

## **CHAPTER TWO**

### **LITERARY REVIEW**

In this study, the author outlines several studies and theories used in this study and provides the author's theoretical framework and how these theories are used in the analysis of novels. A writer would like to see if it applies.

#### **2.1 Previous Studies**

Celeste Ng is one of the greatest writers, and there is a lot of research on this novel. The ability to find and analyze authors similar to this study is to have a different perspective on this study.

The first study is given by Fany (2021) entitled *The Representation of White Supremacy in Kathryn Stockett's The Help*. In this study, researchers used the term white supremacy to analyze acts of discrimination committed by whites against black characters in novels. The novel was written by Kathryn Stockett, titled *The Help*. *The Help* by Kathryn Stockett is a novel about discrimination. Discrimination is specifically based on the character's skin color. Focus on a deeper understanding of white supremacy that occurs in her novel *The Help*, she analyzes the language of dialogue between the novel's characters. The author's research strategy is sociological literary criticism as a novel-reading approach to analyze the nature of white supremacy through the social phenomena that appear in help novels. A similarity between this study and previous studies is the subject of research on race. The difference between the previous study and this study is the difference in theory, but the previous study used Pincus' theory, and the current study used Lawrenson & Swingwood's theory.

The second study is given by Novariana (2016) entitled *Solomon Northup's Anti-Slavery in 12 Years of Slavery*. the author wrote how novel slavery and anti-slavery build anti-slavery. Explains how it was expressed. Mia's work follows this same theory. The analyzed topics are almost the same. Her work speaks to slavery and anti-slavery in America. including racial forms. Meanwhile, this study talks about common races. One of the things that set this study apart from theirs is the novel. This study analyzes *Little Fires Everywhere*. Meanwhile, her study analyzes *Solomon Northup's 12-year slavery*. This study is important because it shares the same topic.

The third study was written by Abielah (2016) analyzed *Racial Prejudice in Harper Lee's Go Set A Watchman*. The issue is raised because the dominant racial group, whites, considers their racial group to be superior to the black racial group and opposes the Supreme Court's racial integration. The research design incorporates literary criticism as researchers interpret and analyze literary works. The purpose of this study is to identify the social dimension in which racial prejudice manifests itself in Harper Lee's Watch the Guards. The study uses Alan Swingewood sociological approach and Herbert Brammer's theory of racial prejudice.

All the previous studies are needed by writers in order to understand in the application of the theory. What are the gap, the gap between the previous studies and this research lies in is the difference in theory, the previous study used Pincus' theory and used an approach sociological literary criticism, and the current study used a sociological of literature theory by Lawrenson & Swingwood's.

## **2.2 Sociological of Literature**

Sociology is to have a look at social reasons and results of social life, social change, and human behavior. Sociologists have a look at the shape of groups, organizations, and societies and the way human beings engage in those contexts. Literature is human expressions in the form of written or oral work based on thoughts, options, experiences. The relationship between sociology and literature is sociology of literature to understand literary work through literature and sociology.

Sociology of literature It depends on the social background of the literary work itself, the existence of changes and social developments. Discussion of literary sociology therefore focuses on three things: the sociology of the author, the social content of the work itself, and the influence of literature on society (Wellek & Warren, 1963). All writers are part of society, so this is understandable. It can be expanded to include various aspects such as basic sources, biography, living environment, etc. This may allow authors to collect data about the author's social origins, family background, and social status. The second is the social content of the literary work as a mirror of social reality. So social content also corresponds to the reality of what is happening in society. Third, the impact of literature on society can be defined as the degree of social impact on the audience who enjoys literary works.

Swingewood explained in his memoirs, sociology is the scientific and objective study of people in society, the study of social institutions and processes.

Sociology seeks to answer questions about what society is, perhaps how it works and why it exists (Laurenson & Swingewood, 1972).

There are three categories of sociological approaches;

1. The first is the author's sociology, which includes social status, political ideology, and everything related to the author. Laurenson and Swingewood explain that this approach is related to the author's social experience and the author's reaction to the system created by the environment in which he lives. Author creates work inspired by events in the community in which he lives (Laurenson & Swingewood, 1972). Inspiration for making a work. The author's main source of information is his own biographies of life, but his work can extend to the author's background, family, and social status.
2. Second, the most popular perspective takes the documentary aspect of literature and claims it is a mirror of the times (Laurenson & Swingewood, 1972). An implicit meaning and is intended to be expanded. From the above quote, we can conclude that what is contained in literature and public works is a social document As proof of Emergence of social reality. From this perspective, literature is also evaluated as a direct reflection of various social structures.
3. Then, third, ask the author how certain people can accept a literary work at a particular historical point in time (Laurenson & Swingewood, 1972). This includes social impacts on the audience and society. From this perspective, sociological readers seek to understand how literary works are received by society in the face of particular events. This is evident in this

study in the sociology of literature response to literature as a social entity that serves as an expression of the reader's imaginative quest.

