CHAPTER I

INTRODUCTION

1.1 Background

Literary works sometimes reflect a real life that occurs in people's lifes. The reality of community life is the idea of creating a literary work. This cannot be separated from the function of literary works that were indeed created to describe a reality of human life. According to (Wellek and Werren 1970: 109) said that literature presents life which consists mostly of social reality. According to Damono (2002: 12)Literary work is a social mirror that exists in certain communities in his time. So thus literature is a complex expression of life.

In the history of English literature, most literary works that developed in the Victorian era were still in the form of prose. This is because during the reign of Queen Victoria England experienced many changes, not only on the economic side but also on the development of science which encouraged many people to write. At that time it was still in the form of prose, an example of prose which developed at that time was magazines and newspapers. Prose development in this era will refer to the development of novels and novella (Samekto, 1975: 00).

Jane Eyre's novel tells the story of an orphan who was taken care of by her aunt who treated her very cruelly. The treatment was motivated by social status, where her aunt was a respected person while Jane Eyre was a poor girl and looked very unattractive. Jane had courage, enthusiasm and smart, Jane then completed her education at Lowood school and became a personal teacher for Mr. Rochester daugher.

The most developed literature in the reign of Queen Victoria was influenced by the previous era, namely the era of Romanticism where literary works at that time was influenced

by the French Revolution with the theme of freedom, equality and brotherhood. The French Revolution is the beginning of the realization of democracy in the West where freedom of individual rights can be achieved. According to Marvin (2013: 4) the outbreak of the French revolution was marked by the collapse of the old order established based on privileges and depotism. A new era of enlightenment and liberation of human thought from superstition and tradition and freedom of tyranny and formation of justice institutions. Solgan used in the French Revolution is the Equality of freedom and brotherhood (Liberte, Egalite, Fraternite)

Furthermore, accoding to Samekto (1975:77) said that in the mid-Victorian era, the Industrial Revolution began to develop. The Industrial Revolution was marked by the inventions of Industrial machines such as discovery of the steam engine by James Watt. As a result of the discovery of these machines, human power was replaced by engine power.The industrial revolution that developed in England at that time brought major changes to the lifes of British people from the social, cultural, economic and political aspects. There are positive and negative impacts of the development of the industrial revolution in England. The positive impact is that the education aspect has become more advanced and increasing, where many people are starting to learn to write and read, while the negative impact is the high social inequality between the rich and poor.

Talking about literary works as a form of social reflection of people's lifes, Charloote Bronte's Jane Eyre is one of the classic novels that describes a lot of social situations or conditions in the Victorian era. Charloote Bronte is one of a series of famous female writers in the Victorian era.

From the explanation above, the reseracher interested to analyze about the social conditions that occur and are reflected in Jane Eyre's novels in the Victorian era using a

historical approach. The title has choosen by the researcher is **"Reflection of Victorian Social Condition Viewed From Historical Approach"**

1.2 Statement Of Problem

How does the author tells the Victorian era in the novel Jane Eyre by Charlotte Bronte ?

1. What are the social conditions in the Victorian era reflect in the novel Jane Eyre by Charlotte Bronte ?

1.3 Scope Of Study

Based on the background of the problem above, it can be ascertained that the problems that arise are very varied. In order to this study to be more focused, then a problem is needed. The problem limits used by researchers are as follows:

1. The Victorian era in the novel Jane Eyre by Charlotte Bronte

2. The social conditions in the Victorian era were happened in the novel Jane Eyre by Charlotte Bronte

1.4 Objectives Of Study

Based on the background and formulation of the problem above, the objectives of this study are:

1. To indentificationtheVictorian era in the novel Jane Eyre by Charlotte Bronte

2. To describe the social conditions in the Victorian era contained in the novel Jane Eyre by Charlotte Bronte

1.5 Significance Of Study

The researcher hope this study cangive the significant, both in terms of theoritic and practice

1.5.1 Theoretical Significant

Theoretically the results of this study can enrich the knowledge of literature, especially the classical novels studied. Especialy using of these theories about approaches historically looking at the relationship between literature and history. In addition, it can also be a reference for analyzing the works of the author Charlotte Bronte about classical literature in the future.

1.5.2 Practical Significance

Practically the results of this study can add the knowledge of connoisseurs of literary works in classical literature, especially in the novel Jane Eyre.

1.6 Review Of Study

As one of the classic literary works, Charlotte Bronte's Jnae Eyre is quite popular to be studied among literary students. The following are some of the analysis carried out by previous researchers in Jane Eyre's novel.

