

**THE REFLECTION OF IMPERIALISM  
IN RUDYARD KIPLING'S NOVEL "KIM"**



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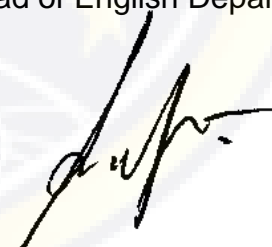
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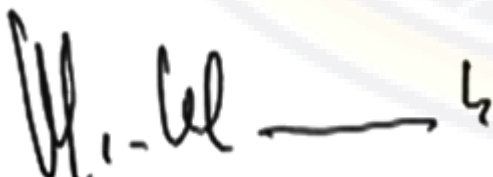


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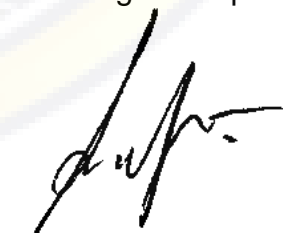
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Makassar, February 2018



The Writer

## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul **THE REFLECTION OF IMPERIALISM IN RUDYARD KIPLING'S NOVEL "KIM"** beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko / sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 31 Maret 2018  
Yang membuat pernyataan



ANDHIKA RISKY SYAPUTRA

## ABSTRAK

**Andhika Risky S.** 2018. *The Reflection of Imperialism in Rudyard Kipling's Novel "Kim"* (Dibimbing oleh Herman Mustafa dan Sudirman Maca).

Penelitian ini bertujuan untuk mengungkap imperialisme yang terjadi di India melalui novel "Kim" karya Rudyard Kipling.

Dalam penelitian ini, penulis menggunakan metode penelitian kepustakaan melalui pendekatan struktural genetik. Dengan menggunakan pendekatan struktural genetik, peneliti harus mempelajari elemen intrinsik dan ekstrinsik dengan memfokuskan pada biografi penulis, sejarah, latar belakang sosial masyarakat pada saat itu, fakta kemanusiaan dan subjek kolektif yang berada di India. Data primer bersumber dari novel Kim karya Rudyard Kipling yang kemudian dianalisa dengan menggunakan metode deskriptif kualitatif.

Hasil penelitian ini menunjukkan bahwa imperialisme yang terjadi di "Kim" adalah bentuk suatu perusakan terhadap negara kecil yang berada dalam kekuasaan kerajaan terutama kekuasaan Inggris di India. Selain itu, imperialisme dalam "Kim" pada dasarnya menunjukkan praktek imperialisme yang dilakukan oleh bangsa Inggris di banyak sektor seperti ekonomi, politik, militer, kontrol sosial, agama, pendidikan bahkan budaya. Pada saat itu, India mencoba untuk melawan dan mempertahankan kekuasaan mereka terhadap kekuatan Inggris dalam mempertahankan hak mereka.

**Kata Kunci:** Refleksi, Imperialism, Aspek, India

## ABSTRACT

**Andhika Risky S.** 2018. *The Reflection of Imperialism in Rudyard Kipling's Novel "Kim"*. (Supervised by Herman Mustafa and Sudirman Maca).


The aims of the research are to reveal imperialism that happen in India through the Rudyard Kipling's novel "Kim".

The research applied the library research through structural genetic that study the Intrinsic and extrinsic element by focusing the author biography, history, social background of the society at the time, human fact and collective subject, in this case in India. The primary data was taken from Rudyard Kipling'S novel Kim and then analyzed by applying descriptive qualitative method.

The result shows that imperialism that happens in "Kim" is in the form of destruction to small country which are being empire force especially the British force to India. Moreover imperialism in "Kim" basically shows the british imperialism practice in many sector such as economy, political, military, social control, education religion or faith even cultural. At the time, small country, India tries to againts and defend their rule towards british force in order to maintain their right.

**Keywords:** *Reflection, Imperialism, Aspect, India*





DO EVERYTHING WITH SENSE BECAUSE WITHOUT SENSE, YOU GET NOTHING. DO EVERYTHING WITH LOVE BECAUSE WITHOUT LOVE, YOU LOST EVERYTHING.

*(Dika, 4.20)*

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## CHAPTER I

### INTRODUCTION

#### A. Background

Every country in the world has a state territory that shows the boundaries of the countries, in which the country concerned can exercise its power, thus becoming a refuge for the people as well as a place to organize their government.

A permanent territory is one of the elements to be met by a country and that region encompasses everything that appears on the surface of the earth, such as swamps, rivers, mountains and valleys determined through inter-state agreements in which the territory is bordered. So that every region of the country has differences in terms of biographical and geographical respectively. The difference is what underlies the formation of several aspects such as government, culture, race and ethnicity and language that reflects the uniqueness of each country to be an interesting research object to be studied. Although it sometimes can be a divisive factor for some parties.

After a country has territory, the next thing that will become an obligation for each country is to develop the country more advanced than other countries. Obligations that underlie the existence of policies that are intended for the interests and goals of the state created and

developed by government agencies and officials through the system of government and social community who play a role in the realization.

The policies of the state greatly influence the development of a country.

In this modern civilization, many countries are no longer just relying on government and social society itself as a benchmark for developing a country but can't be separated from the involvement of other countries. Nugroho (2003: 92) states that developing countries will succeed because their success is also determined by the public policies of other countries.

The involvement of other countries in the development of a country will face various forms and processes in establishing relations between countries. As is the case in some developed countries in the world doing cooperation in the field of diplomacy, politics, economics, culture, and even language so as to provide benefits for cooperating countries. However, if viewed from the history of human civilization, that before the occurrence of a good process of inter-state cooperation. There are some processes that are considered very inhuman in establishing relationships between countries because it only benefits one country and is very harmful to other countries. Colonialism is one of them.

Colonialism according to Alan Bullock (1986: 410) is a form of imperialism based on the sharp and radical enforcement (often

expressed in the law) between the colonizing state and the occupied state. The beginning to enforce the law was done through conquest.

After the conquest is carried out, control and control of the colonized population are based on physical and cultural differences. It should be underlined that colonialism uses a sharp and radical or historical's way. This method was used during World War I and II by some developed countries in the previous military invasion of Japan, Netherlands, America, Germany and Russia.

The practice of colonialism has long been discontinued by the world community in countries in general given the adverse effects resulting from the practice. The second is imperialism which has been alluded to in the sense of colonialism. Even colonialism is a form of imperialism.

When we talk about imperialism, according to Fairchild (1977: 150), That Imperialism has the sense that, a system of direct colonization from one country to another, colonization is done by forming a colonized government by instilling influence in all areas of life colonized. The main objective is to develop the economy, because the country that is building the industry needs raw materials and areas to market the products of the industry. In this case, Imperialism is a conquest by one nation over other nations in the field of industry and economics.

Imperialism basically accentuates the properties of excellence (hegemony) by one nation over other nations. Beside the main purpose of imperialism is to increase economic output. Initially imperialism aims to spread Western ideas and prosperity to the whole world. Therefore, imperialism is not only seen as the oppression of the colonies but on the contrary can be the driving factor of reforms that can contribute towards the development of a nation such as education, health, legislation and government system (Kartodirdjo, 1999: 123).

Based on explanation above, Barista states that the term imperialism was first used in British island, in the period between 1870 and 1885. Imperialism at that time meant an attempt to gain closer ties between the British colonies as the mother country, either by establishing cultural relations, customs duties, or by entering into political and military agreements (1984: 29).

Lots of imperialism acts are recorded as the history of the times. That is why in 1900 imperialism began ogled by literary figures in various parts of the world as a background on a literary work. The variety of literary works inserted by the imperialist element arises because it refers to the essence of literature itself which is part of the artificial art of nature or human life actually. Even imperialism served as a flow of literary works developed by the world's literary figures because imperialism is part of reality reflection that should exist. One

of them is literature novel. Novel is one of literary work in the shape of narrative text. Besides useful in terms of conveying knowledge, the novel also contains beauty which means giving pleasure. Meanwhile, the history books function only as a delivery of knowledge. The existence of novels containing the history of imperialism is expected to be an additional reference as a medium to convey the knowledge of history to the audience.

There are many novels which describe about imperialism in the past time and most of novels have been published, for example Kim's novel. Rudyard Kipling's Kim is a classic adventure story that gives a vivid picture of 19th century about imperialism in India under British rule. It is the exciting tale of an orphan boy who likes to roam the streets of Lahore. His real name was Kimball O'Hara, son of a white soldier in an Irish regiment. Kim travels with Tibetan lama who is a Buddhist to find a river which nobody knows that location. The river is believed to be a river of Arrows or the holy river when Kim will be leaving Lahore with lama. He agrees to carry some vague documents from a Pashtun horse merchant named Mahbub Ali who is actually a British secret agent to an Englishman in Umballa. This is the first trace of political intrigue that drags Kim into a secret which Kim's father left before he died.

The story made by the famous author Rudyard Kipling who was born of an English parent in Bombay. He was well acquainted with the



colonies and their inhabitants. The slogan "Right or wrong my country" dominates him. For him, imperialism is a living span so the keen insight about imperialism that characterizes the background of his novel's Kim. The writer is interested to analyze more about the reflection of aspects and influence of imperialism Based on Kim's novel.

Based on explanation above, the writer feels interest and choose Kim's novel to be analyzed in the form of thesis with the title "The Reflection of Imperialism in Rudyard Kipling's Novel "*Kim*" "

## **B. Identify Problem of the Research**

In the research, the writer finds some problems When discussing about the imperialism in Rudyard Kipling's Kim novel that become subjects of analysis and have objective answer. Thus, the problems are:

1. From structural of novel side, sometimes the author insert some an imperialism aspects which is education, military, government, culture and so forth based on a story so it is interesting to be analyzed.
2. The influence of imperialism based on the novel always get confused to be understood because imperialism is an external element of the background story in an adventure novel that takes the colonial background

### **C. Scope of the Research**

The title of this research is *The Reflection of Imperialism in Rudyard Kipling's Novel "Kim"*. The writer focused on analyzing the aspects and influence of imperialism in the novel based on the identification problem of the research.

### **D. Question of the Research**

To broaden the inner thoughts of this research, the writer formulated two questions:

1. What is the imperialism aspect in Kim's novel?
2. How does the influence of imperialism reflection portray in Kim's novel?

### **E. Objective of the Research**

It is necessary for the writer to gain more description and information from the formulation of the problem. The objectives of the research are as follows:

1. To describe the imperialism aspect in Kim's novel.
2. To explain the influence of imperialism reflection that portray in Kim's novel.

### **F. Significance of the Research**

There are two significances of the research such as theoretical and practical benefit that achieved through the research. They are as follows:

1. Practically, the significance of this research is expected to help the reader to give information and be more understands about the novel. By analyzing the imperialism context of the main character, the writer can provide information to the reader about the novel.
2. Theoretically, it is expected to have contribution to the development of knowledge in literature study.



## CHAPTER II

### LITERATURE REVIEW

The writer applies some relevant theories for helping us in understanding accurately imperialism in the story.

#### **A. The Previous Related Research Finding of imperialism in The Novel.**

There are many researches that have relation with imperialism in the novel. First is the research about imperialism in central Africa as revealed in Joseph Conrad's "*Heart of Darkness*" by Sulmi Magfirah. This research aimed to find out and to reveal the ideas of imperialism expressed by the characters, and the impacts of imperialism in Belgian Congo and also toward indigenous people as revealed in Joseph Conrad's *Heart of Darkness*.

Based on the topic of the research, the researcher concludes that there are some ideas of imperialism expressed by the characters, the impacts of imperialism that affected the characters' performances throughout the story, such as racism, motivation, economy, politics, atrocities and avarice. The impact of imperialism is not only affects the characters' performance but also it has the impact on the country of Belgian Congo as well for the reason of Europeans to explore more the territories.

The other research about the influence of imperialism in Daniel Defoe's "*The Life and Adventures of Robinson Crusoe*" by Rahen

Triartama. This research has purpose to explain about what the influence of imperialism expressed by the characters, and the aspects of imperialism in Daniel Defoe's "*The Life and Adventures of Robinson Crusoe*". It focuses on intrinsic and extrinsic elements which is built that novel. It was conducted by using sociological approach. As the writer chooses to explain the influence of imperialism in Daniel Defoe's "*The Life and Adventures of Robinson Crusoe*", she concludes that novel as a philosophical picture of European imperialism in 1971. The influence of imperialism was really visible on the main character figure in who is Robison Crusoe. The aspects of ancient imperialism such as *gold*, *gospel*, and *glory* are created from relationships between by Crusoe and Friday characters.

