

A BAD TEACHER AND THE BEST KING IN ELISABETH HAND'S ANNA IN THE KING (DECONSTRUCTION APPROACH ANALYSIS)

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Abstract

Deconstruction approach theory is a critical outlook concerned with the relationship between text and meaning. It also as a strategy of rules for reading, interpretation, and writing. Deconstruction approach considers that language hasn't a definite meaning or certain. Deconstruction essentially is a way how to read a text that subvert the notion (if it is only implicitly) that text has a foundation in the language system applicable to affirm the structure, wholeness, and meaning that has been stabilized (Abrams, 1981: 38). Deconstructive readings, in contrast, treated works of art not as the harmonious fusion of literal and figurative meanings, but as instances of the intractable conflicts between meanings of different types. There is no idiom or linguistic forms meaning certain and definite. Deconstruction approach attacked the assumption that these structures of meaning were stable, universal, or a historical. This study was designed by using qualitative research model. Anna and the King novel will be analyzed by means of deconstruction approach with the title of my study : A Bad Teacher and the Best King In Elisabeth Hand's Anna and the King. My study are deconstruction research may consider by the multiple meanings of key words in a text, etymological relationships between words, and even puns to show how the text speaks with different (and often conflicting) voices (Balkin 1990b; Balkin 1989). This analysis according to the deconstruction analysis although it has been asserted that post-structuralism (in this case deconstruction is not an applicable method). I am sure it is possible to apply some basic deconstructive moves to Elisabeth Hand text, which seems especially receptive, given its overt oppositions and emphasis on language

Key words: deconstruction approach theory, Anna and the King novel, qualitative research, post-structuralism.

Abstrak

Teori pendekatan dekonstruksi adalah pandangan kritis berkaitan dengan hubungan antara teks dan makna. Hal ini juga dipergunakan sebagai strategi aturan untuk membaca, interpretasi, dan menulis. Dekonstruksi menganggap bahwa bahasa memiliki arti yang tidak pasti atau tertentu. Pendekatan dekonstruksi pada dasarnya adalah sebuah cara bagaimana membaca teks yang menumbangkan gagasan (jika secara implisit) teks yang memiliki landasan dalam sistem bahasa yang berlaku untuk menegaskan struktur, keutuhan, dan makna yang telah distabilkan (Abrams, 1981: 38). Pembacaan dekonstruktif bersifat sebaliknya, memperlakukan karya seni bukan sebagai fusi harmonis makna literal, dan figuratif, akan tetapi sebagai contoh dari konflik keras antara makna dari berbagai jenis. Tidak ada idiom atau bentuk linguistik yang mempunyai arti tertentu dan pasti. Pendekatan dekonstruksi mempunyai asumsi bahwa struktur ini mempunyai makna stabil, universal, atau historis. Penelitian ini dirancang dengan menggunakan model penelitian kualitatif. Novel *Anna In the King*, akan dianalisis dengan judul tulisan saya, yaitu : *A Bad Teacher and the Best King In Elisabeth Hand's Anna and the King*, menggunakan pendekatan dekonstruksi. Tulisan saya ini adalah sebuah

penelitian dekonstruksi yang dapat mempertimbangkan beberapa arti dari kata-kata kunci dalam teks, hubungan etimologis dengan kata-kata, bahkan permainan kata-kata untuk menunjukkan bagaimana teks berbicara dengan suara yang berbeda (dan sering bertentangan). (Balkin 1990b; Balkin 1989). Analisis ini adalah sebuah analisis dekonstruksi yang menegaskan bahwa pasca-strukturalisme (dalam hal ini dekonstruksi bukanlah metode yang berlaku). Saya yakin sangat memungkinkan untuk menerapkan beberapa gerakan dekonstruktif dasar untuk teks novel karangan *Elisabeth Hand*, yang tampaknya reseptif, mengingat oposisi dan penekanan terbuka terhadap bahasa.

