



**American Society's Lifestyle and Disillusionment as the Effect of
World War II Reflected in JD Salinger's *The Catcher in the Rye***

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Sastra* in English

by

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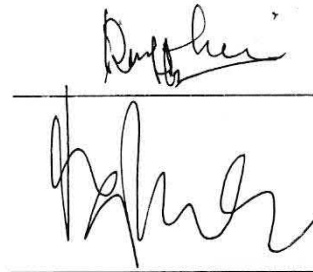
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DECLARATION OF ORIGINALITY

I, Ersu Tri Mundi Rahayu, hereby declare that this final project entitled American Society's Lifestyle and Disillusionment as the Effect of World War II Reflected in JD Salinger's The Catcher in the Rye is my own work and has not been submitted in any form for another degree or diploma at any university or other institutes. Information derived from the published and unpublished work of other has been acknowledged in the text and a list of references is also given.

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MOTTO AND DEDICATION

When He bring you to the lowest, you are open to a major change.

-Avatar, The Legend of Aang-

To:

My beloved mother

and brothers

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ABSTRACT

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This study was conducted to examine American Society's Lifestyle and Disillusionment as the Effect of World War II Reflected in JD Salinger's *The Catcher in the Rye*. Therefore, this study was aimed to present the manifestation of American's Society Lifestyle and Disillusionment in the story. The study was done using a descriptive qualitative method. In order to discover the result and found out some alternative meanings beyond the text, the writer governed sociology of literature as the approach that was supported by Marxism Theory by Karl Marx. The object of the study was JD Salinger's novel entitled *The Catcher in the Rye*. To sum up, the World War II brings economic boom to the United States. This economic advancement affect most of the social aspect of its society. It shaped the society as the consumer society. As well made the society became more religious because the situation was just fine to organized religion in peacefully. Holden Caulfield acts as the symbol of disillusionment of those American Society that fail to meet the conformity of the era. Holden reflects it by being different.

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CHAPTER I

INTRODUCTION

This chapter is an introduction which gives the general concept of the research. There are seven main sub chapters discussed here. Those are background of study, reason for choosing topic, research problem, objective of the study, significance of the study, and outline of the study.

1.1 Background of the Study

A war always gives effect towards the country or society that is included in it. It either gives good and bad effect, but mostly it brings bad effect. There was war that affected many countries in the world. People called it as World War. World War happened twice. The World War I lasted 1914 to 1918. It was mostly fought in Europe. The instability that was created in Europe by First World War lighted up another international conflict; it was the Second World War. The World War II which was including the Axis and Allies power was happening from 1939 until 1945. The Allies won the war. World War II proved to be most devastating international conflict in history by taking lives around 35 until 60 million people.

World War II changed some countries socially, economically and politically. The War had caused devastation which greatly destabilized Europe. The World War II laid the groundwork that permitted post-war social changes such as the end of European colonialism, women's rights movement and civil rights movement in United States. It also brought about major leaps in technology likes the emerged of

radar and sonar. There was global shift in power from Europe to two-rival super powers, the United States and the Soviet Union, after the war ended. World War II devastated most of Europe yet United States did not get much harm. Instead, there were better changes especially in economy. This fact was strengthening by a quotation of Milward (1979):

The United States emerged in 1945 in an incomparably stronger position economically than in 1941" ... By 1945 the foundations of the United States' economic domination over the next quarter of a century had been secured"... [This] may have been the most influential consequence of the Second World War for the post-war world

Another statement came from Beverly Nichols (1948):

More than ever before, as the shop windows filed past in a glittering parade, there was the sense of New York as a great international city to which all the ends of the world had come. London used to be like that, but somehow one had forgotten it, so long had it been since the Hispanos and Isottas had glided down Piccadily, so many aeons since the tropical fruit had glowed in the Bond Street windows. Coming from that sort of London to America, in the old days, New York had seemed just – American; not typical of the continent, maybe, but American first and foremost. Now it was the centre of the World.

American Industry was revitalized by the War after suffered from long Great Depression. American's Industrial base was converting to produce armaments and other war materiel for the Allies rather than civilian goods. The U.S. was not physically unscathed by the war, but economically strengthened by wartime industrial expansion, which placed the United States at absolute and relative advantage over both its allies and its enemies. By 1945 American utterly dominated the world in industrial and financial terms, about three quarters of all industrial manufacture was American. Possessed by economy which was larger and richer

than any other in the world; American leaders determined to make the United States the center of the postwar world economy. American successfully became the center of the world economy for it was American money that would form the basis of the world trading system that was to be put in place over the next few years. The economy advancement automatically changed the social life of American society. Life in America, consequently, was arguably better than it had ever been. The middle class had swelled, unemployment rates were some of the lowest in history, and the “American Dream” was for many families a reality (Jorgensen: 1998). Several profound developments happened after the World War II. However, it was not only good things came as the influence of the economy advancement after the World War II. Although economically American society is good, it was not really that good socially. The American society had some disillusionment.