The other research is Magical Realism and Ecological Imperialism in Marquez's "*One Hundred Years of Solitude*" by Rosida. The purpose of this research is to reveals the magical realism and ecological imperialism presented in the Hundred Years of Solitude and to show the author's point of view of the failure of the natives to respect their own territory, which ultimately results in the easy entry of imperialism into the indigenous environment, and destroying the ecology of the region. The writer relates the theory of magical realism and other theories such as feminism and postmodernism. Both theories have the same premise as magical realism, which aims to reconstruct the growing stereotype in society. The researcher

concludes that in the novel there are some characters of magical realism, besides that there are also some issues about magical imperialism, and how magical realism is used by the author to criticize imperialism which ends in the destruction of indigenous ecosystems. Experiencing supernatural occasions with frequent frequencies, the natives regard these as normal conditions, and vice versa, when foreigners come to introduce science, 'the natives perceive the ordinary as something magical and trapped in the charm of science'. Modernity is detrimental to Macondo because when the resources are deplete, the population is reduced, coupled with the extreme climate that causes the economy impossible to run on Macondo. In the end the town of Macondo was destroyed by a natural disaster, and disappeared from history.

## **B. Novel**

### **1. Definition of Novel**

Novel is the reproduction and recreation of life through narration using words as the medium and human experiences as the materials.

Novel as one of literary work, as stated by Cuddon (1986:365) as the following:

“Novel derived from Italian novella *“tale, piece of news”*, and now applied to a wide variety of writings whose only common attributes is that they are extended pieces of prose fiction. These seem to be fewer, and fewer rules, but it would probably be generally agreed that. In

contemporary practice, a novel will be between 60-70.000 words and say 200.000.”

The other definition of novel is the production and the recreation of life through narration using words as the medium and human experiences as the materials. It can also be created by using imagination to image a life in fictitious form as an illustration of human future life. According to state by Wellek and Austin (1970:94) as the following:

“Literature (novel) represented life, and life is, in large measure, a social reality, even though the natural world and the inner or subjective world of the individual have also been objects of literature imitation”

The quotation above contains the meaning that novel is a literary work which tells about human life such as war, social gap, the oppression of the rich to the poor, failure in life struggle, triangle love, or other thing concerning the real life of people in the world.

Gordon (1961:2) defines that novel is a narrative process, which is based firmly on the events of contemporary life and it tells the story about the life experience of human being as that author could see, hear, feel, experience, and imagine. We can conclude that novel is a type of literary work of art that narrates the imaginative aspect of human life. It is a piece of fiction or a prose narrative, based firmly on the events of contemporary life, it tells the story of ordinary man and woman in, and probable situation as human being. In the process of creating a novel, an author confronts the reality found in the society of

objective reality in the form of events, norms or values, views of life and other aspects of society. (Esten, 1984:4)

Novel and social life are related to each other. The novel can't be separated from the cultural background of the society, because the literature work consists of, not only, the collected story, but it is also a chronological expression of the society. It showed that novel is an imaginative world which is created, made up, as a real life and author. It likes to read it, because it gives pleasure and relaxation from our hard activity in daily life.

Novel is a literary work that has two elements, namely: intrinsic and extrinsic elements which are both interconnected because it is very influential in the presence of a literary work.”(Nurgiantoro, 1997:256).

The definition of novel above stated that the division of the intrinsic elements in the structure of literature works is based on the form and content elements a dichotomous division of the peoples but the extrinsic elements can be the elements of the author biographies will also determine the pattern works it produces.

However, The other definition of novel is from Merriam Webster's (1995:819) Novel is a fictional prose narrative of considerable length and a certain complexity that deals imaginatively with human experience through a connected source of events involving a group of person in a specific setting. Furthermore, Richard



(1995:105) in his book explained that novel has been specially crafted and constructed. Any novel therefore can be described as a world specially made in words by an author. Any novel exists in the way it does because an author has chosen to put it together in that particular way. Based on the definition above, it can be concluded that novel derived from Italian novella, a fictional prose narrative of considerable length that deals with human experience and dealing with characters; situation and setting that imitate those of a real life, connected sequence of events that has been crafted and constructed. A novel will be between 60-70.000 words and say 200.000.

## **2. Intrinsic Element of Novel**

### **a) Character**

Characters are important intrinsic aspects of novel that makes the narration as common life for readers. By definition, character means roles. Minderop (2005: 5) states that Characters can be a person, community, race, mental and moral attitude, the quality of reason, famous people, figures in literature, reputation, signs or letters.

As a literary term, a character is a person created for a work of fiction in the story. All of the events extend through actions and dialogue among the character. In the other world, through character the story can be written or can be constructed (Gordon, Jane & Karen, 1999: 95). As Kennedy

(1983:45) states that a character is not always a person, it can be an animal or plant. Though several of literary works are using animal or plant as a character, the character still describes human personalities.

For a better understanding about character, Abrams in *A Glossary of Literary Terms* (1971: 22) states that character is the person presented in a dramatic or narrative work who is interpreted by the reader being endowed with moral, dispositional and emotional qualities are expressed in what they say.

The quotation above contains that reader or fiction story would be curious to know what the character of the story are look like and wonder how they behave. That is why the author should be able to describe the characteristic of his/her characters as good as possible.

In *A Handbook to Literature*, Holmand (1963: 33) states that the ability to characterize the people of one's imagination successfully is primary attribute of a good novelist, dramatist, or short-story writer.

It can be explained that the character in the language is the author's representation of human beings, so an author must be able to build a character that has the quality of the results of his imagination.

According to Diyanni (2004: 54) states that character have two classifications. They are major and minor character. The major character is an important figure at the center of the story's action or theme. Major character is sometimes called a protagonist. The term protagonist refers to the main or central character in fiction.

The protagonist may also be the most *sympathetic* character. It means that the protagonist can arouse your concern and sympathy. Rather, a more neutral and accurate word to describe the opponent of protagonist is antagonist. An antagonist is a character whose conflict with a protagonist may spark the story's conflict.

The antagonist may also represent a major threat or obstacle to the main character by their very existence without necessarily actively targeting him or her. Together, the protagonist and antagonist comprise the major characters or forces in fiction. Meanwhile, minor character is a character whose function is partly to illuminate the major character. Their degree of importance depends on their function. Minor characters primarily function as foils, stereotypes, or pieces of furniture. The role of minor character enables us to discover what the major character thinking or planning. Some of minor characters are typically contrast physically and/ or in

personality with the main character. The contrast can emphasize the characteristics of the main characters. Furthermore, minor characters are often static or unchanging, they remain the same from the beginning of a work to the end.

Gordon, Barchman & Kuehner (1999: 107) states that there are others classification of characters. They are round and flat character. Round character is a three-dimensional character complex enough to be able to surprise the reader without losing credibility. Because of the round characters exhibit many characteristics, some of which may be contradictory and being called “incalculability of life”. Such characters are said to be fully and well developed. In contrast, flat character is deemed incapable of surprising the reader because flat character only has some simple characteristics.

Diyanni (2004: 55) also states that approaching a character is similar as how we approach a human. We need to observe their actions, to listen to what they say and how they say it, to notice how they relate to other characters and how other characters respond to them, especially to what they say about each other. Furthermore, to analyze a character, we can concern on the action, the speech or the physical detail of the character. To recognize characters in a fiction an author does many efforts to bring readers into the story and it will ease

readers, later, to catch personalities of characters. This effort of author called characterization. Characterization is the means by which writers present and reveal character. Characterization is the art and technique of representing fictional personages, depends upon action or plot as well as narration and point of view. (Booth, Paul and Kelly, 2006: 119)

Characterization is also called as the character creation that is what the author does to bring a character to life, to provide the reader with a sense of that character's personality. Authors can characterize or develop a character directly or indirectly.

According to Minderop (2005: 2) Characterization of methods in the study of literature is described the method of disposition of the figures contained in a literary work. How to determine, in this case, the imaginative- figures, and determine the nature or character figures is very different. Minderop (2005: 4) also states that in presenting and determining the characteristics of the character, in general, the author uses two ways or methods in his works, namely the direct method (telling) and indirect methods (showing).

Telling methods rely on the exposure of characteristic on exposition and commentary directly from the author. This direct method includes characterization through the use of names,

characterization through appearance, and characterization by the author. Meanwhile the showing method shows the author puts himself outside the narration to provide an opportunity for characters to show their characterization through dialogue and action.

#### b) Setting

The person in a fiction with various experiences of his life requires scope, place, and time, as well as human life in the real world. In other words, one of the elements needed in a fiction is setting. According to Wellek and Warren (1956: 221) state that Setting is environment; an environment, especially interiors, maybe viewed as metonymic or metaphoric expressions of character. A man's house is an extension of himself. Describe it and you have described him.

Abrams (1971: 45) also states that setting is the scene of the whole event in general, when the event took place, and how social circumstances occurred. The setting of place leads to the location of events that are told in a work of fiction. The element of the place used may be places with a particular name or perhaps a certain location without a clear name which that is united from the imagination of an author. The problem of 'when' the occurrences of events told in a work of fiction relate to the factual time, the time that is related to historical events.

In addition, the setting also covers the behavior of social life in a place. The way of life of the community that covers various problems in a fairly complex scope.

Based on the definition above, it can be concluded that Setting is often developed with narrative description, but it may also be shown with action, dialogue a character's thoughts.

### C. Imperialism

Imperialism is a word that can be defined in many different ways to people. To some, Imperialism may also be construed as a policy and practice of expansion of a country to another country committed by annexing the territory that borders the country by force or by taking the colonies, colonies and protected areas owned by other countries. In other side, imperialism is a policy whereby a large country can take control or governance over other regions so that it can be nurtured or developed.

According to Said in *Culture and Imperialism* (1993: 43) states:

“Imperialism is an idea that thinks about a place or living in a place by *controlling* the land that is not ours that is in a place far away and inhabited and owned by others. In imperialism it means that there is a pattern of *dominion* (power) thought, *sovereignty* that will be expanded both in population and territory and increase the power.”

The statement above means that imperialism belief has the ultimate goal of expanding the power of a state by capturing or

conducting deterrence to other territories outside of the territory of the state itself. It can be seen that basically imperialism shows a trait of excellence (hegemony) by one country over another country.

The Cambridge English Dictionary defines as a situation in which one country has a lot of power or influence over others, especially in political and economic matters (2008). Another definition of imperialism is that A policy of extending a country's power and influence through colonization, use of military force, or other means. That definition came from the Oxford English Dictionary (2007). Both definitions of Imperialism in those dictionaries seem quite similliar and do say what Imperialism generally mean.

The definition above is not enough to explain what Imperialism is. For more details, a historical review of Imperialism is needed and the origin of the word Imperialism appears in the world.

Bartstra in *Historical of Imperialism in the world* (1984: 29) states:

“The term imperialism was first used in British island, in the period between 1870 and 1885. Imperialism at that time meant an attempt to gain closer ties between the British colonies as the mother country, either by establishing cultural relations, customs duties, or by entering into political and military agreements.”

Imperialism comes from the Latin word "*Imperare*" which means "to rule". The right to rule is called "empire". People who are given empires are called "emperators". The empire was usually the



king, and so the king gradually called the emperor and his kingdom. In ancient times the greatness of a king was measured by the size of its territory then the king of a state wanted to always expand its kingdom by seizing other countries. This king's action is called imperialism. The word Imperialism was first used in British island in the late nineteenth century. Disraeli, the British prime minister of that time, he embodied politics aimed at expanding the British empire to an "*Empire*" covering the whole world. The term imperialism was also introduced in France in the 1830s, a word or term that refers to the "Napoleon Bonaparte empires". At that time, the term was introduced by a British writer to explain the fundamentals of expansion of power exercised by the British Empire. The British at the time thought that they were actually the most powerful nation (Greater Britain), because they had in fact overwhelmed and colonized the territories outside Europe such as Asia and Africa. They consider that colonialism is primarily a noble cause, that is to promote and build societies outside Europe which at the time were considered still primitive, and therefore their occupation was to make the world better.

