mind can be seen in the way he considered his relation with Christine.
“No honestly Carol. I’d much rather see her once or twice and not do anything about it. What could I do about it anyway? She’s a bit of my class, don’t you think? If I did try to do anything I’d only get sent off with a flea in my ear. We’re both tied up with other . . .” (Amis 1992, 124)

From this paragraph we can see that Dixon is trying to be realistic about his relationship with Christine. Besides they are both tied with somebody else, Dixon was tied with Margaret and Christine is tied with Bertrand, they also come from different class.

c. Cynical

Cynical is believe that people only do things to help themselves rather than for good or honest reason. One of Dixon characteristic is cynic. It can be seen from the dialogue below;

“Well perhaps I didn’t put well, but I should have thought that the work an artist does take so much out of him, in the way of feeling and emotion and so on, that he hasn’t got much left over for other people, not if he’s any good as an artist, that is. I think he’s sort of got special needs, you know, and it’s up to others to supply them” (Amis 1992, 141)

Dixon think Bertrand work as a painter did have to take all his time. And Bertrand just makes excuse for his lack affection and attention for Christine.

2. Professor Neddy Welch

Professor Neddy Welch is Dixon superior in University. He is an old man who rambles on about old English music, the recorder and children’s art work, not noticing whether his audiences cares or not. Welch characteristic is eccentric and absent minded.
a. Eccentric

Professor Neddy Welch is an eccentric man, his outfit looks strange and unusual, and we can see this from Dixon point of view.

Welch’s manner was still a little veiled, but he was obviously recovering quickly, and managed quite soon to pick up his fawn fishing hat on his head (Amis 1992, 12)

Peering through a chink in the curtains, he saw Welch in his crimson-striped blue raincoat and fishing hat, just going out of the door. (Amis 1992, 54)

Neddy Welch’s unusual appearances are because he uses fishing hat in almost every occasion. Besides that his clothes choice is also bizarre, at one occasion when he want to go to the theater he wear a blue serge suit with unusual cut. “They went out into the hall, where Welch now wearing blue serge suit of startlingly extravagant cut was to be seen admiring his picture.” (Amis 1992, 187)

b. Absent Minded

Neddy Welch is an absent minded man. He often forgot he had appointment with people. He forgets has made appointment taking Dixon to his home for tea. So Dixon had to remind him.

“Ah just caught you,” Dixon said convivially. “Though you’d gone without me Professor,” he added nearly too late.

The other raised his narrow face, distorted with wonder. “Gone?” he asked. “You’re ...”

“You’re taking me home for tea,” Dixon enunciated. “We arranged it on Monday, at coffee-time, in the Common Room”

“Welch had been flicking water from his hands, a movement he now arrested. He looks like an African savage being shown a simple conjuring trick. He said: “coffee time?”

“Yes on Monday,” Dixon answered him, putting his hands, into his pockets and bunching the fists.

“Oh,” Welch said and looked at Dixon for the first time. “Oh did we say this afternoon?” (Amis 1992, 12)
In other day he also forgets he had promise to go to the theatre with his family and friends instead he invites Dixon to dinner at his house.

“At least, Dixon. He hesitated, then went up with unprecedented fluency: I’m afraid there’s been a bit of mix up, Dixon. I’d forgotten that we’d all promised to go to the theatre this evening with Goldsmiths. We shall have to dine early” (Amis 1992, 180)

Besides forget with his appointment, he usually talking about old English music and artwork and loose his word in the middle of sentences.

‘Oh, couldn’t he? Couldn’t he? Well of course they do get a lot of the most … a most terrific volume of stuff sent to them, you know. Still, I suppose if anything really took their eye, then they … they … Have you sent it off to anyone else?” (Amis 1992, 14)

“Then Welch came up to him and said inexplicably enough: “ah Dixon comes along now. I want you to meet my son Bertrand and his … his … come along” (Amis 1992, 40)

His disjointed in communication such as muddles and hesitation make sure his absent minded characteristic.