This research is conducted based on the consideration of the phenomena in JD Salinger’s famous novel entitled *The Catcher in the Rye*. *The Catcher in the Rye* was written in 1951, few years after the World War II ended. This novel tells the life of Holden Caulfield. He has some difficulties related to his study and his social life is not that good. This study is a qualitative study based on sociology criticism. In this study, the writer will analyze the reflection of lifestyle and disillusionment of American Society as the effect of the economic advancement after the World War II that is depicted in *The Catcher in the Rye* using Marxism theory by Karl Marx.

1.2 Reason for Choosing the Topic

The writer chooses the topic American Society's Lifestyle and Disillusionment as the Effect of World War II Reflected in *The Catcher in the Rye* to be discussed because of the following:

The Catcher in the Rye is a novel written by JD Salinger that is first published in 1951. It is set at fictional exclusive private school, Preparatory Academy (based on Salinger's own experience at Valley Forge Military Academy) in Agerstown, Pennsylvania and New York in 1949. Among the novels that have similar themes to *The Catcher in the Rye* like *The Bell Jar* by Sylvia Plath, and *Someday This Pain Will Be Useful for You* by Peter Cameron, the *Catcher in the Rye* has the closest set to the World War II. The set taken is exactly where the society lives in the shift era from World War II.

World War II is the most influential war in history. This War involved countries from the three continents while its effects can be felt in most of the countries in the world. It was not only the countries involved the War were influenced, but also countries that did not involve in it. Its effects changed almost every aspect of life for some countries. It did destruct some countries in some ways, but it brought major leaps for several countries in other ways especially United States of America. The World War II led the shift power from Europe to the United States and Russia. After all the life of American Society turn to be a better one more than they have been expected.

1.3 Research Problems

Through this study, the writer will find out the answer of these following questions:

1. How is the American Society's Lifestyle and Disillusionment as the effect of World War II reflected in JD Salinger's *The Catcher in The Rye*?

1.4 Objectives of the Study

Based on the research problems that will be discussed in this study stated above, the objectives of the study are as follows:

1. To find out how American Society's Lifestyle and Disillusionment as the effect of World War II reflected in JD Salinger's *The Catcher in The Rye*

1.5 Significance of the Study

For the writer of this study has significance as improving the knowledge of the writer about the process of analyzing literary work. This study also helps the writer to do better understanding about literature work and how it is related to the society in real life. For readers in general, this study will help the readers to comprehend the social life of American Society as the effect of economic advancement after World War II. It will be alternative information of social effects of World War II in both sides, especially for the readers who likes to read about World War II. For English Department, it is supposed to be a reference for the next studies regarding the same books, approach and theory. And for the university, this study will add the number of finding and help a better learning of literature.

1.6 Outline of the Study

This final project is systematically organized into chapters and subchapters. There are five chapters. Chapter one is the introduction, which consists of subchapters: background of the study, reason for choosing the topic, research questions, purposes of the study, significance of the study, and outline of the study.

Next, chapter two is the review of related literature, which consists of three subchapters. First of subchapters contains previous study discussing about the study of the novel, which was conducted by scholars. The second is review of theoretical background explaining about the theory, which the writer uses to investigate the object of study. The last is the theoretical framework of the study.

Chapter three contains research methodology. This chapter consists of five subchapters. The first is the subject and object of the study, which gives the information about the novel. The next subchapters are the role of researcher, the type of data, the procedures for collecting data, and the procedures for analyzing data.

Chapter four is the findings and discussion. In this chapter, the writer gives the analysis of the novel. Here, the writer answers the questions that have stated in the research questions of the first chapter.

The last chapter is chapter five in which the writer presents conclusion and suggestion dealing with the subject matter of this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of review of previous studies, review of theoretical background, and theoretical framework. The review of previous studies shows some previous studies that have the same object with this study. Review of theoretical background presents the discussion about the general concept of the topic and the approach that will be applied to this study. Theoretical framework includes the application of sociology approach and Marxism theory to this study.

2.1 Review of Previous Studies

There are several studies with the same object material with this study. One of them is conducted by Lingdi Chen (2009) entitled *An Analysis of Adolescent Problem in the Catcher in the Rye*. This study mainly analyzed the adolescent problems Holden Caulfield confronts on the journey from childhood to adulthood. These adolescent problems include Holden's protection of innocence, his disgust for the phoniness of the adult world, and his alienation from society. The writer stated that Holden represents a social type of adolescents growing up in a corrupt and decadent world and serves a mirror for his peers. There is a lot in him with which the young can identify. Much of Holden's candid outlook on life, on people around him, on society is still relevant to the youth of today and contains a truth of an eternal nature. This study concluded that these adolescent problems Holden confronts exert great influence on him, and results in his erratic behavior, and his negative attitudes towards people, society and everything happening around him.