There was a literary sociology by Laurensen that analyzed the social foundations of the writer. A sociology of historical data related to literature and society. In this study, the author uses Laurensen & Swingewood theory to analyze one of Celeste Ng literary works. It is because of the scope of the racial bias reflected in a literary work, the novel "*Little Fires Everywhere*." This study utilizes the sociology of literature theory by Laurensen & Swingewood. Because the issue of this study is racial bias and this is related to social issues, the writer needs this theory to support this research to get an overview of the social situation in literary work.

### **2.3 Racial Bias**

A race is a group of people that differs from other groups because of certain biological characteristics (Lauer & Lauer, 2006, p. 224). When talking about Race, people tend to think of themselves based on the color of their skin, eye and nose shape, etc. Based on nationality and language, such as American, Chinese, and African. Benedict (2000) states that race is not what it is, but that what people perceive and know about race is the difference in physical characteristics. Chinese with skin and slanted eyes. Blacks have lighter skin and broader, flatter noses. Caucasians have pale skin and high, thin noses. The color and texture of these people's hair varies, as does their skin and nose. This is what comes to mind when people hear about race (Benedict, 2000, p. 113).

Bias is a human trait that arises from the tendency and needs to categorize individuals while rapidly processing information and striving to make sense of the

world (Allport, 1954). These processes mostly take place below the unconscious level. This 'unconscious' categorization of people is done through a schema or 'mental map' developed from life experience to aid in 'automatic processing' (Shawn, 2009). Bias is most often seen as bias, or it can be a negative bias. It is possible to have a positive prejudice against someone or something. This is reflected in the fact that prejudice is defined as "favorable or unfair prejudice" (Maryfield, 2018). Bias is inherently a cognitive phenomenon, but one that can be influenced by an individual's or a group's social environment.

It is an empirical bias that influences responses when dealing with unfamiliar people and situations (Maryfield, 2018). From the above description, it is clear that bias is a tendency towards something for which there is not enough evidence. It breeds bias and literally predicts events and situations without examining the evidence. Race is effectively the relationship between a person's appearance and their parentage.

Automatic associations and stereotypes about certain groups of people. "Even if there is no explicit bias, it can influence behavior and make people react biased" (National Initiatives to Build Community Trust and Justice, 2015; Maryfield, 2018). Implicit racial bias is fundamentally different from explicit racial bias. The latter usually manifests as overt racism or discrimination, whereas implicit bias occurs unconsciously and usually without discriminatory intent. There are two categories of racial bias:

1. Explicit racial biases are the beliefs that individuals perceive and are often the most associated with racism (Snowden, 2005). For example, Those

who actively discriminate against members of minorities are aware of their own discriminatory views. But biases need not be openly expressed or knowledgeable for such beliefs to exist. With the advent of political correctness, many people censor the expression of their conscious beliefs and actions to appear to conform to social norms. The fact that they may not react or express themselves does not prevent them from knowing they are prejudiced or that they are.

2. **Implicit racial biases** It is an association made by an individual in an unconscious state of mind. This means that the person is likely unaware of the biased relevance. Implicit racial bias can cause individuals to act in deliberately discriminatory ways. This does not mean that the person is overtly racist, but rather that their perceptions are shaped by experience and that those perceptions can lead to biased thinking and behavior. No one is immune to unconscious thoughts and associations, but being aware of implicit racial biases provides a way to deal with this problem. (Maryfield, 2018). So that the concluded racial bias is when you are inclined to believe attributes are characteristic of people with an appearance you characterize a race without sufficient evidence.

Implicit biases that people They may not know or think they have it. Implicit biases refer to biases that a person may have but may not be aware of. Implicit biases have, therefore generally been assumed at an unconscious or at least automated level of processing. (Snowden, 2005). Although it has often been assumed that implicit bias operates outside a person's consciousness, this does not exclude it from influencing behavior.

Implicit bias can affect a person's behavior just as much as explicit bias. However, implicit bias is less well-studied than explicit bias (Greenwald & Banaji, 1995), and explicit bias is likely to be associated with overt discrimination, both types of bias. Different types of assessments have been developed to measure them. The difference between explicit and implicit behavior, explicit bias is mostly conscious and implicit bias can be seen as mostly unconscious increase.

#### **2.4 Celeste Ng**

This research is based on Celeste Ng experience as an author. *Little Fires Everywhere*. Thus, it is important to explain the life of the writer as this study applied a sociology approach which considers the writer's life and the society in which the writer lives in. The explanation of Celeste's life was collected from some existing sources (Laity, 2017; Begley, 2017).