The concept of "Imperialism" actually refers to a system of government and economic and political relations of rich and powerful countries, to guard and control countries outside Europe that are considered backward and poor. But unfortunately the word

"imperialism" is in fact also inseparable with the aim to exploit the resources in those countries outside Europe to increase the wealth and power of the colonial state. Imperialism in practice precisely accentuates the properties of excellence (hegemony) by a nation over other nations, so in principle the main objective of imperialism itself is to add economic or wealth to the colonial country.

The imperialist countries in fact just want to benefit from the countries they control. In addition to economic factors, the imperialists are also driven by a belief or assumption that a particular nation is a nobler or better position on earth than any other nation, or what is termed "ethnocentrism". Another factor contributing to the development of the concept of "imperialism" is the feeling of a nation that wants to reach the stage of a great nation and rule the world, the United Kingdom is the best example that builds the foundation of their imperialism from such a view.

The Britain kingdom changed the views of imperialism, so consider that the basis of imperialism was initially aimed at spreading the better-regarded Western ideas and culture around the world. Therefore, there is a concept which believes that imperialism can not only be seen as a form of oppression of the colonies but can also be seen as a driving force for reforms that can contribute towards the development and development of a nation, such as education, health, and governance systems.

Imperialism is divided into two categories: 1) Ancient Imperialism is a concept that leads to the states that succeeded in conquering or controlling other states, or even countries that have a large empire like the Roman empire, Ottoman Empire, and China , Spanish, Portuguese, Dutch, English and even French who later acquired their colonies in Asia, America and Africa before 1870.

Ancient Imperialism has three core mottos: (1) gold is used as a symbol of one's wealth or a country. That is why imperialism is due to a dominion over the wealth of gold over a country. 2) *Glory* is the next goal after depriving the wealth of gold. How much a country gets the glory, the degree of its glory will be greater. Glory is not only in economic conditions but social, political, and so forth. 3) *Gospel* is means the propagation of Christianity, especially Christian teaching in the outer regions including the colonies. By carrying out the propagation of religion, the state believes that the purpose of all is the truth that comes from God. Thus it can be described that the purpose of ancient imperialism, in essence is in addition to economic factors that is to control the areas - rich areas of natural resources, also included in the factors for the spread of religion and get glory state.

The second of imperialism category: 2) Modern imperialism, it generally began after the Industrial Revolution which originally took place in England in the 1870s. The driving force behind the concept

or view of ancient imperialism to modern imperialism is the excess of capital and goods (surplus production) in Western countries. After the 1870s, the countries in Europe next vied to seek colonies in the region of Asia, America and Africa. They look for territory as a territory for suppliers of raw materials and also as a marketing area of their industrial products.

The basis of Imperialism is then implemented for religious reason, they assume that it has become a sacred duty for a religious person to save people from all kinds of oppression and injustice, especially in the underdeveloped countries. Christian missionaries are examples of this rescue mission as The White Man Burden. But still, among the most important factors behind the emergence of imperialism is the economic factor. The essence of modern imperialism is economic progress. Modern imperialism arose after the industrial revolution. Large-scale industry (due to the industrial revolution) requires a lot of raw materials and a wide market. They sought colonies to serve as a source of raw materials and markets for industrial products, then also as places of investment for surplus capital.

Both of the above imperialisms are in fact of the same nature, only different systems. His essential nature is greedy desire to gain wealth. Wealth pursued during the time of ancient imperialism is usually the form of gold or other precious metals such as silver. The

system that supports it is merkantilism in which the practice of monopoly, forced labor and so on. Whereas modern imperialism is supported by industrialism and free trade, as well as very minimal labor wages, without the right to production.

Imperialism has a view on what aspect wants to be controlled by a country, then we will get four aspects: 1) political imperialism. The imperialist wants to move everything from another country. The country he seized was a colony in the real sense. This form of political imperialism is not common in modern times because in modern times the idea of nationalism has developed. This political imperialism usually hides in the form of protectorate and mandate. 2) Economic Imperialism. The imperialist wants to control only his economy from another country. If a state can't possibly be mastered by the way of political imperialism, it can still be controlled also if the country's economy can be controlled by the imperialists. This economic imperialism is now highly favored by the imperialist countries to replace political imperialism. 3) Cultural Imperialism. The imperialist wants to control the soul (de geest, the mind) of another country. In culture lies the soul of a nation. If the culture can be changed, the soul of that nation will change. The imperialist wants to obliterate the culture of a nation and replace it with the imperialist culture, until the soul of the colonized nation becomes the same or becomes one with the colonialist's soul. Mastering the soul

of a nation means to take everything from the nation. This cultural imperialism is a very dangerous imperialism, because the entry is easy, not felt by those who will be colonized and if it succeeds so hard that colonized peoples can free themselves again, may not even be able to break free. 4) Military Imperialism. The imperialist wants to dominate the military position of a country. This is done to ensure the imperialist's safety for aggressive or economic interests. It is not necessary for all countries to be occupied as colonies, enough if the strategic places of a country mean to control the whole state with military threats.

#### **D. Genetic Structuralism**

Theoretical reference used in this research is Genetic Structuralism by Lucien Goldmann. Genetic structuralism is a branch of literary research that gives attention to both intrinsic and extrinsic elements. The person who introduces genetic structuralism for the first time was Taine. Taine in Endraswara (2003: 56) believed that literary work is not only an imaginative fact and personal imagination, but also a reflection of culture record, a shape of certain mind when literary work was created. His view then developed through sociological literary study. Goldmann is the one who developed genetic structuralism. In his view human facts are structures that have meaning. All activity of human being is a response from

individual or collective subject in certain situation representing creation to modification situations in order to fit in with the aspiration.

Genetic structuralism was emerged as a reaction from classic structuralism that only analyzes the intrinsic elements of literary and disregards other background such as the author's background and historical background. In *Teori Metode dan Teknik Penelitian Sastra*, Ratna (2004:122) states:

“Secara definitive strukturalisme genetic adalah analisis struktur dengan memberikan perhatian terhadap asal usul karya. Secara ringkas berarti bahwa strukturalisme genetic sekaligus memberikan perhatian terhadap analisis intrinsic dan ekstrinsik”.

The translation by the writer:

“The definitive genetic structuralism is structural analysis by giving attention to the origin of the work. In summary, it means that genetic structuralism at the same time gives attention to intrinsic and extrinsic analysis”.

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

Another definition of genetic structuralism is also remarked by Shelden and Peter (1993: 86) as follows: Lucien Goldmann, a Romanian theorist based in France rejected the idea that texts are creations of individual genius and argued that they are based upon trans individual mental structures belonging to particular groups or classes”.

To sustain his theory Goldmann develop set categories that connect each other, which are human fact, collective subject and worldview.

a. Human Fact

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

b. Collective Subject

According to Pawling (1984: 29) defines that Goldmann texts are not the creation merely of an individual consciousness but that literary works have their real origins in a trans individual subject of cultural creation. In other words that they express the consciousness of social group or class.

Collective subject is a social group or class whose ideas and activities to create a completed and united view of their social life. Goldmann specifies collective subject as social class because



these social class is the collectivity that create a complete and coherent structure of a society.

### c. World View

Goldmann believe there is homology between literary structures with the society structure, because both are product of the same structure activity. But the relation between the society and literary structure cannot be understood as direct determinative relation but through by what he called as worldview. So worldview is a united ideas and aspiration that develop in the collective subject that has been created social reaction in certain community.

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

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

## CHAPTER III

### METHODOLOGY

This chapter consists of type of the research, object of the research, procedure of collecting data and method of analyzing data.

#### **A. Types of the Research**

The type which the writer used in this research is library research. Due to the fact, it is very important for the writer to get as many as information from the novel and articles which of course connect to the research.

#### **B. Object of the Research**

The object of the research is a novel entitles “Kim” by Rudyard Kipling. Kim is a classic adventure story that is the exciting tale of an orphaned Irish boy raised by an India’s women who want to become a secret agent. It consists 15 chapters and was first published serially in *McClure's Magazine* from December 1900 to October 1901 as well as in *Cassell's Magazine* from January to November 1901, and first published in book form by Macmillan & Co. Ltd in October 1901. The story unfolds against the backdrop of The Great Game, the political conflict between Russia and Britain in Central Asia. The novel made the term "Great Game" popular and introduced the theme of great power rivalry and intrigue. It is set after the Second Afghan War which ended in 1881, but before the Third, probably in the period 1893 to

1898. The novel is notable for its detailed portrait of the people, culture, and varied religions of India. In 1998, the Modern Library ranked *Kim* No. 78 on its list of the 100 best English-language novels of the 20th century. In 2003 the book was listed on the BBC's The Big Read poll of the UK's best-loved novel.

### **C. Procedure of Collecting Data**

1. Reading the novel several times accurately, which is done to get the essence of the story so it can be easier for the writer to analyze everything that connect with imperialism.
2. Noting and quoting. In this method, the writer took notes and quoting any expressions or statements that support the data analysis. This technique focuses in the following aspect:
  - 1) What the main character says.
  - 2) What the main character does.
  - 3) What the main character thinks.
  - 4) What the other characters say about the main character.
3. Collecting some data of that related with the object of the research such as interrelated news, the biography of author, and the other documents.

### **D. Method of Analyzing Data**

The writer applied The Genetic Structuralism theory by Lucien Goldmann to analyze the social element within a literary work in order

to find the influence and aspects of imperialism in the novel. The writer finds the intrinsic elements of a literary work as the basic data.

Second, analyze the background of the author; the author has personality, style, ideology and norms that influence his work. Third, analyze the sociocultural and historical background of the place where the literature is created by the author, the writer applied the Genetic Structuralism theory.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter provides the result of the study and the data analysis which related to the research questions and the objective of the research. It consists of six parts. The first, analyzed the structure of novel. Second, the writer described the character of imperialism in the novel. The third, the writer analyzed imperialism aspects that the writer found in the novel. Fourth, the writer analyzed the influence of imperialism in the novel. And the last section, the writer provides the history of imperialism in India under British rule.

#### **A. Structure of the Novel “Kim”**

Rudyard Kipling creates his novel *Kim*, first published in 1901, has become one of his most well-known non-juvenile works. The novel takes place a setting is India under the British Empire. The title character is a boy of Irish descent who is orphaned and grows up independently in the streets of India, taken care of by a “half-caste” woman, a keeper of an opium den. Kim, an energetic and playful character, although full-blooded Irish, grows up as a “native” and acquires the ability to seamlessly blend into the many ethnic and religious groups of the Indian subcontinent. Kim becomes his follower and proceeds on a journey covering the whole of India. Kipling’s

account of Kim's travels throughout the subcontinent gave him opportunity to describe the many peoples and cultures that made up India, and a significant portion of the novel is devoted to such descriptions, which have been both lauded as magical and visionary and derided as stereotypical and imperialistic.

The novel *Kim* shows the setting in India around in 1880s and 1890s. The novel signs a character: Kim is a thirteen-year-old boy of Irish heritage who has been orphaned in India and raised by an opium den keeper in the city of Lahore, amid the myriad cultures of India. Because of the ability he has developed to blend in seamlessly among many different cultures through language and his broad knowledge of customs, Kim is known to his acquaintances as Friend of All the World.

Kim is captured by an English regiment. When they discover that he is Irish, and that his father, Kimball O'Hara, fought with them, they refuse to let him travel with the lama. The lama leaves to resume his search for the Holy River. Kim is left with a drummer boy, who verbally and physically abuses him. Despite this, Kim manages to get a letter to Mahbub Ali. Father Victor, who travels with the regiment, reveals a letter that says the lama will pay for Kim's education at St. Xavier's, a Catholic school for white men. Ali arrives and tries to convince Kim that going to St. Xavier's is what is best for him. The

Colonel Creighton arrives next he wants to eventually employ Kim as a spy.

Kim spends a year at St. Xavier's and, that summer, disguises himself as a Hindu beggar to go and work with Ali. He learns that Ali is a spy for the British Army, and that Ali will train him to become a spy in the Great Game. When Kim later overhears two strangers planning to kill Ali, he warns Ali and saves his life. Creighton then sends him to stay with Lurgan Sahib, another spy and a hypnotist. He and Chunder Mookerjee oversee Kim's spy training before Mookerjee takes Kim back to St. Xavier's and gives him a medicine kit. Kim has a successful year at school, and trains again during his breaks.