Another research is by Erica Lawrence (1999) entitled *Salvation and Rebirth in The Catcher in the Rye and the Bell Jar*. This study is focusing on finding the salvation and reconciliation of the main character of each novel. The writer states that salvation is wholly contingent upon the protagonist's relationship to humanity. For Holden, his rebirth comes when he turns from the outwardly directed self to the inwardly directed self. Holden's journey involves mostly his outwardly directed self, feeling alienated and confused by unsettling social standards, searching for a real human connection. All of the characters he discusses or encounters become failed figures of rescue for one reason or another, until he meets with Phoebe towards the end of the novel. With Phoebe, Holden finally discovers a real human connection, and consequently this connection allows Holden to turn inward and realize his own need for rescue. This realization becomes Holden's salvation and, at the same time, an important rite of passage.

Samira Sasani & Parvaneh Javidnejat (2015) has conducted research entitled *A Discourse of the Alienated Youth in the American Culture: Holden Caulfield in J. D. Salinger's The Catcher in the Rye*. This research discusses discourse of the alienated youth in the Postwar of the United States using Kenneth Keniston's theory. This research concludes that for the uncommitted Holden this alienation culminates in the distortion of his soul, bitterness, nausea, and the ultimate obsession causing withdrawal into death. Salinger depicts a dominant discourse of alienation which has been made by history and prescribes it to a society via creating the character of Holden, an adolescent who symbolizes the isolated, difficult-to-fit American teenage still bearing resemblance to all the teenagers

worldwide even sixty and so years, after writing the novel; no matter how much it has been proscribed. This is a strong evidence to prove that the world has not changed at all. No matter how many atomic bombs with Holden sitting on top are launched; there remain wounds throughout history that cannot be healed. Such is the alienation created deep inside the adolescents of a society which continues to spread through the infected subject. Salinger's dubious ending of the novel might evoke the possibility of the wound being cured in a caring center from which Holden recalls the plot of the story. Alongside the symptoms of an alienated figure which were highlighted through using Keniston's theory, literature helps shape the culture in which it originates from and sometimes can trespass the geographical boundaries. Alienation has always existed as a term, but *The Catcher in the Rye* has assisted its readers to realize the existence of the notion deep down in possibly every single one of us.

The next study is entitled *A Study on the Painful Transition of Adolescent in J. D. Salinger's Writing* by Xiaomei Han (2014). This study focuses on describing the representation of Holden Caulfield as adolescent in his era. It is stated that in the novel Holden is usually against both the materialism and ugliness of our society or against the realities of the adult world. Holden's only real friend, his sister Phoebe, complains that Holden doesn't like anything that's happening. But actually he does not take a very satisfactory action because he lacks any real positive program for eradicating the evils he finds all around him. But he is like a searcher for idealism—a striving to find the good and the perfection in man. Many adults feel that adolescent should “grow up”, accept the world for what it is, and live in it.

In essence, throw off any ideas of ever reaching for or becoming a part of an ideal world. At first notice, this is a sound but conservative recommendation. However, taken seriously and logically, the advice would put an end to any search for idealism, sincerity, and decency. There are some adolescents who are simply not like the majority, who cannot accept the human condition for what it is, who cannot resign themselves to the existence of injustice, ugliness, and pain. This refusal to accept the status quo in the world marks not only the adolescents---it also marks many adults who may be seen as an adolescent who has refused to “grow up”, who is unable or unwilling to cover his inner life with the calluses necessary for the ordinary life. These individuals wage war with the-way-things-are. They are martyrs in the eternal search for idealism. It is important to protect and cherish the uniqueness of the adolescent who, rightly or wrongly, refuses to accept completely the existing reality of the adult world. Holden, like most adolescents, is on the way to search for his true self and his place in the world. But the adolescent’s disillusionment and sense of failure would arrive when he fails in his search for an ideal and decent world for his ideal and decent self. A great part of the adolescent’s idealism probably stems from his resistance to growing up. Still, it is rather difficult to criticize this resistance to entering a world lacking in the ideals found within the spirit of the young adolescent.

Prof. Dr. Srebren Dizdar and Alpaslan Toker (2012) conducted a study entitled *Holden Caulfield: Alien in The Catcher in the Rye*. This study attempts to provide valid explanations to the term “alienation” and pursue the traces of alienation in J. D. Salinger’s novel *The Catcher in the Rye*. Holden Caulfield,

characteristic of an alienated person, opposes everything found in the world of adults and candidly criticizes American culture. In spite of the frequent critical statement that modern fiction is filled with alienation and estrangement, protagonists of many American novels strive toward a confirmation of both individual honor and social tenacity. Their efforts are frequently undermined by their own vague and unclear objective, defective interpretation, or skeptical escape; but lofty aspiration, strong faith, and vigorous efforts nonetheless demonstrate their heroic standing. Achievement is restrained by susceptibility to modern skepticism, detachment, isolation, and hostility; but heroism does not exist as much in the outcome of their attempts as in the course of struggle against defeat to attest the value of social responsibility, noble ambition, and spiritual maxims. The isolation and detachment of Salinger's literary characters are generally instigated by an antagonistic or a sickening society; seldom do his characters experience disintegration due to particular flaws which they take no notice of. The descent comes to them naturally. They are often victims, but never instruments of their personal misfortunes. Every person Holden encounters, with the exception of these three nuns, fails to meet with the criteria Holden seeks in healthy and sound interactions. Therefore he has no other choice but to alienate and estrange himself from the company of other people.