Celeste Ng grew up in Pittsburgh and spent time in Shaker Heights, Ohio. Her parent's were immigrants from Hong Kong before she was born. Ng parents immigrated to the United States from Hong Kong in her 1960s. Her father was a physicist working for her NASA and her mother was a research chemist. Her sister became an engineer. Ng comes from a family of immigrants and a family of scientists. At first, Ng didn't take the idea of becoming a writer seriously. However, after graduating from Harvard, she earned a master's degree in fine arts for her writing, won awards, and eventually published her first short story. Ng graduated from Shaker Heights High School in 1988, majored in English at MFA in Creative Writing from Harvard and University of Michigan. Her work is widely recognized and recognized by prestigious literary awards. She started writing



stories in middle school and high school. After Ng graduated from her school, she realized that writing was something she could do as a career.

Even in Shaker Heights, she rarely met an Asian family like hers. Ng confesses that she is an introvert, and she has a common survival mode in large groups. Ng husband is white and has a son of mixed race. Her first novel is also interesting for her idea of feeling different within her own family. Ng explores how two parents can view the same events in different ways. She may have Ng and her husband get used to living in two different worlds.

Ng has been interested in both creative writing and racial issues since he was a teenager. At Shaker Heights, Ng joined the student group SGORR (Student Group on Racial Relations). She attended a local elementary school and spoke out about discrimination and stereotypes. Ng became interested in creative writing when she was in high school. She is a co-editor of the school's literary magazine and takes courses in creative writing and dramaturgy. She only imagined writing on the side until the second half of her life. She said in an interview that she never considered writing professionally until she graduated.

In one of the interviews, Ng said that as a Chinese-American child, she also experienced discrimination from society and conveyed these experiences that Ng portrays in her work. As one of the few Asian inhabitants in the city, she directly experienced the discomfort that she had to endure racial slurs from her classmates. This is one of the reasons Celeste Ng brought up the racial story contained in *Little Fires Everywhere*. It reminded her of the events she experienced firsthand, and perhaps a cure for racism felt among different races. As an author, Ng has

succeeded in Wrote two best-selling novels. Her first novel, *What I Never Told You*, made its New York Times bestseller debut, and her second novel, *Little Fires Everywhere*, garnered a kind of praise and encouragement.

## **2.5 White American Society**

This study focuses on relationships between White Americans and other people of color. For this, it is important to describe White Americans. White Americans share a common history of immigration from Europe and assimilation into American society. As a group, we share a common language and understand normative values, aesthetic preferences, and more. Personal stories and preferences are different and the experience of White Americans is very different. It applies to people of all cultures. The big picture is that we share cultural experiences. In the United States, as elsewhere, there are dominant ethnic groups that in some ways, dominate minorities. This dominant group consists of people of European descent, commonly referred to as "whites". It is a socially constructed racial category characterized by distinctive phenotypic characteristics and disproportionately high access to wealth and power. Because White Americans form the dominant ethnic group, they are seen as the benchmark against which other groups are compared. The quality of "normal" that white people represent has received little academic interest in analyzing it as a racial category. However, race and ethnicity are not limited to minority groups. White people are racialized like the rest of America. Like the concept of non-white race, being white has historically been constructed by social, economic, and political forces. Like any ethnic identity, it is made up of shared attitudes, beliefs and behaviors. It has an entity that creates norms and ways of understanding. When it

is ignored, whiteness is naturalized, confirmed its dominance, and given the property of immutability (Frankenberg, 1993).

Americans relaxed many standards in the 1990s, including when it came to fashion. A casual dress code was adopted in offices across the country. Employers initially only allowed casual wear on Fridays or summer holidays, but many companies adopted casual wear as a full-time policy by the end of the decade. Influenced by rock music in style, young people began wearing loose-fitting jeans, vintage flannel shirts, and t-shirts. Some fashion designers incorporate these thrift store influences into their seasonal lines. Others were on trend with the hip-hop fashion movement coming to dominate young America by the end of the decade.

White supremacy predates the origins of the United States. White identity dominated all aspects of social interaction, especially in the 18th and 19th centuries, and white supremacy became an expression of American identity. There are all sorts of problems with that way of thinking (Mineo, 2020). First of all, slavery existed in both the North and the South, and the people who shaped the idea of American identity were not Southern slaveholders, but Northerners. Instead, John H. Van Every, a Canadian who eventually settled in New York City. Van Every argued that, had it not been for slavery, European class structures would have been inherited, maintained, and developed in the American colonies. Differences between whites turned out to be virtually insignificant when compared with what they perceived. This allowed democracy, which was unpopular in the 17th and 18th centuries, to flourish and develop.