Kata kunci : teori pendekatan dekonstruksi, novel *Anna in The King*, penelitian kualitatif, pasca strukturalisme

1. Background and introduction

1.1. Background Thought

Literature as we know we cannot remove it from our lives. Since we are toddlers, we have to know the name of literature in the form of tales told by parents or older siblings us. As time went on we became more familiar with the literature and not just a fairy tale, but other forms of literature such as poetry, short stories, novels or films that can be classified on the type of literary works of poetry, prose and drama. We as the lecturer majoring English language and literature especially certainly has many works of literature we have read-and our own. But in reading the text of literary works, we still view the direction to follow the opinions or conclusions that have quickly concluded conventionally and meaning of the story by just reading the text and research the general terms.

We at this time have been in the past post modernization, above views as undesirable in the literature. At this time we are required to be more critical in reading literary works, so comes the text reading methods such as deconstruction. Deconstruction rejects the view that the language has a definite meaning, certain, and constant, as well as the classical view of structuralism. No idiom or linguistic forms meaning certain and definite. This is what makes understand deconstruction as post structuralism. Deconstruction rejects the view that the language has a definite meaning, certain, and constant, as well as the classical view of structuralism. No idiom or linguistic forms meaning certain and definite. This is what makes understand deconstruction as post structuralism.

By using the method of deconstruction in reading the text we expect to see other facts in a literary text. So that there are no absolutes in interpret literary works and eliminate absolute assumptions and find new things that at first neglected.

1.2. Introduction

Anna and the King a seemingly historical novel is written by Elisabeth Hand of American woman

novelist. The story tells about a young British widow, whose husband had died as an officer. She was traveled thousands of miles from India to an exotic country largely unknown to the Western world, Siam. Anna is a strong willed woman, intelligent woman, the best teacher and Anna very pleases with the King and prince, who want to modernize his country to keep it safe from the threat of colonialism. In the meantime, the King also wants to protect many of the ancient traditions that give Siam its unique identity.

Anna brings something new to Siam in order to make some changes ranging from education as a teacher, she slavery practice until judicial system. This effort has transformed Siam from feudal country to a country that is truly free and prepared to enter the twentieth century era.

We are in good pleasure, and satisfaction in heart, that you are willingness to undertake the education of our children. And we hope that in doing your education on us and our children, you will do your best endeavor for knowledge of English language, science and literature (Hand, 1992: 2).

Anna and the King novel will be analyzed by means of deconstruction approach with the title of my study *A Bad Teacher and the Best King In Elisabeth Hand's Anna and the King*. According to Dr. Subur L. Wardoyo., M.A. books *A road Map into Literary Research Method* the deconstruction analysis although it has been asserted that post-structuralism (in this case deconstruction is not an applicable method), I am sure it is possible to apply some basic deconstructive moves to Elisabeth Hand text, which seems especially receptive, given its overt oppositions and emphasis on language. Despite the reluctance of some theorist to risk the spectacle of defining deconstruction, useful and clear explanations are available.

Johnson (1980) says that deconstruction proceeds by "the carefully teasing out of warring forces of signification within the text itself (p.5).

Culler (1982) says that "to deconstruct a discourse is to show how it undermines the philosophy it asserts or the hierarchical oppositions on which it relies" (p.86).

Borrowing heavily on Johnson's (1980) concepts of 'teasing out' and Culler's (1982) undermining what the text asserts, I would like to describe deconstruction as a three-step process.

First, a deconstructive reading must locate an opposition in the text appears to be privileged or dominant. Finally, the reading must show how this hierarchy can be reversed within the text, or how the apparent hierarchy is actually only arbitrary or illusory. Consequently, for readers to deconstruct a text, they need to locate an opposition, determine which a member is privileged, then reverse and undermine that hierarchy. Such activity often makes central what appear to be marginal, thereby exposing "hidden" contradictions. Deconstruction seems to me especially worthwhile because it encourages creativity, and many readers often enjoy the imaginative playfulness and punning of much post-structuralism (deconstructive) criticism and scrutiny (in order to deconstruct a work, readers at least must conduct an intensive close reading).

In brief we may again sum up the method into another road (Wardoyo, S. *A Road Map Into Literary Research Method*, 2004 : 350-351-352).

Deconstructive analysis according to Dr. Subur L. Wardoyo., M.A. books *A Road Map into Literary Research Method* have three steps:

Step 1: Locate an opposition

Step 2: Determine which member is privileged.

Step 3: Reverse and undermine the hierarchy.

