

CHAPTER I

INTRODUCTION

A. Background of the Study

Lolita was a film presented by Adrian Lyne in the USA, 1997. *Lolita* was a masterpiece written by Vladimir Nabokov (1961) (Lolita, 2004). *Lolita* presented new discourses in fashion (Laing, 2018; Younker, 2011), influenced on media development (Wollek, 2011), talked about photography (Scheid, 1975), literature: has been giving insomnia effect to the reader textually (Chia-Rousseau, 2016), and told *Lolita* was a fake object. Humbert Humbert was the author of a novel written in prison by the subject (Kingston, 2019). Durham (2009) reflected that “*Lolita* experienced a transition from Literary Character to Cultural Landscape of USA”. *Lolita* was currently the center of entertainment such as film, fashion, and music (Murphy-keith, 2013).

The study of *Lolita* during a few decades, in the 1980s and 1990s, referred to the moral criticism and formal criticism of the novel to the moral and ethical implications of Humbert's behavior (Quayle, 2009). It prompted researchers to explore *Lolita* movie classified as pedophilia as a view of the characteristics of the movie. I researched by taking a discussion about pedophilia which was depicted in the *Lolita* movie (1997) based on gender perspectives with the audience response method. I need other perspectives to support the analysis of data that has been processed, like a reader response and gender as materials for discussion.

The world of literature cannot be separated from the virtues of reading (Brooks & Browne, 2012). However, few of the researchers used the meaning of the audience response to hold the reader response status as the main theory on the study. The differences between the audience and reader response lied in the placement of the respondents' status. (Moon, N., & McGregor, n.d.) Stated that theatergoers as respondents had a reference to arrive at the playhouse

about thirty and five minutes before the playing began (Roose et al., 2003). The intended status was the task of the respondents as a people who were examined against the instructions submitted by the researcher in the process of collecting data. The respondents acted as research-material in carrying out their duties as an audience. I compiled respondents' responses into a movie which became the main data shaft. Then, respondents' status rather turned into an audience than readers. The theory presented required discussion of different theoretic experiences in reviewing empirical evidence about the impact of characteristics when surveying data in the general population was gender namely (Roose et al., 2003).

Last year, 2019, the theory of gender extended, developing as conformities and ideologies in the new instruments. Men and women-focused in moderate levels of traditional ideology, conformity for their sex and cross-sex gender roles (Parent et al., 2019). In addition to have been discussing the issue of the role of gender in the past two years, the theory of gender had been more dynamic than this year. The history of gender called *cultural-historical*, "Discourse and material world, representation and reality, culture and economy, even urban and rural space" by Scott (cited in Leow, 2012; Mahalik et al., 2003). Gender and sex end in opposition to the opposition of problematic problems exploded because of a large scale and generally only a focus on public issues such as urban, economic, cultural, and legal but, the problems were not focused on things that are narrower in attribute scope such as: personality, cognitive and physical (Diekman & Eagly, 2000).

The world of gender anthropologies could be regarded as mutually constituted. Greek novels depicted that men are always superior to women in position (Chew, 2005). Gender stereotypes received little attention in the research. Research discussions would focus on the cognitive dimension as a separator of male and female opinions where masculine and feminist cognition were significant differences. Masculine cognitive stereotypes used mathematical and rational thinking in contrast to feminism using intuition and creativity (Deaux & Lewis, 1984; Diekman & Eagly, 2000). These cognitive

dimensions played a role in building paradigms for all the issues were raised in *Lolita* movie (1997). Gender analysis is emphasized on “forming a certain division of scientific work” by Scott (cited in the Mahalik et al., 2003; Pursley, 2016). There was a dichotomy in discourse and the material had world visible differences in opinion studies between men and women.

The presence of new perspectives on gender and pedophilia through this research not only had a positive impact on society specifically for the scope of academics but also significant implications for the renewal of previous and future studies. The renewal could be seen from the enthusiasm of researchers in the studying *Lolita* as an object of research from the editorial of the novel which was presented in 1962 and 1997 to become a new scientific treasure that developed by the context.

In the literature contexts, a person was considered to be familiar with the reading of the work not only to himself but also to person who understood what the indiscipline in attracting the common thread was. Interpretation of literary works using literary theory approaches such as researching the creation and reading of narratives that could not be trusted (Manjikian, 2015).

In the linguistic contexts that were reaped as garage, emphasized that Humbert's authorship awakened the readers to participate in the dialectic epistemological structures that Humbert Humbert packed in a world novel. Whereas, guardians emphasized text and target text were extremely correlated.

Contrary to the phenomena that has been described, further research is needed on new perspectives, especially *Lolita* (1997) which not only looked at the side of sexuality and in its development is of great interest by many researchers, there was a renewal of research style by analyzing an audience response on the *Lolita* movie (1997). Finally, this research was designed with the title **Pedophilia in Adrian Lyne's *Lolita* Movie (1997): An Audience Response by Gender.**

B. Problem Statement

Lolita literature works filmed by Adrian Lyne have reaped many discoveries. Before there was any discussion that was developed significantly, it was very limited on the validity. The social conditions of western societies were not thoughtfully integrated with the work. Besides that, many works discussed the sexual abuse of children like pornography and exploitation of women's bodies. The works of the journal taken from the editorial novels as reference material for analysis and there was no discussion related to gender roles from viewers' response to Adrian Lyne's *Lolita* movie (1997).

More details regarding the formulation of this problem could be formulated through the following questions:

1. What were the interesting points of the audience's responses to *Lolita* movie, especially the characters of Lolita and Humbert Humbert?
2. How did the audience's view the love affair between an adult man and an underage girl?
3. How did the audience perceive an underage marriage?

C. Objective of the Study

From the research that has been described, this research has objectives such as:

1. The study to describe the interesting points of the Audience's response to the characters of Lolita and Humbert Humbert in the *Lolita* movie (1997).
2. The study to interpret the view of love affair between an adult man and an underage girl in the *Lolita* movie (1997).
3. To analyze the view of the audience about marriage underage depicted in the movie.

D. Benefits of the Study

From the problems that have been described, this research has benefits, including:

1. Theoretical.

- a. The study contributed to the body of knowledge, especially the literature study on *Lolita* movie.
- b. Interpreting the response made by the audience to the *Lolita* movie (1997) in a gender perspective.

2. Practical.

- a. The study contributed to the present writer's understanding of the specific issue that has been sensitive to many different communities.
- b. The study was expected to be input for lecturers, academics, and researchers in the study of English literacy.