3. **Bertrand Welch**

Bertrand Welch is the eldest son of Professor Neddy Welch’s. Bertrand lives in London, where he has begun a career as a painter. Bertrand characteristic is snobbish, pompous and bullies.

a. **Snobbish**

Snob is a person who admires people in the higher social class too much and has no respect for the people in the lower social class. Bertrand is always looks up to the rich and considered he is part of them.
“And shall I tell you what else I happen to like? Rich people. I take pride in the contemporary unpopularity of that statement. And why do I like them? Because they’re charming, because they’re generous, because they’ve learnt to appreciate the things I happen to like myself; because their houses are full beautiful things. That’s why I like them and that why I don’t want them soaked. All right?” (Amis 1992, 52)

From his statement above Bertrand are admired rich people and associated him to the rich, that rich people usually appreciate artistic things as he does.

He also considers Dixon is below him, because Dixon is his father staff in University. That why since first he had no respect to Dixon.

b. Pompous

Same with his father Bertrand characteristic is also pompous he always showing that he is more important than other people and using long and formal words when he talks.

“What work do you do/” Dixon asked flatly
“I am a painter. Not alas, a painter of houses, or I should have been able to make my pile and retire by now. No no; I paint pictures. Not alas again pictures of trade unionists or town halls or naked women, or I should now be squatting even larger pile. No no; just pictures mere pictures, pictures tout court, or as our American cousins would say, pictures period.” (Amis 1992, 41)

When Dixon asks his work instead giving a short answer he explained his work as painter in long sentences, as if people did not understand what he meant.

Bertrand raised his great head and looked down his cheeks from face to face before replying. “I have more than ordinarily good authority,” he said in measured tones, “that our influential friend will shortly be declaring his private secretary ship vacant. I doubt whether the post will be publicly competed for, and so I’m at the moment busily engage in grooming myself for the part. Patronage, you see patronage, that’s what it’ll be. I’ll answer his letters with one hand and paint with the other,” (Amis 1992, 48)
In other occasion Bertrand bluffing that he with no doubt will get the job as private secretary of Christina’s uncle, Julius Urquhart.

**c. Bullies**

A bully is a person behavior who uses their strength or power to threat or hurt a weakness person. Bertrand Welch who feels that Dixon is trying to get his girlfriend usually threat Dixon to hurt him or to make him fired from his job

“Now just you get it straight in your head, Dixon I’ve enough of you merry little quips. Christine is my girl and she stays my girl, got mam? If you mean do I follow your line of though, I do. That splendid. Well if I find you playing this short of trick again, or any sort of bloody clever trick, I’ll break your horrible neck for you and dismissed from your job as well. Understand?(Amis 1992, p. 184)

Bertrand threatening attitude showing that he was likes to bully to get what he considered belong to him.

**C. Author Point of View Analysis**

Point of view is the way of author presenting his novel. The point of view in *Lucky Jim* is limited omniscient. Amis tells the story in the third person point of view. It means that the narration follows one of the character’s points of view. The chosen character in Lucky Jim is the Major character that is Jim Dixon. The narration follows Jim Dixon points of view. The narrative describes what Jim thinks, feels, and describes other characters as Jim would see them.

**D. Theme Analysis**

1. **The Value of Straightforwardness over Pretension and Hypocrisy**
The main traits for which characters in Lucky Jim are satirized are hypocrisy and pretension. The Welch’s are mocked for their social pretensions, Bertrand for his attempts to act the part an artist. Dixon himself is slightly hypocritical when the noel begins, keeping his real emotions from those around him, and faking feelings for Margaret that he does not actually love. It is not until the end of the novel that Dixon is able to be straightforward himself, although he learns early on to appreciate this trait in others.