In my deconstruction approach study inside Anna in the King novel, i am using the three steps taken from Dr. Subur L. Wardoyo, M.A. books mixing by Jacques Derrida deconstruction theory. The first step laid out by the deconstructive road invites us to locate an opposition in the Anna in the King novel. Within the framework of a conflict between territorial and ethnic nationalism. The reader may sense two opposing parties.

The first step, locate an opposition : I am trying to describe Anna characters as a good teacher for Siam people education, Anna as a brave woman characters, Anna as a good teacher from her family and then trying to compared Anna characters with King Mongkut characters as bad king from Siam appropriate with novel.

The second step, I am trying to determine Anna characters as member is privileged.

The three step, reverse and undermine the hierarchy: I am trying to reverse and undermine the hierarchy Anna characters and King Mogul characters using deconstruction theory Dr. Subur L. Wardoyo steps.

2. Analysis

Deconstruction Approach Theory

A characters in literary works plays an important role, without character, a story does not exist. The character leads the story to heighten or rise because of conflicts between or among characters. In *Anna in the King* novel, Anna Leonowens as the main characters is a flat characters whereas King Mongkut is a round characters. Anna, from the beginning of the story until the end is consistent. Anna is described as a good teacher who is fair in her treatment to all students. She does not side with her son, Louis just because Louis is her only son or to prince Chulangkorn, who is the prince and the next king when they fight in the class. She is not afraid of bluff from the prince.

The first step deconstructive theory, locate the opposition : are trying to explaining Anna Leonowens and King Mongkut characters appropriate with Anna and the King novel written by Elisabeth Hand's.

At the front of the room Anna Leonowens sat, calmly reading her Siamese primer. Behind her, Louis Leonowens stood before the chalkroad, laboriously filling it with same sentence: I WILL NOT FIGHT IN SCHOOL, I WILL NOT FIGHT IN SCHOOL, I WILL NOT FIGHT IN SCHOOL. (Hand, 1992: 74).

For a minute or two king Mongkut stood, brooding. His gaze flickered from his son to Louis, and once again he stared at the chalkroad. I WILL NOT FIGHT IN SCHOOL. (Hand, 1992: 75).

"You will finish writing your thousands sentences," Anna said with a nod to her son. And you, prince, will remain here until you have done the same". (Hand, 1992: 76).

Louis nodded obediently, turned, and started for the door. Before reaching it he stopped. He looked back at the prince Chulangkorn, still sitting defiantly with his retinue behind him, and in a quiet voice said, "my father was a hero." Anna gazed with love and mild surprise at her son. To think he had such passion inside him, and such self-control! But prince Chulangkorn only gave the English boy sullen stare and sank deeper into his seat. Anna sighed, watching him the road to educating the future king of Siam was going to be a long and bumpy one. (Hand, 1992: 76). His majesty, King Mongkut, afraid school-teacher might get hungry during long night ahead. He sends food for one." (Hand, 1992: 78).

Anna stopped and stared at him, seeing the genuine hurt and concern in the boy's eyes. "Because people

do not see the world as it is, but as they are. A good king needs a broader view. Your father understands this, because during this year as a monk he lived in many places, and met many different kinds of people. You have only grown up in the palace, but you will learn, Your Highness." (Hand, 1992: 79).

In the deconstruction theory text writing: Anna is described as a bad teacher who is fair in her treatment to all students. Anna not consistent didn't have a principal for teaching English for all students in Siam. She doing side with her son, Louis just because Louis is her only son or to prince Chulangkorn, who is the prince and the next king when they fight in the class. Anna is afraid of bluff from the prince. Deconstruction theory text all Anna characters and king Mongkut is reverse with the appropriate.

Anna is a brave woman and has principals. It can be seen when she challenges and protest the king because the king does not fulfill his words to give her settlement outside the kingdom. It really contradict to Siamese culture that honors the king highly no matter right or wrong.

A monarch who refuses to keep his words is uncivilized, unenlightened, and frankly, ungrateful. There are principles at stake," she went on, almost to herself (Hand, 1992: 30).

In the deconstruction theory text writing: Anna is not a brave woman and didn't having principals. It can't be seen when she challenges and not protest the king because the king fulfill his words to give her settlement outside the kingdom. It really not contradict to Siamese culture that honors the king highly no matter right or wrong.