Compared to the previous studies above, the writer's study is different since she will focus on analyzing the reflection of lifestyle and disillusionment of American Society as the effect of the economic advancement after the World War II. Differing from the previous studies above, this study will not only focus on the youth but also

the society in overall. Besides, the writes will also analyze how Holden Caulfield reflects the disillusionment of American society after the World War II. To support this study, the writer will use Marxism Theory by Karl Marx.

2.2 Review of Theoretical Background

Theoretical Background consists of Intrinsic Elements of Novel, Sociology of Literature , Americas's Society and Culture in 1950, and World War II.

2.2.1 Intrinsic Elements of Novel

As cited from *The English Novel: An Introduction* by Terry Eagleton (2005), novel is defined as a piece of prose fiction of a reasonable length. A novel can do anything like investigating a human life for hundred pages or it can recount adventures of an onion, and tells a family over six generations.

However, from Carol Whitley's book entitled *The Everything Creative Writing Book* on page 30, novel is defined as a best room for a writer to write a story or more in a lot of space. It is defined as a realistic fiction to enlarge experience of life rather than a fantasy to transport the reader to a more colorful world.

Nurgiyantoro (2010: 10) stated that novel is fiction work which is built by intrinsic and extrinsic elements. Intrinsic elements according to Nurgiyantoro are event, plot, character, characterization, theme, setting, point of view, diction etc. In this study the writer will use plot, characterization and setting elements to support the study. Here are the definitions of those elements:

2.2.1.1 Plot and Conflict

Forster (1955) stated that a plot is also a narrative of events, the emphasis falling on causality. The time-sequence is preserved, but the sense of causality overshadows it. A Plot demands intelligence and memory also. If we would grasp the plot we must add intelligence and memory. The intelligent novel-reader, unlike the inquisitive one who just runs his eye over a new fact, mentally picks it up. He sees it from two points of view: isolated, and related to the other facts that he has read on previous pages. Probably he does not understand it, but he does not expect to do so yet awhile. Memory and intelligence are closely connected, for unless we remember we cannot understand. Every action or word ought to count; it ought to be economical and spare: even when complicated it should be organic and free from dead-matter. It may be difficult or easy, it may and should contain mysteries, but it ought not to mislead. Sometimes a plot triumphs too completely. The characters have to suspend their natures at every turn, or else are so swept away by the course of fate that our sense of their reality is weakened. The plot, then, is the novel in its logical intellectual aspect: it requires mystery, but the mysteries are solved later on: the reader may be moving about in worlds unrealized, but the novelist has no misgivings.

Two important elements of plot are conflict and climax. Every work of fiction contains obvious internal conflicts between two desires within a character or external conflicts between characters or between a character and his environment. These specific conflicts are in turn subordinate to the central conflict which may be internal, external, or both. Conflict that covers internal conflict is

Man vs. Himself. The conflict takes place within the mind of the main character. Internal conflict can include troubles with decision making, personality traits, spirituality or physical disabilities. Or the character struggles to overcome a fear, perhaps an addiction, emotional issues or personal crossroads in life.

External conflict includes Man vs. Man, Man vs. Nature, and Man vs. Society. Man vs. "Man vs. Man" is probably the most common form of external conflict, and is also known as interpersonal conflict. This conflict is usually the protagonist dealing with the antagonist. The antagonist provides some form of conflict against the protagonist. The conflict can be physical or mentally stressful. Man vs. Nature confronts the main character against the forces of nature such as a natural disaster, a fire, an aggressive animal, illness or environmental issues. Man vs. Society is external conflict that occurs when the protagonist is placed at odds with a government or cultural tradition. This type of conflict applies to societal norms as well. Another kind of external conflicts is Approach vs. Approach. It is a conflict in which the character has to choose between two equal things. Meanwhile, Approach vs. Avoidance is a conflict which puts the character to choose between what he really wants and what the character's influential person asks to. The last is Avoidance vs. Avoidance. It is a conflict that forces the character to choose between two things that he does want.

2.2.1.2 Character and Characterization

The term character refers to the person or performer in a story, meanwhile characterization is the way an author shows the characteristic of a character.

Characterization also can be defined as a clear description of a character showed in the story. Abrams (1981: 20) as cited in the Nurgiyantoro's book (2010: 165) stated that character is person that is showed in a narrative literature or drama and it is interpreted by the reader as having a certain moral quality and willingness which are expressed in the form of utterance and action.