When Kim is sixteen, he is discharged from school and given a disguise as a Buddhist priest so he can begin working as a spy. Kim has an identity crisis but meets up with the lama again. When Kim helps disguise a man in the spy network, the lama believes he has become capable of casting spells, and warns Kim against using such powers for pride. Kim meets up with Mookerjee, who tells him that the northern border is under threat. Five kings ruling the independent regions beyond the border are allying with the Russians. Mookerjee asks Kim to help, so Kim convinces the lama that they have to travel north.

When Mookerjee catches up with the spies, he discovers that one of them is actually French. He convinces them that he is an

emissary, sent to welcome them by the Rajah of Rampur. When he and the spies reunite with the lama and Kim, the Russian tries to take the lama's drawing of the Wheel of Life. A fight ensues, and the French spy escapes with their luggage. Kim tells the Buddhist servants with the French spy that the luggage is cursed, and so is able to relieve them of it—and the papers it contains. The lama falls ill and decides he must return south, so Kim convinces a woman who attempted to seduce him to provide a litter to carry the lama. He also tells her that he is a white man.

After a twelve-day journey, they arrive, and Mookerjee takes the secret documents to the colonel. Kim had fallen ill but, upon recovery, he slips back into his identity crisis that leads to an epiphany. Instead of feeling that he does not have a place in the world, he suddenly feels that he belongs with everyone. The lama reveals to Kim that he attained Enlightenment while he fasted. He tells Kim that his search is at an end and that his spirit has found the Holy River.

## India

India, officially the Republic of India (*Bhārat Gaṇarājya*) is a country in South Asia. It is the seventh-largest country by area, the second-most populous country (with over 1.2 billion people), and the most populous democracy in the world. It is bounded by the Indian Ocean on the south, the Arabian Sea on the southwest, and the Bay of Bengal on the southeast. It shares land borders with Pakistan to the west ([www.mapsandhistory.com/india-world](http://www.mapsandhistory.com/india-world))



India is one of the country which is conquest from British rule in 1880s (the time when Kim's novel describe the setting) contained event and colonialism practice.

### **Lahore**

Lahore (Urdu, Punjabi) is the capital city of the Pakistani province of Punjab, and is the country's second-most populous city after Karachi. The city is located in the north-eastern end of Pakistan's Punjab province, near the border with the Indian state of Punjab. Lahore is ranked as a beta world city. ([www.wikipedia.org/wiki/Lahore\\_India](http://www.wikipedia.org/wiki/Lahore_India))

Lahore is the first place to start the story begin in Kim for searching the Holy River that sprang from the arrow of the Buddha and which promises Enlightenment to its believers. The River proves elusive; even the learned museum curator at Lahore knows nothing of its location.

### **B. Character of the Novel "Kim"**

Although analyzing characters and characterization is not the writer's core analysis, but it is worth to take a glance at the characters and characterization in the novel because through them, the readers follow the plot and get the whole meaning and messages of the story. However, the writer only focused to the characters as slaves in the story.

## 1. Kim

Kim is the major character in the novel also be a title of the novel. He was born in Lahore, India, Kim is orphaned as a baby after his Irish mother dies in childbirth and his father, Kimball O'Hara was a soldier in an Irish regiment, slowly dies of an opium addiction. He is raised by the keeper of an opium den in the streets of Lahore. It is proven by this quotation "There was some justification for Kim — he had kicked Lala Dinanath's boy off the truntnions since the English held the Punjab and Kim was English. Though he was burned black as any native; though he spoke the vernacular by preference, and his mother-tongue in a clipped uncertain sing-song; though he consorted on terms of perfect equality with the small boys of the bazar; Kim was white — a poor white of the very poorest."(Kipling, 1901: 5).

He is characterized by a sharp tongue, a tireless wit, a powerful sense of observation, and a keen sense of humor, as well as an untiring appetite for playing pranks and games of wit and trickery. It can be seen from his statement:

"As he drummed his heels against Zam–Zammah he turned now and again from his king-of-the-castle game with little Chota Lal and Abdullah the sweetmeat-seller's son, to make a rude remark to the native policeman on guard over rows of shoes at the Museum door". (Kipling, 1901:7)

Although he is a white child, he grows up as a "native," with the uncanny ability to blend in to any of the many cultural and religious groups that make up the Indian population an ability that earns him the

moniker “The Friend of All the World.”(Kipling,1901:6). This uncanny ability, together with his sharp, conniving nature, makes him a prime candidate for becoming a spy for the British government.

The novel develops along two interconnecting threads of Kim’s life from age thirteen to seventeen: his adventures as he traverses India both as the servant of Teshoo Lama, a Tibetan monk, and as a spy-in-training for the British government, and his eventual hand in saving British India from a Russian invasion; and his conflicted identity as both a “Sahib” a member of the white ruling class in India and a child born and bred as an Easterner. This sense of displacement and identity loss comes to Kim when he is removed from the company of Indians whom he has known all his life and placed for three years in a Western, Catholic school, where he masters the culture, academic knowledge, and language of the British rulers.

This sense of displacement overcomes Kim several times throughout the novel; however, the novel concludes with Kim’s experience of an epiphany: Having previously seen himself as detached and somewhat alienated from the world, he comes to a feeling of belonging among all people.

## **2. Teshoo Lama**

Teshoo Lama is second most important character of the novel. He is Kim’s master, guardian, father figure, and companion throughout most of the novel, who both cares for Kim and is cared for by Kim. A

Buddhist abbot from Tibet, he has come to India in search of the Holy River that sprang from the arrow of the Lord Buddha. Kim accompanies him as his servant throughout the whole of India. Kim loves the lama because Kim is a great judge of people, and the lama is a super person. It can be seen from the quotation As Kim tells Mahbub Ali:

"But my lama said altogether a different thing. Oh, he is an old dreamer of dreams from Bhotiyal. My heart is a little angry, Friend of all the World, that thou shouldst see such worth in a man so little known. It is true, Hajji; but that worth do I see, and to him my heart is drawn." (Kipling, 1901: 145).

The lama and Kim begin their journey together, with the cunning street-wise Kim taking on the role of the lama's protector and guide in the complicated hustle and bustle of Indian life, with which the ethereal, nave lama is unfamiliar, and it is this journey which gives structure to the story and enables Kipling to display his abundant knowledge of India. Starting at Lahore, in what is now Pakistan, they traverse the plains as far south as Benares, then in the closing chapters make a spectacular excursion into the Himalayas, to the very edge of India, where their quests reach a climax, before returning to the plains for the resolution. The journey takes about four years, taking Kim from the age of thirteen to about seventeen.

### **3. Mahbub Ali**

Mahbub Ali is an Afghan Muslim living in Lahore. His official job is as a horse trader, and he makes a ton of money buying and selling

horses in the city. In secret he is a chain-man, or a spy, who works in close collaboration with Colonel Creighton in what he calls the Great Game. He is a surrogate father figure to Kim because for his assistance in keeping Kim in school. He is the reason to introduce the Great Game to Kim with without his help, Kim would never have been introduced to the Great Game with give Kim his first real mission when Kim first sets out with the lama to travel south in search of the River of the Arrow, Mahbub Ali tells Kim to bring a secret message to an Englishman who turns out to be Colonel Creighton.

Moreover, He is also describe as the religious man as muslim. This statment is proven from this quotation:

“It was my holiday, Hajji. I was a slave for many weeks. Why should I not run away when the school was shut? Look, too, how I, living upon my friends or working for my bread, as I did with the Sikh, have saved the Colonel Sahib a great expense.”(Kipling, 1901: 133).

#### **4. Colonel Creighton**

Colonel Creighton is a British officer of the army and the supervisor of the chain men who work as spies along British India's northern border. He is working for the Ethnological Survey because he is very specific in ethonology which wants to keep an eye on the peoples of India, using his vast spy network to nip any kind of rebellion against British authority in the bud. It can be seen from the quotation:

“Good morning, Padre,’ the Englishman said cheerily. I know you by reputation well enough. Meant to have come over and called before this. I’m Creighton.

Of the Ethnological Survey? said Father Victor. The Englishman nodded. ‘Faith, I’m glad to meet ye then; an’ I owe

you some thanks for bringing back the boy.” (Kipling, 1901: 111).

Creighton sees that Kim has potential as a spy, and he takes a keen interest in procuring education and training for the boy.

### **C. Imperialism Aspect in Kim**

Imperialism and colonialism become a diseases and destruction to small country which are being empire force. Imperialism is the worst kind of existence in big country. At the time, small country had no right and power full to maintain what they have fight for.

In Kipling’s novel: *Kim* there are many imperialism reflection potray by the author through the story event, in this case, main characters shows about the aspects of imperialism that destroy their economy, political, military, social control, education, religion or faith even cultural.

Small country,India, in the story tries to againts and defend their rule towards British force that Kipling shows in *Kim*. It’s proven how Imperialism practice in Kim’s novel as follow:

#### **a. Imperialism in Economy.**

The first of imperialism purpose is wants to control his economy from another country. If a state can’t possibly be mastered by the way of political imperialism, it can still be controlled also if the country's economy can be controlled by the imperialists. This

economic imperialism is now highly favored by the imperialist countries to replace political imperialism.

His wants were few, because, since the lama had no caste scruples, cooked food from the nearest stall would serve; but, for luxury's sake, Kim bought a handful of dung-cakes to build a fire. All about, coming and going round the little flames, men cried for oil, or grain, or sweetmeats, or tobacco, jostling one another while they waited their turn at the well; and under the men's voices you heard from halted, shuttered carts the high squeals and giggles of women whose faces should not be seen in public. (Kipling 1901:55)

Food is necessary and one of primary needs in our life to sustain human daily activity. Poverty is a big problem and become global issues where all around the world talk about. According to quotations above shows how people struggling to prepare their own food and how they pray to fight for. Kim tries to buy a handful of cookies to build a fire. And other side people even queue in sadness to get some food to fulfill their own needs in their own country which food is available.

The other reflection of imperialism in economy sector can be seen when Kim ask who is Lurgan sahib to Mahbub ali in chapter eight.

'What talk is this of us, Sahib?' Mahbub Ali returned, in the tone he used towards Europeans. 'I am a Pathan; thou art a Sahib and the son of a Sahib. Lurgan Sahib has a shop among the European shops. All Simla knows it. Ask there ... and, Friend of all the World, he is one to be obeyed to the last wink of his eyelashes. Men say he does magic, but that should not touch thee. (Kipling 1901:122)

The quotation above show how British's trader run well and open their public business in India so free without any tax in Simla, India. It becomes a bad situation for local traders who try to find their own benefit by selling. Besides that, the local trader cannot competitive with the British Trader because they are so capable and dominate in market.

Kim bristled like an expectant terrier. To outface and down-talk a Calcutta-taught Bengali, a voluble Dacca drug-vendor, would be a good game. It was not seemly that the lama, and incidentally himself, should be thrown aside for such an one. He knew those curious bastard English advertisements at the backs of native newspapers. St Xavier's boys sometimes brought them in by stealth to snigger over among their mates; for the language of the grateful patient recounting his symptoms is most simple and revealing. The Oorya, not unanxious to play off one parasite against the other, slunk away towards the dovecote. (Kipling 1901:178).

According to the quotations above shows that British's Trader so clever to conduct the business in modern ways such as advertisement product, distribution, market and using newspaper as a tool of business. So the British Trader can spread out their product quickly in controlling India's economy.

#### **b. Imperialism in Military**

Imperialism contains several aspects that affect the state of a country both from the point of view of the colonized state and the colonial state. One of the most influential aspects of imperialism is the military aspect. The military aspect that sometimes creates wars or some troops who command to conduct military activities at a place.



Some reflections of military imperialism are depicted in Kim's adventure story.