2. The Differences between Social Classes

The Welches, with their upwardly mobile social pretension, are showing out all the marking of class, such as coffee and cakes for supper, an aesthetic appreciation of amateur art, and useless clothing, but never really posses it. Meanwhile, the characters those are less mindful of social class, usually those from the lower class

E. Social Condition of Britain After World War II

1. The Condition of Britain Society

In 1945 Britain was the only major European country to emerge without whole internal destruction (either physical or cultural). Although British society had suffered all its major prewar institutions continued to function uninterrupted, instead important social changes had taken place. Both civilian bombing and the degree of social mobilization had made the war very much a people’s war. Civilian evacuation, direction of Labor and the concentration of Allied troops within the country resulted in a considerably increased exposure of different
social groups to each other. The experience of being in the Armed Forces for up to seven years meant that in the late 1940s a large number of men reentered the Labor or entered it for the first time, in the early and mid twenties. The war thus transformed and deflected set social patterns and careers.

Such social changes did not however, require the emerged of a transformed political culture. Labor was elected as a party of changes but also as one led by ministers who had already been governing for five years. Their declared long-term aim was to establish a Social Commonwealth (Welfare and Public Ownership) the programs were clearly intended to benefit the working class.13

When the Second World War ended in summer 1945, much of Britain was ruins and Britain primacy as a world power had been lost. There was a great deal of destruction to British infrastructure, and the years after the war Britain lose almost all of the remaining colonies.

In the 1945 general election, Labour party won the election, led by Prime Minister Clement Attlee is works to improve the living conditions of British citizen. Labour Party introducing sweeping reforms of British economy. Taxes increased, industries were nationalizes and welfare state with national health, pensions a social security was created. Before 1945 British workers like workers in many countries had little access to either education or medical care and often

suffered unemployment during economic depressions. To alleviate these problems, the Labour government enacted major social reforms, including expansion of the nation’s educational facilities, institution of a system providing free medical care for everyone, and establishment of broad plan of unemployment insurance. Labor brought the coal mining, steel and railroad industries under state ownership, on the assumption that state control would ensure that these industries worked for the welfare of all citizens.\(^{14}\)

Most working class people, the vast majority of population, viewed the years since 1945 as much the best that had been generally known since the late Victorian. There were higher living standards guaranteed employments, more satisfying environmental and educational facilities.

Before World War II the education beyond the elementary level had been limited to a relative small number of people. Higher education was usually for the wealthy classes, and the effect was to reserve the most lucrative and powerful position for them. Not only the poor classes prevented from improving their economic status, but they were also denied the kind of education that would enable them to participate fully in the political life of their countries.

After 1945 the situation gradually changed, as educational facilities expanded, the number of British Universities increased. Educational opportunity was expanding, more people were able both to improve their employment skills

and to enjoy the intellectual and spiritual stimulation which the best Universities have to offer.

A new education act, provided that student in all grades were to have better schooling, better equipment and better paid teachers. From kindergarten to college, public education became one continuous process. Attendance at school was made compulsory for all normal children until they reached fifteen, and part time instruction was required until they were eighteen. Children who showed exceptional ability were to receive scholarships so they might complete their secondary school work and attend college. Adults whose education had remained incomplete were invited to renew their studies.\textsuperscript{15}

During the decades that followed, the education act accomplished its intended goal of increasing the number of working class and lower middle class students applying for university education.

2. The Class System in Britain

It was believed that during the Second World War that the united and resolute response to Nazi German had rendered all models of British society class division. Greater social mixing went on and there was more sympathy between those of different social position. But it’s all just a mood and a vision. It’s unequal and divides social structure constantly reoccurred\textsuperscript{16}. People in Britain are very


conscious of class differences. They regard it as difficult to become friends with somebody from a different class. This feeling has little to do neither with conscious loyalty nor with a positive belief in the class system itself, with political or religious affiliations. It results from the fact that different classes have different sets attitudes and daily habits. They have different values about what things in life is most important and different correct way to behave.