2.2.1.3 Setting

Setting is every explanation, reference, and direction that is related to time, place and situation which an event happens in a story. Setting is giving a reality impression to the reader. Moreover, setting is used to create certainly situation which causes effect that an event does exist and happen. This statement is supported by Abrams (1981: 175) in the Nurgiyantoro's book (2010: 214), setting is also called as foothold base, suggests the definition of place, time relations, and social environment where the events are being told.

2.2.2 Sociology of Literature

This part will describe the sociology of literature in general and Marxism Theory as the branch of the sociology of literature and the theory used in this study.

2.2.2.1 Sociology of Literature Approach

Etymologically, the term 'sociology' is derived from the Latin word 'socius' meaning companion or associate and the Greek word 'logos' or 'ology' meaning study or science. Generally, 'sociology' is defined as the scientific study of society, more specifically human society. As the major concern of sociology is society, it is popularly known as the 'science of society' (Shankar Rao 17). In the New Oxford

Encyclopedic Dictionary sociology is defined as ‘a study of human, especially civilized, society; study of social problems, especially with a view to solving them’.

Like all other social sciences, it is concerned with the life and activities of man. It also examines the origin, structure, development and functions of human society, scientifically. It also tries to determine the relationship between different elements of social life and discovers the fundamental conditions of social stability and social change. It analyses the influences of economic, political, cultural, artistic, aesthetic, geographical, scientific and other forces and factors on man and his life and throws more light on the various social problems like poverty, education, social class, religion, and others. Taking into account of all these aspects Alan Swingewood states: “Sociology is essentially the scientific, objective study of man in society, the study of social institutions and of social processes; it seeks to answer the question how society is possible, how it works, why it persists” (1972:11).

Karl Marx (1818-1883), Emile Durkheim (1858-1917) and Max Weber (1864-1920) contributed to the establishment of sociology as a systematic and scientific discipline. Karl Marx placed his emphasis on the economic base of society. According to him, economic base influences the general character of all other aspects of culture and social structure. Emile Durkheim analyzed social life in terms of social facts and claimed that social facts are nothing but collective ways of thinking and feeling about society. For Max Weber, the individual is the base unit of society. He devoted much of his efforts to expound a special method called the method of understanding (*verstehen*) for the study of social phenomena.

Sociology as the science of social relations studies the society and gets its subject matter from different sources, literature being one of them. As a social product, literature reflects human society, the human relation and the world in which we live, interact and move. Literature, like sociology, critically examines the realistic picture of human life. So it has been called as the mirror and controller of the society. Sociology tries to study the literary facts and their impact on social relations. So the sociologists such as M. C. Albrecht, Rene Wellek, and others agree with the argument that literature is an institution, and sociology is the study of this institution.

Like sociology, literature too is pre-eminently concerned with man's social world, his adaptation to it and his desire to change it. In fact, man and his society is the material out of which literature is constructed. So, literature is regarded as the expression or representation of human life through the medium of social creation viz. language (Wellek 94). In the words of W. H. Hudson, "literature is a vital record of what men have seen in life, what they have experienced of it, what they have thought and felt about those aspects of it which have the most immediate and enduring interest for all of us. It is thus fundamentally an expression of life through the medium of language" (10). In short, literature grows out of life, reacts upon life, and is fed by life.

Today, sociology is firmly established as a distinctive discipline. Unlike other social sciences, it is interested in almost all aspects of man's social life. The new generation of thinkers and scholars has invented new concepts and methods of sociological research. As a result, we get new branches of sociology. Sociology of

literature which studies literature for understanding society and its forces is one of them.

The major concern of the sociology of literature is the relationship between literature and society and this relationship has been conceived in different ways by the sociologists, historians and the literary critics. They discuss different theoretical approaches and methods of the sociology of literature. In his *The Sociology of Art and Literature* M. C. Albrecht points out that the sociology of literature encompasses a variety of viewpoints of the sociologists, historians and critics rather than a clearly defined subject matter or general theory. Their views about the sociology of literature have been manifested mainly in two ways.

The first way is historical, the effort to describe historical trends in art or literature, to trace their growth, achievements and changes over time. The second way is an attempt to discover how the forms of art come into being and to account for their qualities and styles. It assumes the influence of the various conditioning factors on the world view of the writer and his works. For the better understanding of the theoretical approaches these ways are broadly divided into: the realist and pragmatist. The first and the most common approach to the relation of literature and society is “the study of works of literature as social documents, as assumed picture of social reality” (Wellek & Warren 102). As a social document, literature can be made to yield the outlines of social history. This mirror image approach has a long and distinguished history. The critics like Madame de Stale, De Bonald, H. A. Taine, Richard Hoggard and the early Marxists advocated this documentary aspect of literature arguing that through the careful reading of any nation’s literature

one can tell the identity of that nation. This approach states that literature is the direct reflection of various facets of social structure. The conception of literature as a mirror of the society provides a fairly accurate picture of the increasing trends such as industrialization, Marxism, capitalism, globalization, and commercialization. It also reflects values, the standards of behavior, attitudes towards working and middle classes and aspirations of the people.

