

CHAPTER III

METHODOLOGY

This chapter presents the method of the study. It elaborates research questions, research subject and context, data collection, data analysis, and data presentation.

3.1. Research Questions

The study is geared toward answering the following research questions:

1. How is colonialism represented as evidenced in the text of “The Story of Pocahontas”?
2. How does colonialism affect the main characters as evidenced in the text?

3.2. Research Subject and Context

The study employs descriptive qualitative approach. This approach has been chosen because the data for the study are in the form of words rather than numbers. The present study describes the phenomena in the form of how colonialism is represented in the text and how colonialism affects the main characters as evidenced in the text.

3.3. Data Collection

The data are collected from “The Story of Pocahontas” an American novel by Brian Doherty published in 1994. The data are in the forms of words, phrases, and sentences that are critically analyzed and purposively selected as textual evidence to answer the research questions.

3.4. Data Analysis

The collected data are then analyzed using colonialism theory as proposed by Loomba (1998), post-colonialism as proposed by Edward Said (in Barry, 2002) and Ashcroft, Griffiths, and Tiffin (2007). First, the data are categorized into how colonialism is represented in the text of “The Story of Pocahontas”. The categorizations of colonialism are classified into three kinds of classification: colonialism in practice, attitude, and belief. Second, the data are categorized into how colonialism affects the main characters as evidenced in the text. The categorizations describe the affects of colonialism on the main characters; Captain Smith and Pocahontas’s language, identity, and religion. In conducting the study, the following steps have been taken:

1. Selecting the subject of topic. The topic that discussed in this study is colonialism which focused on the representation of colonialism and the affects of colonialism on the main characters as evidenced in the text.

2. Reading the novel closely in order to gain comprehensive understanding of the issues in this novel, especially about the representation of colonialism and the affects of colonialism on the main characters.
3. Categorizing the data by finding the textual evidences to support how colonialism is represented in “The Story of Pocahontas” and how colonialism affects the main characters as evidenced in the text. The data categorizes colonialism into practice, attitude, and belief. While, the practice in colonialism is divided into three types; colonialism as domination, exploitation, and appropriation. The data also categorizes the affects of colonialism on the main characters; Captain Smith and Pocahontas’s language, identity, and religion.
4. Analyzing the data with an approach, method, and theory that has been elaborated in chapter II.
5. Interpreting the data. Interpret the result of the analysis by using relevant theory in chapter II, in order to reveal the representation of colonialism and the affects of colonialism on the main characters.
6. Making conclusion and suggestion for further study.

3.5. Data Presentation

What follows are example of data sets drawn from the novel based on the research questions.

Table 3.5.1

How Colonialism is Represented in the Text

No	Chapter/ Page	How Colonialism is Represented	Textual evidence	Context	Comments
1	Chapter 1 p.5	In practice: The domination of colonizers over the colonized people and Indian land. They took the gold and build the new settlement in the land of Indian.	“Why are they coming to the country of Powhatan?”, “I don’t know.” Her brother replied, “maybe they intend to take away our hunting grounds.”	The Europeans landed in the land of Indian to conquer and take the possession of Indian land.	Domination is perceived as the action to conquer or control regions or people. Domination can be depicted by conquering the whole land of native people.
	Chapter 2 p.12	In attitude: The Indian people feel disturbed by the arrival of the English.	“Powhatan was deeply disturbed by the arrival of English.”		
	Chapter 1 p.6		“The tribes along the coasts further south told of the Spanish explorers who came looking for		

	Chapter 9 p.70	In Belief: The colonizers believed that they are superior and advance than Indian people.	gold and a sickness and war.” “The Captain knew from experience that these people were unfamiliar with many Europeans inventions”		
2	Chapter 2 p.12 Chapter 12 p.87	In practice: The exploitation of human and natural resources in Indian land. The colonizers take the advantages from the colonized people. In Attitude: The colonizers intend to treat unfairly over the indigenous people.	We have heard from the Indians of the South that they bring strange weapons that shoot fire and slay men who are beyond the reach of arrows. They will kill our people or drive us into the sea, until none are left. “More and more people came from England to settle in the colony. Many of these people tried to take advantage of the Native Americans.”	The English were sailing up in the area of Indian land.	Exploitation is manifested in the way of the colonizers take advantages from the native people by using an unfairly treatment. After they dominate the whole area of Indian land, the colonizers exploit their natural-resources expansively.
3	Chapter 9 p.62	In practice: The appropriation	“Opecanough never liked the English, and he	The colonizers make their	Appropriation can be seen in the act of the

	<p>Chapter 2 p.14</p>	<p>of the colonizers towards the land of Indian. The colonized people try to destroy and drive out the colonizers from the land of Indian.</p> <p>In Attitude: The colonized people feel fear towards the colonizers. They are seen the colonists as something to avoid.</p>	<p>frequently urged Powhatan and his fellow warriors to destroy them before their numbers became too great to overcome.</p> <p>“Although it seemed little was to be feared from these unwelcome visitors at present. The white men had landed.</p>	<p>homes in the land of Powhatan.</p>	<p>colonizers taking the land of Indian people. By following domination and exploitation, the practice of appropriation is manifested in taking the natural resources and land without asking permission to the indigenous people.</p>
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Table 3.5.2

How Colonialism Affects the Main Characters

No	Chapter / Page	Character	How colonialism Affects the Main Characters	Textual Evidence	Context	Comments
1	Chapter 3 p.19	Captain Smith	He was treated so well during his times at the settlement. Smith took his opportunity to learn native language from Indian people.	“One proof of John Smith’s ability was that during his brief stay in Virginia he had been able to pick up enough knowledge of the Powhatan language. ”	He stays at Jamestown and learns the culture and language of the colonized people.	Smith learns native language to enable him to talk with indigenous people with the purpose to avoid misunderstanding between the colonists and Indian people.
2.	Chapter 10 p.76	Pocahontas	She protects the white man, in this case is Captain Smith	“ You must not kill him! He is my friend! He was kind to Pocahontas! Spare his life, dear father, for me!”	Pocahontas helps Smith when Indian captured him.	The identity of Pocahontas is becoming not clear because she acts on behalf to the colonists.

	Chapter 11 p.85			<p>“Pocahontas succeeded in saving Smith’s life, and he lived among the Indians for many years, secure in her friendship.”</p>		
3	Chapter 12 p.8		She adopts the language and culture from the colonists.	<p>“Pocahontas learned more about the English people’s way of life and their religion.”</p>	Pocahontas visits the settlement of colonizers with the purposes to know more about their life.	Pocahontas learns English in order to know more about the life of colonists, including their religion. She learns the colonial religion, Christianity and accepts it as her new religion.