A dark, sallowish District Superintendent of Police, faultlessly uniformed, an Englishman, trotted by on a tired horse, and, seeing from her retinue what manner of person she was, chaffed her. (Kipling 1901:63)

'They are soldiers — white soldiers. What said the priest? "The sign over against **the Bull** is the sign of War and armed men." Holy One, this thing touches my Search.' (Kipling 1901:68)

Those quotations above first show the meaning of **the bull** or **the red bull on the great field** When Kim first slips into the regimental camp, he sees all of the officers toasting a little golden statue of a Red Bull. They are all a bit drunk, and this bull statue is clearly a kind of mascot. It symbolizes the unity and importance of the Irish Mavericks regiment to its soldiers.

Second, the quotation show how a bunch of white soldiers who are nothing but British's soldiers with complete weaponry and a regimental flag symbolizing a red bull doing some military activity and camping on a hillside in Umballa in order to prepare for a battle that will happen later called the great game. This proves that the British government besides placing some sectors of the economy in India, they set up a military colony to override even the mainland of India which would result in a war between the British army and the India native.

Another situation which portray the imperialism in military in the novel when father Victor said to Kim:

'I know you are not at thee war now; but I tell you that as soon as you get to Umballa you will be sent to the war — the new war. It is a war of eight thousand men, besides the guns.'(Kipling 1901:80)

And it also proven when Mahbub Ali make a little bit of conversation with Kim after selling his horse. He asked Kim about Lurgan Sahib who whisper some word into the colonel Creighton's ear.

'Very good. I saw the Jang-i-Lat Sahib [the Commander-in-Chief] come to a big dinner. I saw him in Creighton Sahib's office. I saw the two read the white stallion's pedigree. I heard the very orders given for the opening of a great war.'(Kipling 1901:112)

Imperialism in Military describe on those quotations above related to the reality of a cause of imperialism itself, war. Based on history, In May 1857 soldiers of the Bengal army shot their British officers, and marched on Delhi. Their mutiny encouraged rebellion by considerable numbers of Indian civilians in a broad belt of northern and central India - roughly from Delhi in the west to Benares in the east. For some months the British presence in this area was reduced to beleaguered garrisons, until forces were able to launch offensives that had restored imperial authority by 1858. The war that can be caused from rebellion by India native people who do not accept the arrival of British who want to control the government of India so that the government of India to form a military force to anticipate the

rebellion by native India. The effect of preparing war can be seen from many places which didn't use in English as a communication. British companion claim that place as enemy's territory who didn't accept an English language as a communication. It can be proven through the quotations below:

'That is all raight. I am only Babu showing off my English to you. All we Babus talk English to show off;' said Hurree, flinging his shoulder-cloth jauntily. 'As I was about to say, "Son of the Charm" means that you may be member of the Sat Bhai — the Seven Brothers, which is Hindi and Tantric. It is popularly supposed to be extinct Society, but I have written notes to show it is still extant. You see, it is all my invention. Verree good. Sat Bhai has many members, and perhaps before they jolly-well-cut-your-throat they may give you just a chance of life. That is useful, anyhow. And moreover, these foolish natives — if they are not too excited — they always stop to think before they kill a man who says he belongs to any specific organization. (Kipling 1901:151)

### **c. Imperialism in Social Control**

Imperialism practice shows in many ways and factors through Kim's Novel. In this section the writer qoutationt imperialism practices in social control under British Companion in India through Kim's Novel.

— more conservative than the men — who toward the end of their days go on a pilgrimage. They, being withered and undesirable, do not, under certain circumstances, object to unveiling. After their long seclusion, during which they have always been in business touch with a thousand outside interests, they love the bustle and stir of the open road, the gatherings at the shrines, and the infinite possibilities of gossip with like-minded dowagers. Very often it suits a longsuffering family that a strong-tongued, iron-willed old lady should disport herself about India in this fashion; for certainly pilgrimage is grateful to the

Gods. So all about India, in the most remote places, as in the most public, you find some knot of grizzled servitors in nominal charge of an old lady who is more or less curtained and hid away in a bullock-cart. Such men are staid and discreet, and when a European or a high-caste native is near will net their charge with most elaborate precautions; but in the ordinary haphazard chances of pilgrimage the precautions are not taken. The old lady is, after all, intensely human, and lives to look upon life (Kipling 1901:55)

The British interference in India life society to make a different social gap between British and India native. This is can be seen from the occurrence of social class difference who made by British to India by assuming British or European people higher than India. Indirectly, this induced the Indian native upset at that time based on the quotation above.

This did not impress Kim as much as the knowledge that his raiment would tire him out if he tried to run. He slouched to the tree at the corner of a bare road leading towards the bazar, and eyed the natives passing. **Most of them were barrack-servants of the lowest caste.** Kim hailed a sweeper, who promptly retorted with a piece of unnecessary insolence, in the natural belief that the European boy could not follow it. The low, quick answer undeceived him. Kim put his fettered soul into it, thankful for the late chance to abuse somebody in the tongue he knew best. 'And now, go to the nearest letter-writer in the bazar and tell him to come here. I would write a letter.' (Kipling 1901:84)

The quotation above also explains there is a clearly different social class who made British where India native takes "**as Most of them were barrack-servants of the lowest caste.**"

Kim marked down a gaily ornamented rath or family bullock-cart, with a brodered canopy of two domes, like a double-humped camel, which had just been drawn into the par. Eight men made its retinue, and two of the eight were

armed with rusty sabres — sure signs that they followed a person of distinction, for the common folk do not bear arms. An increasing cackle of complaints, orders, and jests, and what to a European would have been bad language, came from behind the curtains. Here was evidently a woman used to command. (Kipling 1901:55)

From those quotation above shows how safety British than India native in daily life activities. The different portrayal from how free British can brings gun fire than native only become a guard of them. This is become a complaint for the Indians who cannot protest against it because clearly endangers their lives.

'Nothing here but a parcel of holy-bolies,' said the Englishman aloud, and passed on amid a ripple of uneasiness; for native police mean extortion to the native all India over. (Kipling 1901:171).

Furthererrmore, in Rudyard Kipling Novel *Kim* was described how the India people who were so weak considered force by British and even they were considered like a thing not like human at that time. It can be proven from the Englishman state "*Nothing here but a parcel of holy-bolies*" and native police do extortion to the native all India over because the British command to do that. The superpower become a tool of British in doing something out of limited to native.

#### **d. Imperialism in Culture**

The appearance of British in India on imperialism and colonialism mission causing some impact on India culture. In these

section the writer quotation an imperialism practices in culture under British Companion in India through Kim's Novel.

'I do not understand quite. We must not be heard talking English here.'

'We cannot walk far on such stuff.' Kim felt all the European's lust for flesh-meat, which is not accessible in a Jain temple. Yet, instead of going out at once with the begging-bowl, he stayed his stomach on slabs of cold rice till the full dawn. It brought the farmer, voluble, stuttering with gratitude. (Kipling 1901:161)

The quotation show the British people who live in India used to their culture which still consume meat as staple food compared to India native who prefer rice and milk as staple food. It is all illustrated when Kim compares food in Xavier's school to what he ate at the temple while with the Tensho Lama.

The imperialism in cultural terms is not only shown from the habits brought by the British companion that erode the native habits of India. However, the British companion has established a group of theater with India native to introduce a British culture that indirectly suppressed Indian culture at that time. It is proven by Babbu's statement as follow:

There were occasional gatherings of long-coated theatrical natives who discussed metaphysics in English and Bengali, to Mr Lurgan's great edification. (Kipling 1901:132)

Kipling describes cultural imperialism in his novel by making some stories about the British people setting up several houses containing antiques that have cultural values derived from mainland

India, China, and even Tibet. It can be seen from Wonder House in Lahore and Lurgan Sahib's Shop in Simla:

The back veranda of the shop was built out over the sheer hillside, and they looked down into their neighbours' chimney-pots, as is the custom of Simla. But even more than the purely Persian meal cooked by Lurgan Sahib with his own hands, the shop fascinated Kim. The Lahore Museum was larger, but here were more wonders — ghost-daggers and prayer-wheels from Tibet; turquoise and raw amber necklaces; green jade bangles; curiously packed incense-sticks in jars crusted over with raw garnets; the devil-masks of overnight and a wall full of peacock-blue draperies; gilt figures of Buddha, and little portable lacquer altars; Russian samovars with turquoises on the lid; egg-shell china sets in quaint octagonal cane boxes; yellow ivory crucifixes — from Japan of all places in the world, so Lurgan Sahib said; carpets in dusty bales, smelling atrociously, pushed back behind torn and rotten screens of geometrical work; Persian water-jugs for the hands after meals; dull copper incense-burners neither Chinese nor Persian, with friezes of fantastic devils running round them; tarnished silver belts that knotted like raw hide; hairpins of jade, ivory, and plasma; arms of all sorts and kinds, and a thousand other oddments were cased, or piled, or merely thrown into the room, leaving a clear space only round the rickety deal table, where Lurgan Sahib worked. (Kipling 1901:127)

He also describe the British people who worked in the India government more sensitive to the case of theft's horses than indifferent Indian culture to the case of theft's horse or cattle that occurred in India. It is proven when villager in Sawarna asked Kim when he is a Sahib.

'The English do eternally tell the truth,' he said, 'therefore we of this country are eternally made foolish. By Allah, I will tell the truth to an Englishman! Of what use is the Government police if a poor Kabuli be robbed of his horses in their very trucks. This is as bad as Peshawur! I should lay a complaint at the station. Better still, some young Sahib on the Railway! They are zealous, and if they



catch thieves it is remembered to their honour.'(Kipling 1901:117)

Those quotations above explain about the positive effect of imperialism in culture which showed by British people. Because they are want to take a sympathy of India native with some of their policies so as to reduce the risk of waging a war sparked by British escort occupation. However, some bad habits of the English are hard to remove as humiliating or mocking the face of India native. It can be seen from an Englishman do something distrub to his next little boy on the way to Zenanas.

'O mother,' he cried, 'do they do this in the zenanas? Suppose an Englishman came by and saw that thou hast no nose?'

'What?' she shrilled back. 'Thine own mother has no nose? Why say so, then, on the open road?'

It was a fair counter. The Englishman threw up his hand with the gesture of a man hit at sword-play. She laughed and nodded.(Kipling 1901:63)

#### **e. Imperialism in Faith.**

One of the aims of imperialism is spread a religion. India which is basically dominated by Islamic and Hindu must share the place with the doctrine consciously brought by the British Companion that is Christian. The teaching of Christianity by the priests that has been



running in some areas of India through in the novel can be seen from some quotations as follow:

Look! look! look!' clucked the lama. 'Yonder comes a priest.' It was Bennett, the Church of England Chaplain of the regiment, limping in dusty black. One of his flock had made some rude remarks about the Chaplain's mettle; and to abash him Bennett had marched step by step with the men that day. The black dress, gold cross on the watch-chain, the hairless face, and the soft, black wideawake hat would have marked him as a holy man anywhere in all India. He dropped into a camp-chair by the door of the Mess-tent and slid off his boots. Three or four officers gathered round him, laughing and joking over his exploit. (Kipling 1901:68)

And also can be seen from the E23 agent statement about India condition through the novel:

It was a wry-necked matter of unauthorized and incendiary correspondence between a person who claimed to be the ultimate authority in all matters of the Mohammedan religion throughout the world, and a younger member of a royal house who had been brought to book for kidnapping women within British territory. The Moslem Archbishop had been emphatic and over-arrogant; the young prince was merely sulky at the curtailment of his privileges, but there was no need he should continue a correspondence which might some day compromise him. One letter indeed had been procured, but the finder was later found dead by the roadside in the habit of an Arab trader, as E.23, taking up the work, duly reported.(Kipling 1901:143)

Those quotations above explain about the British companion sent some priests stationed in some regiments and some territories in India to introduce Christianity in India native who embraced Islamic and Hindum so that some India native believed and followed the Christ ways. However, with the Christianity which brought by the British's Priest, there was a gap between the followers of other

religions, cause the war which was triggered by citizens' displeasure with the coming of Christianity.

#### **f. Imperialism in Education**

The equal education in every single country is needed for people who live in there and getting education is the right of each people. But India people did not have equal right as the British people. So, the intervention of the British nation made a change that did not suitable with the Indian nation needs. This can be seen from some quotations in Kim's novel. Moreover it is clearly how British forces Kim and sent him to a British school which can find in quotes below; “*Regiment or to send me to a madrissah [a school].*” where actually Kim is Intrest to keep studying in India ways also he only just a little boy who really want to fill his day with his friend.