The second pragmatic approach to the sociology of literature deals with the relation of the individual authors to the socio-cultural circumstances of the era in which they live and write and the conditions of the creation and production of literature. It lays emphasis on the world view and creativity of the writers and the role of gatekeepers in the creation and success of literature. For instance, Robert Escarpit's *The Sociology of Literature* (1970) explains that the literary production and consumption affect the form and content of literary works. The social position and the role of the writers in the past were based upon the patronage and reward system. But this patronage system is now replaced by the publishers and distributors. The growth of the middle class readers has also shifted the writer's position from one of dependence to one of a profession. With the rise of the middle class reading public, lending libraries, cheap publishing and commercialization of literature, the writer's position in a mass society has become extremely important. The pragmatic approach of the sociology of literature studies all these factors. The works of the new generation of critics support this approach. Jane Ruth and Janet Wolff have discussed the approaches of the sociology of literature in five broad

conceptions. It might be useful to look at these approaches to understand both society and literary works.

2.2.2.2 Marxism

This study will use Marxism theory by Karl Marx as the base of the theory. Marxist literary theory has its roots in the nineteenth-century writing of German social critic and philosopher Karl Heinrich Marx. Marxist literary theory and criticism is a twentieth century phenomenon. Using Marx's philosophical assumptions twentieth-century critics have developed a variety of Marxist approaches of textual analysis that study the relationship between a text and the society that reads it. At the core of all these diverse approaches is Marx and his philosophical assumptions of the nature of reality itself. In his work, *The German Ideology*, Marx develops what has become known as dialectical materialism, the core beliefs of Marxism. Marx declares that "consciousness does not determine life: life determines consciousness. In other words, for Marx a person's consciousness is not shaped by some spiritual entity or means. Through daily living and interacting with each other humans define themselves. In addition, Marx argues that the economic means of production within a society, what he calls the base, both endangers and controls all human institutions and ideologies, what Marx calls the superstructure, including all social and legal institutions, political and educational systems, religions and art.

According to Marx, history and therefore an understanding of people and their actions and beliefs is determined by economic conditions. It is the employers (the bourgeoisie) who have the economic power and who readily gain social and

political control of their society. Eventually this upper class will articulate their beliefs, values, and even art. Consciously and unconsciously they will force their ideology on working class, otherwise known as the proletariat or the wage slaves. In effect, the bourgeoisie will develop and control the superstructure. It is the working classes that Marxism addresses its rallying cry. All working men and women can free themselves from the chains of social, economic, and political oppression if they will recognize that they are not free agents, but individuals controlled by an intricate social web dominated by a self-declared, self-empowered and self-perpetuating social elite.

The study of literature and the study of society are intricately bound. Such a relationship demands that a Marxist approach to a text deal with more than the conventional literary themes, matters of style, plot or characterization, and the usual emphasis on figures of speech and other literary devices. Marxism must move beyond these literary elements to uncover the author's world and worldview. By placing the text in its historical context and by analyzing the author's view of life, Marxist critics arrive at one of their chief concerns: ideology. It is the ideology expressed by the author, as evidenced through the author's fictional world, and how this ideology interacts with the reader's personal ideology that interests these critics. The task of the critic is to uncover and denounce such anti proletariat ideology and show how such a destructive ideology entraps the working classes and oppresses them in every area of their lives. A Marxist approach also seeks to expose the dominant class, and to highlight the elements of society most affected by such

oppression. The analysis is supposed to lead an action, social change, revolution, and the rise of socialism.

2.2.3 American's Society and Culture in 1950

The 1950s have typically been seen as a complacent time between the end of World War II and the radical 1960s. Many feared a return to conditions of the Great Depression. In fact, the postwar economy soared, producing a level of material abundance unequalled in American history. Millions of citizens acquired new homes in the suburbs; purchased new cars, appliances, and television sets; and spent freely on leisure-dine activities. The economic boom affected all aspects of the American experience in these years. In this era demobilization is done. As military spending plummeted from \$75 billion in 1945 to \$43 billion in 1946, and as the Truman administration is under intense political pressure, the government rapidly demobilized the twelve million men and women in uniform.

Responding to the lure of jobs and eager to enjoy the fruits of prosperity, Americans moved in record numbers in the 1950s. Since the early nineteenth century, of course, acute social observers had commented on Americans' penchant for uprooting themselves and moving on, but in the postwar era this fondness for geographic mobility was especially apparent. In this era suburbia and television becomes the symbol of the era. Though the 1939 New York World's Fair introduced Americans to television, World War II interrupted its commercial development, so that as late as 1946 it remained a novelty confined to a few thousand homes in the

major cities. In the fifteen years that followed, however, it spread with lightning speed all over the nation.