E. The Social Condition Reflected From the Characters of Jim Dixon, Professor Neddy Welch and Bertrand Welch

The World War II, the victory of Labor Party in general election and the establishment of welfare state, with free education act had genuinely democratized Britain society and believed has change the social order and got rid its class division. But young generation who grew up in the post war period see that the old prewar upper classes still maintained their privileged position because they commanded the high social and cultural. These were the children of the Butler Education Act of 1944, which, for the first time, made universities accessible for working-class and lower-middle class children. During the 50s an empire was receding, while the working- and lower-middle classes were finding their voices.

The major character in the novel “Lucky Jim” Jim Dixon is an English young man who grows up during and after the World War II. He was described, as ex army in the war, reflects the young lower middle class in Britain after war. In the novel Jim Dixon character such as hypocrite, cynical and realistic present the young generation
and a social climber who basically comes from lower middle class and tries to rise his status through academic ladder, that feel dissatisfied with his society. The reason of Dixon hypocrisy is because he tries to please his boss Welch to maintain his job as lecturer.

The setting of the novel is a provincial university where Dixon works represents bourgeois world which had different set attitudes and values from Dixon. To be accepted by his new environment Dixon becomes a hypocrite character. Dixon has about those around him, and his outwardly meek behavior toward the Welch’s. This discrepancy, however, is also Dixon's underlying predicament, as he tries to win himself a lifetime position in a social group that he ultimately despises. We see in third chapter that Dixon has little respect for academic work, including his own. He acted as a meek man although his minds are not.

While the Welch’s characters present the upper middle class society with their pomposity, snobbery and elitism behaviors. Professor Welch, representative of the old faculty, is cultured high class in sense of the word, he passionately enjoys classical music, for example, and the closest he will come to swearing is "my word."

But, due to the expansion of the British college system after World War II, Welch and others like him find themselves working at newly-built colleges and teaching students that suddenly includes students of different social backgrounds. Welch holds fast to traditional scholarly hierarchies. In the end of Chapter 17 Welch takes advantage of his power over Dixon to get Dixon to research basic topics that Welch should have full command of. These added tasks, on top of the "Merry England" lecture, make it
seem impossible that Dixon could ever actually fulfill what's required of him to keep his job.

Bertrand is considered from upper middle class family and that make him think he has privilege than other people, and people from lower class must obey him. It can be seen when he is arguing with Dixon, he said “When I say that sort of thing I expect people to have the sense to do as I say. Why haven’t you? Eh?”(Amis 1992), Bertrand almost seems to be working to forcefully remind Dixon of his inferior class status. They have higher position than Jim Dixon. Welch is the ruling classes meanwhile Dixon is the common people.

The eccentric clothes of Professor Welch and Bertrand are also showing their pretentious. Welch’s fishing hat that he always wear lies in the implication that he has never fished in his life, or even met a fisherman. While Bertrand’s beret he wear only for effect and identified himself as an artist. But in fact he not yet makes a good paint and never shows his artwork.

A class distinction can also be seen in chapter 4 where Welch held social gathering in his house a madrigal singing session at the Welch’s amateur music weekend to bring all of the characters together, which serves to underscore the similarities and allegiances between the characters. The similarities and differences of the characters in this particular social gathering at Welch's house revolve around the idea of class differences, and how one's hobbies, clothing, manner of speech, and ideas mark one as being from a different social class. They considered other people from lower class are below them and did not fit with them.
And eventually Dixon ambitious plans to improve his situation are useless, because the class distinctions are unbreakable. He can’t accept around him, his inner self refused pomposity and snobbish around him, he despises those who feel that people from higher classes have special needs that ordinary people don’t have. Dixon desires change, both personal and social. He craves mobility, but he senses that both he and his country are stuck.