‘Oh, it is true. I knew it since my birth, but he could only find it out by rending the amulet from my neck and reading all the papers. He thinks that once a Sahib is always a Sahib, and between the two of them they purpose to keep me in this Regiment or to send me to a madrissah [a school]. It has happened before. I have always avoided it. The fat fool is of one mind and the camel-like one of another. But that is no odds. I may spend one night here and perhaps the next. It has happened before. Then I will run away and return to thee.’ (Kipling 1901:68)

And also can be seen from the Father Victor’s statement below who explain about the best school India St. Xavier in Pertibus at Lucknow.

'Well,' said Father Victor in English, when Kim had translated, 'that depends. The Regiment would pay for you all the time you are at the Military Orphanage; or you might go on the Punjab Masonic Orphanage's list (not that he or you 'ud understand what that means); but the best schooling a boy can get in India is, of course, at St Xavier's in Partibus at Lucknow.' This took some time to interpret, for Bennett wished to cut it short. (Kipling 1901:79)

Based on the quotation above shows about imperialism in education ways. Where the British uses India land to apply and build their own strategic future in education. The British policy applied their role not to allow or prohibition to get education an India people who want to studying in St. Xavier School because their consider India people should not improve their intelligence in St. Xavier.

'Take it for a gift, then,' said Creighton, tossing it over. 'There is a good spirit in thee. Do not let it be blunted at St Xavier's. There are many boys there who despise the black men.'

'Now we will go to the school,' said Kim at last. The great old school of St Xavier's in Partibus, block on block of low white buildings, stands in vast grounds over against the Gumti River, at some distance from the city. (Kipling 1901:101)

Another example that British makes a difference equal education and how worth a British person gets a good education than India native from the quotation above. From those quotes we know that some of White or British people hates India native and they do not agree if possible India native will get the same higher education with them.

### **g. Imperialism in political**

Terms of Political interest is the main component of political motivation to get their main purpose as a beneficial thing in order to build a great country eventhough some of the small country become a victim of it. Diplomatic offer always be chosen way to start over bilateral cooperation. But sometime in other way one side takes a chance to obey the agreement and finds the opportunities to keep taking over a weak country. It is proven when The British Government will change the succession in Hilas and Bunar, and nominated new heirs to the throne.

This is fine! This is finest! Mister O'Hara! you have — ha! ha! swiped the whole bag of tricks — locks, stocks, and barrels. They told me it was eight months' work gone up the spouts! By Jove, how they beat me! ... Look, here is the letter from Hilas!' He intoned a line or two of Court Persian, which is the language of authorized and unauthorized diplomacy. 'Mister Rajah Sahib has just about put his foot in the holes. He will have to explain offeentially how the deuce-an'-all he is writing love-letters to the Czar. And they are very clever maps ... and there is three or four Prime Ministers of these parts implicated by the correspondence. By Gad, sar! The British Government will change the succession in Hilas and Bunar, and nominate new heirs to the throne. "Trea-son most base" ... but you do not understand? Eh?' (Kipling 1901:227)

The British Government also tried to take control some of Prime Ministers in India as a part which could implicated by the corespondent. In this case, British trying to keep their representatives in the government of India with for a reason to determined their policy in Indian politics for British interests.

Now a genuine imported Sahib from England would have made a great to-do over this tale. Lurgan Sahib stated it as simply as Mahbub Ali was used to record his little affairs in the North. (Kipling 1901:127)

Another imperialism practice in political way that shows clearly in quotation above where British Government always looking for important information that can be used as a data in anticipating if the Indians want to fight against the British power at the time by sending a professional spy who be in charge to record a situation India.

Moreover, the imperialism practice in political get the benefit effect for British companion from India's government that can be seen in E23's statement by quotation follows:

I was right. They come to hunt for me. Thou hast saved my head.'

A group of yellow-trousered Punjab policemen, headed by a hot and perspiring young Englishman, parted the crowd about the carriages. Behind them, inconspicuous as a cat, ambled a small fat person who looked like a lawyer's tout. (Kipling 1901:171)

According the quotation above that British companion could use the Indian police to solve the British companion by looking for a man in the E23 unit who reportedly betrayed his British regiment. It can be as portrayal that British companion has full power in political in India government.

#### **D. The Influence of Imperialism that Portray in Kim**

The reflection of Imperialism which is illustrated in Rudyard Kipling's novel *Kim* has an influence that affects the adventure story of

Kim. The influence occurs on the character, social control and development that exist in the novel. Although in reality India has experienced about great influence of imperialism committed by the British companion during colonial times.

*Kim* (1901) is Kipling's last novel which is the story of an Irish boy who grows up independently in India. Although he is from Irish descent, he lives around India and grows up as a native and has the ability to communicate with many groups in India. When he meets the Tibetan Lama, they take a journey around India. Kim's journey throughout India gives him opportunity to obtain knowledge in order to describe many peoples and cultures. Then Kim goes to army regiment where his father worked for some years. Because of his identity, intelligence and being influenced by various aspects of different cultures, he is hired to work as a check man, mapmaker for the British Empire.

All of the evidences above can show that Kim is crucial man who feel everything about the comparison of British and India impacts especially in India. Here are some of the imperialism influence that happened in India:

#### **a. Influence towards a Culture**

“Certain things are not known to those who eat with forks. It is better to eat with both hands for a while. He speak soft words to those who do not understand this that the return may be propitious” (Kipling, 1901: 204).

Kim was born and grew up in India, he has extremely complete knowledge of Indians' culture therefore, he says: “certain things are

not known to those who **eat with forks**. It is better to eat with both hands for a while". In different situations, he can adapt different identities. Kim's multilingual and multicultural context is characterized by diversity of cultures and identities, which might support the different cultures and identities

Some kind of imperialism influence can be seen in culture about English language used as secondary language in India through the quotation below:

'Be it so,' said the Curator, smiling. 'Suffer me now to acquire merit. We be craftsmen together, thou and I. **Here is a new book of white English paper**: here be sharpened pencils two and three — thick and thin, all good for a scribe. Now lend me thy spectacles.'

'A scapular,' said he, opening his hand. 'No, some sort of heathen charm. Why — **why, do you speak English?** Little boys who steal are beaten. You know that? (Kipling, 1990: 71).'

'Late enough for me. **I have learned to read and to write English a little at the madrissah**. I shall soon be altogether a Sahib.' (Kipling, 1901: 108).

When Kim and Babu start learning to speak and write in English, there are many mistakes in their speeches. Actually, the British colonizers' language is at the expense of transformation by the colonized culture. In addition, through the process of adapting the British behaviors, language and cultures, the English language changed the identities of these hybrid characters reciprocally.

He is involved in the liminal or in between place where he does not know to which culture he belongs. In addition, during his journey

around India, he encounters various groups of people from diverse cultures. Mimicking the languages, behavior and ideas of various cultures show that the English language and culture is not the only spoken language in the world of Kim. He speaks and communicates with them. He starts questioning his identity.

#### **b. Influence towards infrastructure in India**

They entered the fort-like railway station, black in the end of night; the electrics sizzling over the goods-yard where they handle the heavy Northern grain-traffic. (Kipling, 1901: 23)

In the mid-nineteenth century, India produced large quantities of raw cotton, transported by road to ports for export. However, India is not a major producer of British textile factories; but the basis of the states in southeast of North America to produce the cotton.

India built the first railway and began traveling a distance of 34 kilometers from the port area known as Bori Bunder in Bombay (now Mumbai) to Thāne town using the world's first zigzag path system.

#### **c. Influence towards Social in India**

The most important outcome on the influences of imperialism toward society which described in the novel *Kim* is that relationships between different races do not work in imperial India. There is the problem of status, career, and power that divides the British from the native people. There are in addition prejudices and feelings of superiority by the British. Therefore racism arises among the British



people with India native in the mind of society. It can be seen from the quotation below:

**'But why not sit and rest?' said one of the escort. 'Only the devils and the English walk to and fro without reason.'**

'Never make friends with the Devil, a Monkey, or a Boy. No man knows what they will do next,' said his fellow.(Kipling, 1901: 66)

The reason being called "devil" is racism because devil was racist way to refer to a white man or for this situation is British people. During the imperial age, the India native would called the British people with the devil because of their actions of British companion who often oppress the India native.

Moreover, the British people show their racism when dealing with the India native as reluctant to shake hands, drinks something that comes from their former, even not to invite them to lunch. the behavior of racism shown by british people is not only shown to India native but to other foreign too like asian. so that the India native express their misery of the bad behavior from the british people at the same time revealing how the minimum salary provided by british people or companion. It is proven by Babu's expression which expresses how miserable his country is.

He skipped nimbly from one kilta to the next, making pretence to adjust each conical basket. **The Englishman is not, as a rule, familiar with the Asiatic, but he would not strike across the wrist a kindly Babu who had accidentally upset a kilta with a red oilskin top. On the other hand, he would not press drink upon a Babu were he never so friendly, nor would he invite him to meat.** The strangers did all these things, and asked many

questions — about women mostly — to which Hurree returned gay and unstudied answers. They gave him a glass of whitish fluid like to gin, and then more; and in a little time his gravity departed from him. He became thickly treasonous, **and spoke in terms of sweeping indecency of a Government which had forced upon him a white man's education and neglected to supply him with a white man's salary. He babbled tales of oppression and wrong till the tears ran down his cheeks for the miseries of his land.** Then he staggered off, singing love-songs of Lower Bengal, and collapsed upon a wet tree-trunk. Never was so unfortunate a product of English rule in India more unhappily thrust upon aliens. (Kipling, 1901: 193)

The most extreme racism in the novel that Kim who is Irish boy also getting effect of racism from the pure British kids in Xavier's School. He was called **"a ignorant little beggar"** by his friend, Drummer boy because Kim wasn't born in England like the other students in Xavier's school. It is proven by this quotation follows:

'W'y, I only come out last troopin' season with my mother. I should think I 'ave been in England. What a ignorant **little beggar you are! You was brought up in the gutter, wasn't you?**' (Kipling, 1901: 86)

He also gets bad treatment from his schoolmates which makes him uncomfortable to be in school :

**Kim would have been almost depressed. The indifference of native crowds he was used to; but this strong loneliness among white men preyed on him.** He was grateful when, in the course of the afternoon, a big soldier took him over to Father Victor, who lived in another wing across another dusty parade-ground. The priest was reading an English letter written in purple ink. He looked at Kim more curiously than ever. (Kipling, 1901: 86)

Those quotation above show that how the original British still perform racism even with people who have mixed blood between British and India like Kim. Although Kim is a child born to both parents

who are Irish-blooded but still Kim is considered a stranger by some of the original British people who born directly in England because come from the land of India. Some British people consider Kim is the person who wants to impersonate the Englishman to spy on British companion. it is also a reflection of what was felt by Rudyard Kipling who was born and grew up in India.

**d. Influence towards the characters and searching Kim's identity.**

There are many characters who got the impact of imperialism which did by British towards Indian in the novel. They are:

**1. Kim**

Kim is a main character in the novel. He was an Irish boy who grew up in India. Although he was a British but he was also got the impact of imperialism that can be seen from the quotations as follow:

The talk of white men is wholly lacking in dignity,' said the lama, who judged only by tone. 'But I considered the countenance of that priest and I think he is learned. Is it likely that he will understand our talk? I would talk to him of my Search.'

'Never speak to a white man till he is fed,' said Kim, quoting a well-known proverb. 'They will eat now, and — and I do not think they are good to beg from. Let us go back to the resting-place. After we have eaten we will come again. It certainly was a Red Bull — my Red Bull.'  
(Kipling, 1901: 69)

The quotation above shows how the British is the people who lack in dignity especially the way of they speak towards the Indian. They were very impolite and rude when speaking to Indian.

The British felt that they mastered the Indian then there is no need for them to speak politely to Indian. It can be seen from what Kim said to his friend, Lama. He angrily forbade Lama to speak with the white man or British because for him, the British never appreciated when the Indian spoke. Because of the impoliteness of their speaking causes the hatred of Indian towards British.