Historians use the word “boom” to describe a lot of things about the 1950s: the booming economy, the booming suburbs and most of all the so-called “baby boom.” This boom began in 1946, when a record number of babies—3.4 million—were born in the United States. About 4 million babies were born each year during the 1950s. Another essential moment happens in 1950s is the civil right movement. A growing group of Americans spoke out against inequality and injustice during the 1950s. 1950s, politically, it was “the Eisenhower Era,” dominated by a moderate Republican president, a high level of bipartisan cooperation, and a foreign policy committed to containing communism. Culturally, it was an era of middle-class conformity, which also gave us abstract expressionism, rock and roll, Beat poetry, and a grassroots challenge to Jim Crow.

2.2.4 World War II

Stated in BBC Primary History, the Second World War (World War II) lasted from 1939 to 1945. It was fought in Europe, in Russia, North Africa and in Asia. 60 million people died in World War 2. About 40 million were civilians. Children as well as adults were affected by the war. World War II was fought between two groups of countries. On one side were the Axis Powers, including Germany, Italy and Japan. On the other side were the Allies. They included Britain, France, Australia, Canada, New Zealand, India, the Soviet Union, China and the United States of America. Germany was ruled by Adolf Hitler and the Nazi Party. Hitler

wanted Germany to control Europe. Japan wanted to control Asia and the Pacific. In 1937 Japan attacked China. In 1939 Germany invaded Poland. This is how World War II began. Some countries did not join the war, but stayed neutral (on neither side). Spain, Sweden and Switzerland were neutral countries. So was Ireland, though many Irish people helped the Allies. Britain and France went to war with Germany in September 1939. They wanted to help Poland after it was invaded, but they were too late. Poland was occupied by the Nazis. By the summer of 1940 they had conquered Holland, Belgium, France, Denmark and Norway. Enemy planes dropped bombs on cities in Britain. Allied ships were sunk by submarines. In July 1940, German planes started bombing British coastal towns, defenses and ships in the English Channel in order to gain control of the skies in the South of England. By mid-September 1940, after many battles, Germany postponed their planned land invasion of Britain as the RAF effectively fought off the German Luftwaffe. This period is known as The Battle of Britain.

Commonwealth nations, such as Canada and Australia, helped Britain. In 1941 the Soviet Union (Russia) was attacked by Germany. In 1941 America also joined the war, after Japan attacked the American naval base at Pearl Harbor in Hawaii. Use the timeline to find the important events and battles of the war. By 1943 the Allies were winning. One reason was that Allied factories were building thousands of tanks, ships and planes. In 1944, a huge Allied army crossed from Britain to liberate (free) France. Then Allied armies invaded Germany. By May 1945 the war in Europe was over. The Pacific war went on until August 1945. There was fierce fighting on Pacific islands and big naval battles at sea. Finally, the Allies

dropped atomic bombs on two Japanese cities, Hiroshima and Nagasaki. The damage was so terrible that Japan surrendered. World War 2 had ended.

2.3 Framework of The Study

The theoretical framework in this study is based on library research and reading related materials such as books, journals, essays, and articles. In this study, the writer focuses on the reflection of lifestyle and disillusionment of American Society as the effect of the economic advancement after the World War II that is depicted in *The Catcher in the Rye*. Therefore sociology approach and Marxism theory are used in order to answer the research question.

Sociology of literature approach is approach which studies literature for understanding society and its forces. Meanwhile, Marxism is one of sociology literature's disciplines. This theory will explain how American Society's Lifestyle and the disillusionment of American Society as the effect of economic advancement after the World War II reflect in the novel.