Anna Leonowens does not kneel or prostrate down to the floor while meeting with the king. She just bows to show respect. In Siam, her stance is considered impolite and will be punished.

Through the audience, heads slowly lifted as everyone strove to see the women who dared stand before the king. The incensed Kralahome drew up alongside Anna and immediately prostrated himself" (Hand, 1992: 44).

In the deconstruction text writing: Anna Leonowens kneel or prostrate down to the floor while meeting with the king. She just bows to show respect with the king Mongkut. The deconstruction text always write opposition the Anna characters not be appropriate with his novel. King Mongkut is a round character because at the beginning of the story he is firm in defending his tradition and culture and also in his attitude, but on the long run he can adapt and accept other

outside culture for the sake of his kingdom's advancement.

And because I am also such a man, I will allow you to always stand upright in my presence. Providing head shall never be higher than mine (Hand, 1992: 100).

In the deconstructive text writing: King Mongkut is not a round character because at the beginning of the story he is can accept and adaptation with other outside culture and also in the king can change his attitude, he can adapt and accept other outside culture for the sake of his kingdom's advancement. The king Mongkut attitude is a better king of Siam because have a good principals for manage Siam with several other country's likes India, France, England. King Mongkut is a brave king for Siam because he have better attitude and have good nationalism for all Siam civilians and have a good negotiation for making a better international trading and having a better diplomatic relationship with England, France, India etc. All the king Mongkut character have a better king Siam character and have a lot character as very perfectly king Siam characters.

Anna Leonowens is a bad English teacher characters because she didn't have a good principals and tactics as a English teacher. Anna didn't care about all the Siam students especially prince Chulangkorn as her student (son of king Mongkut) and having afraid characters as habitually she not likes a English teacher.

Table 1: Step 2: Determine which member is privileged

In gaining reader's sympathy: Anna is more privileged
Anna Leonowens : 1. A bad teacher for the students. 2. Is a afraid character. 3. Anna is not a brave woman. 4. Anna didn't have a good principal as a teacher. 5. Anna is not a consistent teacher for her student. 6. Anna is not a consistent mother for her child. 7. Anna is complex character. King Mongkut : 1. A better king for Siam. 2. Is a brave king character of Siam. 3. King Mongkut is a brave king. 4. King Mongkut have a good principals as a king. King Mongkut is a consistent king for the civilians. 6. King Mongkut is a consistent king for his child. 7. King Mongkut is a better character.

3. Conclusion

From the above discussion the authors concluded that deconstruction is a method of reading the text. With deconstruction indicated that the text is always present in any of the assumptions considered absolute. In fact, every presumption is always contextual: the assumption is always present as a historical social construction. That is, these assumptions do not refer to the final meaning. Assumptions are present as trace (trace) that can be traced in the history of its formation. Deconstruction of the principle track elements aporia (meaning paradoxical, contradictory meanings, and the meaning of irony) and reversing or changing the meanings that have been conventionally. Derrida's deconstruction method performed better known as deconstruction metaphoric. The metaphor here is not understood as an aspect of expressive language function but as an essential condition of the speech. Deconstruction requires us to be more careful and critical literary texts.

I'm used the deconstruction theory steps According to Mr. Subur L. Wardoyo Books for my study because the deconstruction approach theory Mr. Subur more simple, and the steps are :

Step 1: Locate an opposition

Step 2: Determine which member is privileged.

Step 3: Reverse and Undermine the hierarchy.

For made the deconstruction theory analysis of my study, I'm trying to using the deconstruction theory with using Mr. Subur L. Wardoyo steps taken from the main characters like Anna, and King Mongkut.

- In the step 1 : I am trying for making a deconstructive Anna with entering Anna as a Bad teacher characters, But in the fact she have a best characters as a teacher, and trying to compare with The King Mongkut In The fact the King Mongkut as a bad king of Siam characters.
- In the step 2 : I am trying for make Anna as more privileged.

In the step 3 : I am trying to making reverse Anna characters and reverse King Mongkut characters. And trying to made Anna as a bad teachers and King Mongkut as the best king of Siam.

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