Besides that, the impact of imperialism makes Kim want to know so far about British army especially the new things about them. It can be proven through the quotation as follows:

Search — the Search for my Red Bull. The sign in the Stars was not for thee. I know a little of the customs of white soldiers, and I always desire to see some new things.' (Kipling, 1901: 70)

And Kim also got the influence of imperialism in the field of language although he didn't grow up in an environment with use English language in his environment but he can speak English fluently because he was a student in Xavier's school to be a Sahib. It can be proven from the quotations below:

'Late enough for me. I have learned to read and to write English a little at the madrassah. I shall soon be altogether a Sahib.' (Kipling, 1901: 107)

Even though the influence of imperialism gave some positive effect to Kim. However the influence of imperialism still brings negative things that make Kim suffer. It can be seen from the contents of Kim's letter describing his suffering which sent to Mahbub Ali when he started to learn in Xavier's school.

'I went into their camp and was caught, and by means of the charm about my neck, which thou knowest, it was established that I was the son of some man in the regiment: according to the prophecy of the Red Bull, which thou knowest was common talk of our bazar.' Kim waited for this shaft to sink into the letter-writer's heart, cleared his throat, and continued: 'A priest clothed me and gave me a new name ... One priest, however, was a fool. The clothes are very heavy, but I am a Sahib and my heart is heavy too. **They send me to a school and beat me. I do not like the air and water here. Come then and help me, Mahbub Ali, or send me some money, for I have not sufficient to pay the writer who writes this.**' (Kipling, 1901: 85)

According to the quotation above that Kim get bad treatment from another students in Xavier's school who is Drummer boy because students in Xavier's school come from native British descent whereas Kim is a half-blood of Irish and India who was born and grew up in India and he has the same skin color as India native.

'The Colonel is the servant of the Government. He is sent hither and yon at a word, and must consider his own advancement. (See how much I have already learned at Nucklao!) Moreover, the Colonel I know since three months only. I have known one Mahbub Ali for six years. So! To the madrissah I will go. At the madrissah I will learn. In the madrissah I will be a Sahib. But when the madrissah is shut, **then must I be free and go among my people. Otherwise I die!**

'And who are thy people, Friend of all the World?'

'This great and beautiful land,' said Kim, waving his paw round the little clay-walled (Kipling, 1901: 113-114)

A sense of belonging that makes Kim always feel that India is a home because his daily life spend so much in there. He grows up and learn as an India native who quite understand culture that he must be stand for. During the imperialism in India he face many lessons and finally he got about the meaning of the struggle of a nation that has

been interference by British. In this case, Kim determine his heart to choose in India side.

After all, this was the newest of his experiences. Sooner or later, if he chose, he could escape into great, grey, formless India, beyond tents and padres and colonels. Meantime, if the Sahibs were to be impressed, he would do his best to impress them. He too was a white man. (Kipling, 1901: 79)

Many interventions and influence of the British nation in India that made a big impact on Kim's life where he deeply felt the change in his life and how to adapt quickly with British culture. He is a half English blood who lives in India and this is why Kim feel confused to choose an English or an Indian as his identity. According to the quotation above shows how Kim's experience lead him become a mature person for knowing well himself.

## **2. Tensho Lama**

'Let us go,' said the lama, sinking back afraid, as the fires twinkled and white officers with jingling swords stalked into the Mess-tent. (Kipling, 1901: 69)

War not only has certain political, economy and geographical effects that may disrupt people's lives but also has an effects to human psychology. The horrible experience about war will takes someone back into fear situation. In the past, government have often justified their powerful, legal and economy system with war. It has led to suffer and even blooded murder. Imperialism will be the starting point of war and it will makes people feel frightened. Based on the explanation above, it is proven by Tensho Lama is afraid if war will

happen.

The talk of white men is wholly lacking in dignity,' said the lama, who judged only by tone. 'But I considered the countenance of that priest and I think he is learned. Is it likely that he will understand our talk? I would talk to him of my Search.'

'Never speak to a white man till he is fed,' said Kim, quoting a well-known proverb. 'They will eat now, and — and I do not think they are good to beg from. Let us go back to the resting-place. After we have eaten we will come again. It certainly was a Red Bull — my Red Bull.' (Kipling, 1901: 69)

Based on the quotation above shows how the influence of imperialism creates the bad impact in society between British and India native who get connect each other. Beside that, another treating from British cannot convince India native because their unrespectfull when they were build conversation with India native. The impact came as hate in India's heart.

#### **E. History of Imperialism in India**

Throughout history, many nations have implemented imperialism to enforce their will over others for money, protection and civilization. India was no exception. Since its discovery, Europeans were trying get a piece of India's action. In many cases England was the imperial, or mother country. Since India was put under imperialism, a great deal of things changed, some for the good, mostly though for the bad. Between 1640 and 1949, India was ruled by two periods of imperialism, both of which affected India in a very profound and permanent manner.



The first period of European control was between 1740 and 1858. During this period the British East India Company controlled the Indian sub-continent under the guise of economic imperialism, when in fact the manipulation of Indian affairs was much more political than let on. When it was founded in 1600 by Queen Elizabeth I, the East India Company's main purpose was "to break into the Indonesian spice trade which was dominated by the Dutch." But after colonizing a post at Madras in 1640, the company was re-chartered to include such rights as coining money and act as government to British subjects at the East India Company's posts. As well, the British government also gave the company the right to make war or peaceful arrangements with powers who were non-Christian. This control expanded with the founding of a port at Bombay in 1668, and the founding of Calcutta in 1690. Then in 1756, a young employee named Robert Clive, who had been named lieutenant-governor in 1755, was sent to take back Calcutta from the Bengal Nawab. He accomplished this in January of 1757. Then later that year, Clive leads a group of 950 European and 2,000 Indian soldiers (sepoys) against a group of 50,000 Indians lead by a degenerate Nawab at Plassey. The victory of the English forces over the local resistance brought Bengal under the effective political control of the East India Company. Although a "puppet nawab" was left in control of the area, Clive was granted the right to extract land revenue from most of eastern India. Throughout this whole period, the



company slowly found its privileges being revoked, until in 1858, the Sepoy Rebellion, or the Indian Revolution, finally brought an end to the rule of the East India Company in India when it was revealed the cause of the rebellion was the use of beef and pork fat to grease rifle cartridges, which are taboo to the Muslims and Hindus. This Revolution brought the rule of the East India Company to an end.

The second period of English imperialism started in August of 1858 when the British monarchy assumed direct control of India from the East India Company. This established a full colonial government, where British officials run the country's affairs, in India. This is known as colonial imperialism. This period was one of major change in Indian life and culture. While the East India Company tried to respect local customs and learn local languages, the colonial government "tried to impose British culture on India encouraged the Indian people to abandon their traditions and learn to speak, dress and live like Europeans." This came to a head in 1877, when Queen Victoria was recognized as the Empress of India. The colonial government felt it was their duty to civilize the people of India, feeling "I am a little bit better than you, therefore my presence is necessary." This all began to end in 1885 with the formation of the Indian National Congress, made up of middle-class Indians who were known as the Congress. This Congress campaigned for free education for both sexes, more Indian representation in government, and other

reforms. But then in the early 1900's, nationalists began to reject British rule and petition for its end in India by boycotting British goods and publishing books which "restored peoples pride in India's ancient heritage." The nationalist leader, Mohandas Gandhi, is perhaps best known for his method of passive resistance to help the struggle of India. Then finally in 1947, the partitioning of the British controlled lands into the independent countries of Pakistan and India brought an end to English rule in the Indian subcontinent.

Throughout the rule of the British in India, the effect of the colonial and economic imperialism impacted the sub-continent in the form of many economic and social changes. On the economic side, many Indian goods were sold overseas by the East India Company, but the government of England saw India as a large base for British goods, as well as a source of raw materials. This led to British officials discouraging Indian industry, as well as encouraging the production of export crops rather than food crops. In this way cotton was produced in India, processed in England, and then sold back to the Indians. This change in food supplies killed millions of Indians from famine in the 1800's. Then when the British government took direct control, the construction of railways, canals, and roads, especially the opening of the Suez Canal in 1869 opened the interior of India for trade throughout Europe and Asia. With the construction of the telegraph lines in India, exports from India jumped tremendously. However, all of

the profit went to the colonialists, plunging most Indians into poverty. The social changes included the introduction of health care and hospitals, which, while curing diseases and improving the general health of Indians, created such a tremendous population explosion that famine resulted in some regions. As well, the creation of British educated professionals and business people created a new upper-class in India changing the rule of class in India forever. All of these changes, while under the guise of helping the natives, only served to help the colonists and leave the Indians feeling inferior, as though Indians are only “hewers of wood, and drawers of water”.

All of these changes in Indian culture and economy forever changed the destiny of the Land of India. While many changes may have been good in retrospect, they were only meant to help the colonizing British. Overall, the colonization of India had nothing but a negative effect on its people and culture. Perhaps one day people will realize that imposing one culture on another is not only wrong, but it is destructive to the natural course of a countries history.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer provides the conclusion of the research and suggestion for further research.

#### **A. Conclusion**

Imperialism that happens in “Kim” by Rudyard Kipling is the form of powerful use by the British nation to India. Form of Imperialism that happened in Kim’s novel described through the intervention of British in many sectors. The imperialism is shown in the British government involvement for determining the policy in India rule where British has a right to determine their representative in India to keep control in economy sector, military sector, education sector, even culture. They assume that control of central government can defend their interests in India as long they can preserve it. In maintaining their interests for long time, they applied in education way by building the central study (St Xavier school) for British people only. In another way, they controlled the trading in India by using modern ways such as advertisement tool and also built railway that connect to distance district to expand trade. India native couldn’t against the British imperialism because they got many regiments to guard the situation in India.

In Kim’s novel showed the influence of imperialism to India native indirectly where it left racial act to India native eventhough to Kim who has

half-blood Irish boy. Beside that, the English language intensively used in India by British people makes Kim and other Indian people affected to learn in speaking English and how to write in English. Moreover, British also built several museums in India such as antiques and culture museums.

All of the efforts that have been done by Indian natives show how nationality is very valuable and no one can take it for granted because we have to keep it.

### **B. Suggestion**

The writer realizes that the research has some weaknesses and still needs advice. These occurred because of the limitation of the writer's knowledge and references also experience. The writer still needs more correction and constructive input to this writing. The research is expected to be a beneficial thing to the readers and the next research especially to students of Letters Faculty and also taken as a reference.

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# **APPENDICES**

## APPENDIX 1

### BIOGRAPHY OF THE AUTHOR

#### **JOSEPH RUDYARD KIPLING**

**Joseph Rudyard Kipling** is a writer belonging to a generation at the beginning of the 20th century. He lived in a transitional period between the Victorian era and the Modern era. This period lasts from about 1900 to 1940.

This period is marked by the heyday of the British Empire which has various colonies spread throughout the world from Asia to Africa. Some of the colonies that made it into British colonies include: India, China, Malaysia, Singapore, Egypt, and South Africa. And British colonialism in India inspired Kipling to write very famous literary works such as *The Jungles Book* (1888) or *Kim* (1891).

In addition, Kipling is known as an *imperialist*. This can be seen in a large number of his works set in India during the colonies of Great Britain. He criticized the mentality and behavior of the English people who could be said to have been 'broken' in those days. And Kipling's love for India is motivated by Kipling's personal experience and his friendship with Indian society.

Joseph Rudyard Kipling was born on December 30, 1865 in the city of Bombay (now turned into Mumbai), India during the British Commonwealth royal period in India. His father, John Lockwood Kipling, is a sculptor and headmaster at *Jejebhoy School of Art and Industry* in

Bombay. His mother, Alice MacDonald, was a remarkable female writer in the Victorian era. John and Alice began to move from England and settled in India in early 1865, at which time India was one of the territories of the Great Britain colony.

After being an adult, Rudyard Kipling entered the United Service Colleges military school, Westward, Devon. At first, Kipling was very depressed because it was always faced with a harsh and disciplined education system at the school. But after a long stay at the school, Kipling began to enjoy and adjust to the environment. During his schooling at this military school, Kipling felt the feeling of being in love for the first time with Florence Garrard, a friend of his brother's sister. The beautiful feeling that adorned the heart of Kipling also finally poured in a novel which is the first work of *The Light that Failed* (1891). And the experiences during his military education at the school inspired him to write a short story entitled *Stalky & Co* (1899).