The novel not only talked about differences between social classes, it also talked about the socialism ideology that emerged after World War II. The post-war social democratic governments introduced social reform and wealth redistribution via state welfare and taxation. As we know after World War Britain lost his power, the government try to change their policy that needed to improve the living standard of British people. Therefore the New Britain Labour Government using socialism ideology and start nationalized and privatized industrialization that imported for major public utilities. Dixon opinion about the government policy to raise tax from rich people and Dixon’s feeling that no one has special needs is also fit with the socialism act that Labor Government took after World War II. “Dixon said quietly:

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18 **Socialism** refers to any one of various economic theories of economic organization advocating state or cooperative ownership and administration of the **means of production** and distribution of goods, and a society characterized by equal opportunities/means for all individuals with a more **egalitarian** method of compensation based on the full product of the laborer. Modern socialism originated in the late 18th-century intellectual and **working class** political movement that criticized the effects of industrialization and **private ownership** on society. **Karl Marx** posited that socialism (a stage in which the working class controlled the state and owned the means of production before the state and classes withered away). In 1945, the British **Labour Party**, led by **Clement Attlee**, was elected to office based upon a radical, socialist programmer.
“Well, what’s wrong with it, even if it is that and no more? If one man’s got ten buns and another’s got two, and a bun has got to be given up by one of them, then surely you take it from the man with ten buns.” (Amis, 1992, p.51). Therefore Dixon is in the government side that his view is socialism and wanted to render the social classes in his society.

Besides reflected the Britain Society Amis as the author seemed represent himself in the novel as the main character Jim Dixon. Dixon’s background from lower middle class and work as junior lecturer in a university is almost the same with Amis. Amis himself comes from lower middle class parents that live in suburban area and after finishing his study he became a lecturer in University. Not only background similarity, Amis also reflected his political view through his novel. As a young man he is vocal Stalinist and become member of communist party with Socialism ideology. In the noel we can see that Jim Dixon view is also showing socialism ideology.

From the description above writer concluded the worldview appeared in the novel is about Britain society of class division which still exist even in the educational environment such as provincial university. We can see it through character Dixon, who cannot trespass the class border between him and Welch family. The class consciousness in Britain has rooted even though in educated

background. It can be seen from the Welch’s character that remain showed their superiority to Jim from lowered class than them. Thus socialism atmosphere that had taken place in Britain government still the class distinction in British never swept away. Britain societies are very conscious of class differences, they were very aware of rank and privilege. And the socialist ideology that wanted equal opportunity for every individual is shown by Jim Dixon perspective.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Throughout his novel Amis apparently concerned with British society restructuring after World War II. He describes the class division in British society. The characters in Amis novel is show the differences between social class throughout the text. The characters with his eye for social, visual, and linguistic nuances, is often tracing out the divisions between classes. These distinctions separate members of the lower, middle and upper class.

Jim Dixon with a lower class background is trying to rising his living standard must be struggle dealing his superior Welch. That make Dixon himself is slightly hypocritical when the novel begins, keeping his real emotions from those around him.

The socialist ideology of Britain government is also became Amis concern. Its can be seen in Dixon view and values, that pursue equals. But the society that describe by Amis in the novel “Lucky Jim” still maintain to the hierarchy structure. It’s reflected the real British society. The welfares of the post war Labour Governments bring the issue of equalizing opportunity and access to service for all the classes. Despite the British societies are still very conscious about the class distinction
Therefore, the correlation between literary work and historical background is reflected in Kingsley Amis novel “Lucky Jim”. That is the government socialist ideology does not change the class distinction in British society. And it can be analyzed through the intrinsic and extrinsic element of the novel to find the novel worldview.

B. Suggestion

From this paper writer suggests to the readers who wants to analyze a novel using genetic structuralism theory needed to know the historical background related to the novel, the author background, when and where the author creates it. The advantage using this approach we not only take the message from it but also can understand the historical background of the novel and the relation between them.

The others suggestion is for the readers that interested to analyze the novel lucky Jim can explore more the intrinsic elements of the novel. The writer only explore about the main characters. The writer suggests the whole intrinsic element must be explore, thus we can get more shape worldview analyses.


Websites