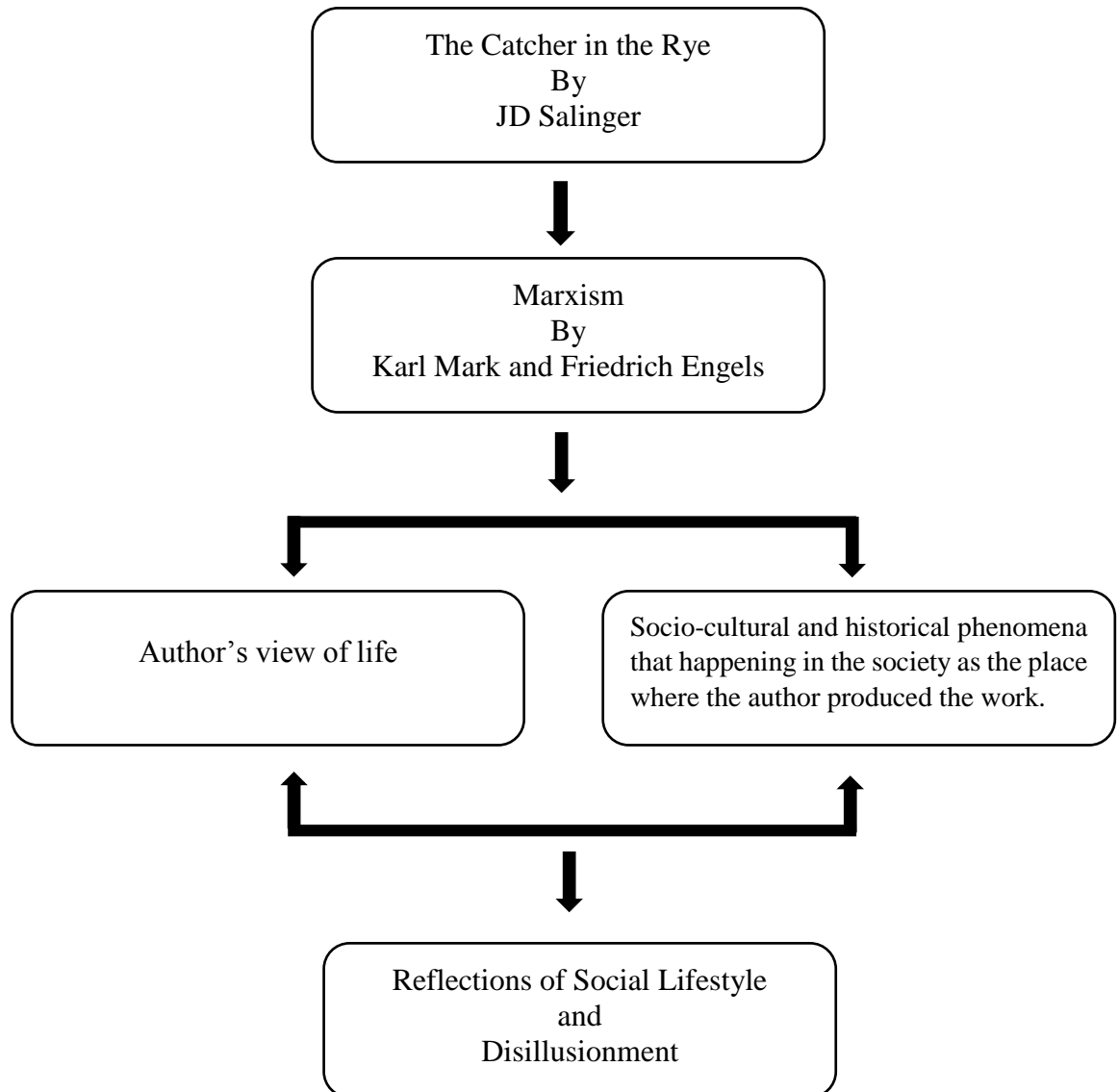


Figure 1 Theoretical Framework

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents some conclusions and suggestions dealing with the discussion of the American's Society Lifestyle and Disillusionment as the Effect of World War II Reflected in JD Salinger's the Catcher in the Rye.

5.1 Conclusion

According to the findings and discussions, the writer can conclude that the economic advancement after the World War II shapes the society becomes a consumer society. As the source is abundant American society is doing such carelessly spending. The American Society after the World War II are obsessed to follow the trend which having a comfortable and easy life in the suburb. The economic advancement sparks as well the development of infrastructure and technology in United States. By having this affluent condition, American tries to fulfill the material need to its fullest. Also, the economy itself is inseparable with defining social status of a society. The Catcher in the Rye successfully depicts how society defines their status social by owning and showing something precious.

Though the society seems look like chasing the materialism, the society unexpectedly religious. During the 1950s, nationwide church memberships grew at a faster rate than the population. Religion flourished in the fifties for several reasons, partly because of the ever-expanding spiritual marketplace. There were a

lot of different options available that would appeal to different kinds of people. Before the war, organized religion was much more restricted.

Despite the 1950s are often seen as a period of conformity, prosperity and peace. The era itself is not era without problems. While the economy boomed and consumerism pervaded the culture, anxiety and tensions belied the surface placidity of 1950s society. Not all the society get the prosperity. Holden Caulfield in this discussion appears as the symbols of voice of disillusionment of several group of American Society, those that fails to follow the conformity of the society. Holden reflects the society that is disappointed by being a different from the society he lives. The inner problem of Holden is manifestation of the society's suffers in order to meet the conformity as the demand to live in the society. In the end, Holden decides to express his different and being himself instead tries to meet the society demand and hurts himself even more.

5.2 Suggestion

The writer expects to give contribution to the readers in general, the researcher, and English literature program by conducting this study. The writer hopes that the readers could appreciate works of literature not only as an entertainment but also as a lesson. The moral value and inspirational things that contain in the works of literature can be applied in real life and enhance the quality of a person. The writer also suggest the reader to look beneath the surface of every social phenomenon to find its suitability for each person, especially the phenomenon regarded to beauty.

By understanding the phenomenon comprehensively, the reader will be grounded and able to decide the next step wisely and sensibly.

The analysis of the text is about the reflection of American Society's Lifestyle and Disillusionment focused on *The Catcher in the Rye*, the text has an open-ended interpretation and infinite alternative meaning. Therefore, the writer suggests the next researchers conducting the study on the same text from various aspects and point of views. It is also expected for further research to govern the theory of Marxisme which is still rarely used. Mastering the theory for every student who is taking English literature program is foremost principle. Due to that reason, the writer suggests English literature program to give more exercises and provide more relevant resources; therefore, the students will enrich their knowledge about literature.

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