Kipling returned to India and worked as an assistant editor in a print magazine called *The Civil & Military Gazette* located in Lahore, Pakistan. In November 1887, Kipling was transferred to the print media *The Pioneer*, who is a colleague of *The Civil military Gazette* in the city of Allahabad. There Kipling began writing articles for the print media that are summarized in the Letters of Marque. In this relatively new neighborhood, Kipling has written six of his best short stories: *Soldiers Three* (1888), *The Story of the Gadby's* (1888), *In Black and White* (1899), *Under the*

*Deodars* (1909), *The wee Willie Winkie* (1926) and *The Phantom Rickshaw* (1888). With success in writing this short story, Kipling increasingly honed his ability.

Upon his return to England, Kipling finally publishes his first novel, *The Light that Failed* which is reminiscent of his first love. Kipling's work attracted the attention of Wotcott Balestier, an author and owner of a publishing company in England. They both work together to create a work entitled *The Naulakha* (1892). This novel finally received public attention and made the name Kipling become known by the public.

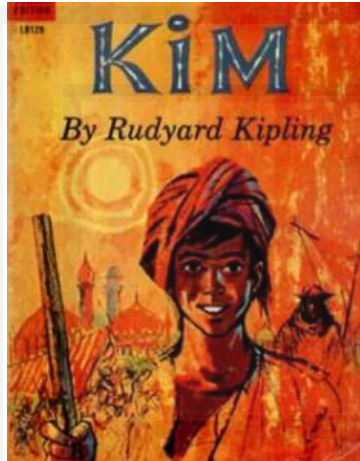
He made a big breakthrough in the literary world by writing *the Jungle Books* that were *masterpieces* of the time. Through this work Kipling is known by the wider community as one of the most prominent British writers.

Kipling wrote two very famous poems *Recessional* (1897) and *The White Man's Burden* (1899). Both of these poems are in great interest by his peers. And in the early 20th century, he began to enjoy his heyday with the Nobel prize in literature he earned in 1907. This made Kipling proud because he was the first Nobel laureate.

In addition to *The Jungle Books*, Kipling's award-winning works are *Just So Stories for Little Children* (1902) and *Kim* (1902). Other works of Kipling include *Puck of Pook's Hill* (1906), *Reward and Fairies* (1910) and *The Gardener* (1923).

## APPENDIX 2

### SYNOPSIS OF KIM



*Kim's* novel by Rudyard Kipling is set in India during the British Commonwealth around the 1880s. In the novel, Kim is an orphan of Irish descent. His father was Kimbal O'Hara, a soldier who died when Kim was 3 years old and his mother was Annie Scott who died of cholera.

Prior to his death, O'Hara advised that the 'nine hundred devils' worshipping 'A Red Bull on a Green Field' would save Kim. Armed with three letters of birth certificate, a letter of baptism, and a letter called '*ne varietur*', Kim then began to think to find out his true identity. For 13 years, Kim grew with a dark colored skin burning by the sun and developing with such thoughts native India. He lives on the streets of Lahore and lives with a merchant woman in a famous furniture store in the city of Lahore.

Lahore City is an Indian border town frequented by foreigners. With these conditions, Kim often mix with people who come from different cultures, languages, religions. So his ability to socialize with everyone makes Kim dubbed the 'Friend of all the World'.

The story continues with a meeting between Kim and Teshoo Lama, a Buddhist monk from Tibet. The Old Destination to come to India is to find a sacred river that can free man from the sin and lust of the

world. Kim is also interested to accompany Lama, in the hope he will find his identity on their way later. Long responded positively to Kim's wishes, and Lama raised Kim into his '*chela*' disciple.

Before starting the journey, Kim meets Mahbub Ali, a famous horse merchant in India who is also a close friend of Kim in the city of Lahore to borrow money for his travels. Ali also gave the money on condition that Kim should help her to send secret documents to Colonel Creighton in Umballa. And when he arrived at Umballa, Kim immediately gave the secret documents to the address. Out of curiosity, Kim peeked and found that the document contained news of the war.

Kim and Lama resumed their journey. Along the way, Kim always replied to the person he met that he was looking for 'A Red Bull on a Green Field' which is believed to change his life, like the prophecy said by the father. And the belief in the prophecy further strengthens his determination to know his identity.

While together with Lama, Kim is very happy. He found the teacher and the parents in the monk. For Kim, the Old Presence made her feel valuable and meaningful. Therefore, Kim promises to be always faithful to Lama. Arriving at *The Grand Trunk Road* Kim meets with a battle regiment that puts up the British flag that Kim considers to be 'A Red Bull on a Green Field'. There, Kim was arrested by Father Viktor and Reverend Bennett. And that's when Kim's origins come to light. Kim is apparently the son of Kimbal O'Hara, an Irish soldier, who is also a member of the war

regime. After knowing Kim's identity, Viktor and Bennet force Kim to become a sahib and send Kim to a special school for the children of soldiers who have become orphans. Despite his origins, Kim realizes that being a *sahib* is not a true identity.

Kim regretted his encounter with *A Red Bull*. And he wanted to stay with the Old Monk, the figure of the old man he had been longing for. At the school, Kim gets very bad treatment from *schoolmaster* and other white children. Kim, who was unfamiliar with the blows and the rigors of army life, felt very depressed. He wanted to escape the white pressure that always hurt him, but the tight supervision made Kim helpless.

In this part Kim experienced inner conflicts inside her. He realized his destiny as a *sahib*, but on the other hand he did not want to be a sahib. The conflict between Britain's life side and India also sprang up in his head which caused him to always question his identity. Kim finally sent a letter to Mahbub Ali to save and bring it back to the Old Monk. After Mahbub heard the news, he went to the Colonel Creighton to tell him about the circumstances Kim had tortured by the white boys in the regiment.

On the other hand, Lama, the tibetan monk has sent large sums of money to the British regiment to provide Kim's best education at the renowned school. Xavier, Lucknow. On the criticism of Mahbub Ali and remittances from Old Teshoo, Kimpun was moved to St. Xavier and get better treatment there.

There, Kim transforms into a *sahib* who can read, write, manners like a true Englishman and is skilled at making maps. In addition, he also received training to become a scout for the British under the guidance of Colonel Lurgan. After three years, Kim finished his education and became a 'sahib'. With this ability, Kim was recruited by the British government to carry out secret duties for the British by being a reconnaissance in the Himalayas, which is the headquarters of Russia and France.

In the years of his education, Kim remains in communication with the Old Monk, and their relationship is as close as the child's relationship to his own father. After his education, Kim meets Lama and invites Lama to travel to find the sacred river to the Himalayas. There Kim has another goal that is to spy on Russian soldiers.

In the Himalayas, Kim discovers some secret documents belonging to Russia and sends them to Mahbub Ali who is also a British spy. And after that, it was finished Kim's duties as a *sahib*. And he returned to his life as part of India. Kim and Lama finally returned to the lowlands to find the holy river. Along the way Kim continues to question his identity. He had found his true identity as a white man who was supposed to be a *sahib*, but his conscience said he was a *chela*, these two identities were contradictory in Kim. But at the end of the story, Kim finds her true identity. He chose not to become a sahib and chose to be a *chela*. Then spiritually the Old Monk found the sacred river just under their feet. And the Old also

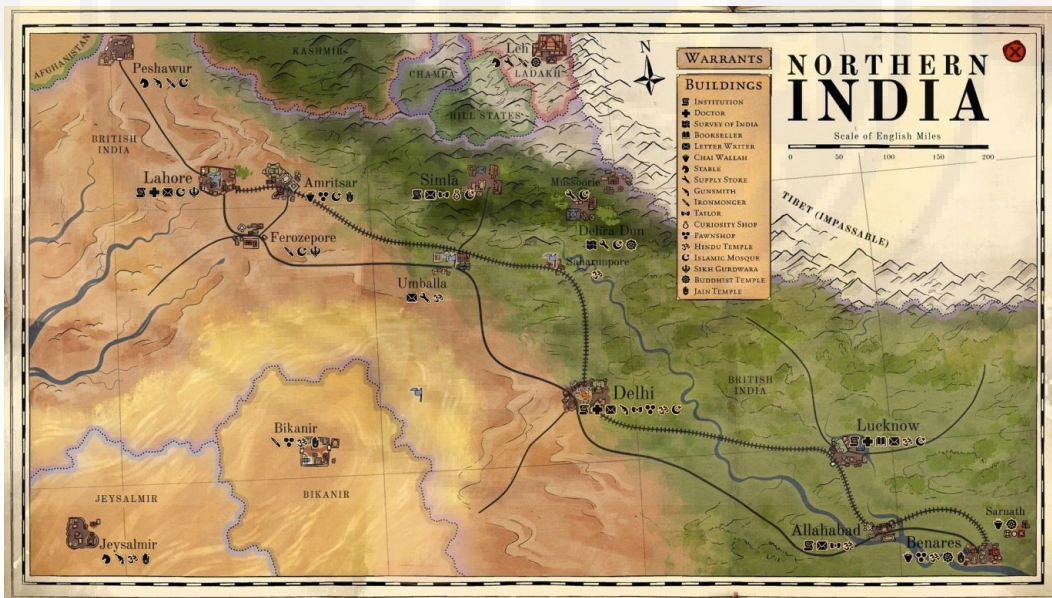
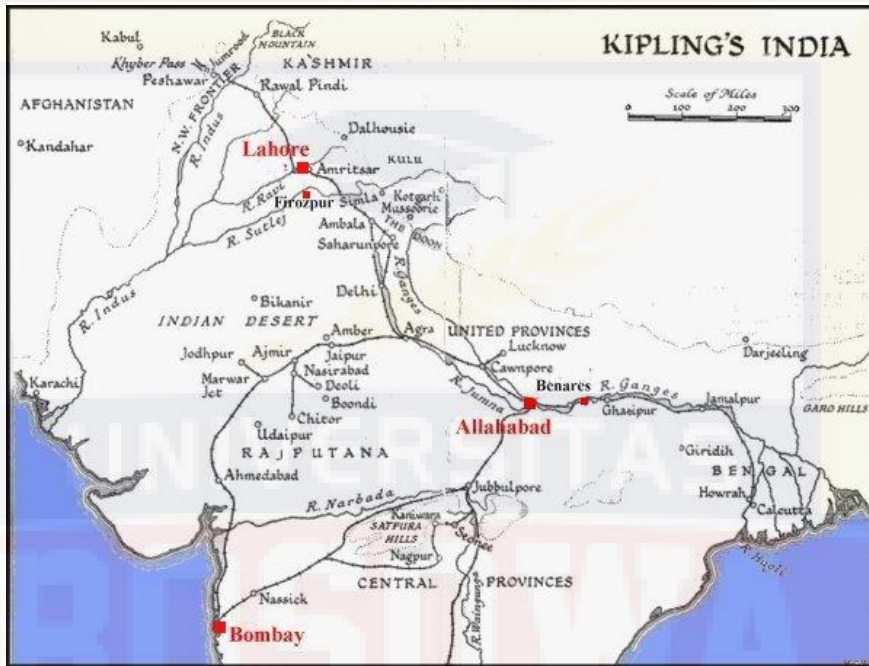


invites Kim to come together to free themselves from the trap of sin and lust of the world.



### APPENDIX 3

### MAP OF LAHORE, INDIA



## BIOGRAPHY



**Andhika Risky S.** He was born in Jakarta, East Java on September, 25<sup>th</sup> 1994. He is the first child of four children from Abdurrauf Husein and Rita Kartika. His hobbies are Theater, writing and reading poems or short story, and watching movies. His principal life is

*“Do everything with sense because without sense, you get nothing”*. He has a sister and brothers named Sherlin Marsya Diandra, Rafasya Geraldi, and Akbar Abiansyah. His father is an employee and his mother is a housewife.

He completed his elementary education in SDN Cirendeu II, Jakarta from 2000 to 2006. After that, he continued to MTS. Nurul Huda Jakarta. He was graduated in 2009. He then continued at SMK LP3 Istana from 2009 to 2012.

English language and literature is one of an interesting subject for him to continued study in 2013 at University “45” Makassar, Faculty of Letters. his interest in the arts during college makes him join in an internal campus and external art institutions. thus earning him much experience in the arts and awards at the national level. In 2018, he finished his study.