Fisrt is An analysis of Jane Eyre Personality by Muhammad Amrin student of English Letters And Language Department Faculty Of Humanities And Culture The State Islamic University Of Malang 2008. His study is stimulated by an assumption that novel is one form of literary worksthat often tries to reflect human life by portraying the soul and the inner main ofthe characters.

So the result of his study is Jane Eyre got some difficulties to fulfill her basic needs, in Gateshead hallshe spend her childhood in loneliness, admits Mrs. Reed family in intercourse.Her needs for affection, love, and belonging can not be satisfied in Gateshead

hall.Then she decide to live in Lowood isInstitution to get better life, but here Jane stillgot the need is necesity more, physiological needs is the most hindrance in herdevelopment to concentrate in Lowood, and the place with less standar of healthy. But Jane still survives here until she becomes the success student.

Second, Identity and Independence in Jane Eyre by Angela Anderson Mid Sweden University in 2011. The theories applied for the analyses are a combination of feminist and psychoanalyticalcriticisms. Thepsychoanalytical criticism applied a Freudian perspective which can seem to stand in oppositionto feminist criticism. Freud"s theories havebysome feminists been condemned as a source of the patriarchal attitudes that must be fought. The result of she's study is Janestays true to herself during her quest for identity and independence.

Third, an Analysis of Femenism in Jane Eyre by Ati Abdul Salam Student of English Literature Faculty of Culture Science University of Khairun Ternate 2006. By using literary criticism theory feminism through a genetic approach to structuralism. The results of his research in the form of the values of feminism in Jane Eyre's novel are the struggles of women. The image of women in novels is a picture of the social reality experienced by women in the Victorian era.

Based on the review of the study above, it is certainly clear that there are differences with this study. If previous researchs focuses on the female character of Jane Eyre, this study focuses on the setting of the place, social setting and condition of the social contained in the novel. It has similarities in the use of the main data source, namely novel Jane Eyre. The researcher uses a descriptive analysis method toclarsify the forms of social conditions contained in the novel then will link with history in accordance with the historical approach.

1.7 Theoritical Base

1.7.1   Social Class Marxisme

Karl Marx in the Social Class Theory relied on the reason that "the history of all societies that exist today is the history of class struggle" (1977: 48-50). Maxism class theory rests on the idea that the history of society that exists today is the history of class struggle. In other words, class theory assumes that the main actors in society are social classes. For example, human alienation is the result of the oppression of a class by another class. The theory put forward by Karl Marx is not an explicit theory, but rather a background of Marx's description of the laws of historical development, capitalism and socialism. In this theory, Marx distinguishes society based on modes of production (technology and division of labor). From each of these production modes a different class system is born where a class controls the production system (class of capital owners) and the other class is the direct producer and service provider for the dominant class (working class). It is this economic factor which finally regulates social relations in the society of capitalism.

Between Marx's historical views which are considered important by supporters of the flow of Marxism is the theory of class struggle (Struggle of Classess) In the beginning of the workTheCommunist Manifesto (1972: 241), Marx has revealed the slogan:

> "The history of all hitherto existing societies is the history of class struggles. Freeman and slave, patrician and plebeian, lord and serf, guild-master and journeyman, in a word, oppressor and oppressed, stood in constant opposition to one another, carried on an interrupted, now hidden, now open fight, a fight that each time ended in a revolutionary reconstruction of society at large, or in the common ruin of the contending classes."

According to Marx, these classes constitute a collection of social principles that strikes at the conflict of society in it and gives an impression of changes in their economic sub-structures. Because of that, one class is able to know its interests in society as a whole through the revolutions that have prevailed before this. Marx's reality illustrates the history of mankind colored by struggles or battles between human groups. Marx himself acknowledged that the class struggle or revolution which arose not originated as a class of society, but it functioned

as a representative to society to express demands and benefits with all experts in society (McLellan 1977: 169).

The two classes are class poletariat andbourgeoishave different social functionsin which classbourgeois have production tools and master the overallexpenditure process, while the class proletariatalso considered as 'object' in the process of spending by selling 'labor'they are wearing low salaries or wages (McLellan 1977: 176). The gap between the two classes is the key to the struggle and opposition between social classes. Not to be denied, the development of society is often associated with class polarization, where one class is always in a position contrary to the other classes and experiences division, then it will form two blocks that fight each other (McLellan 1977: 222). Indeed, Marx characterizes human history as a history of opposition between oppressive classes and oppressed classes. Sometimes the opposition can be seen in secret, but sometimes applies openly.

According to Marx and Engels, communism is not only a social asset, but also includes the context of a new democratic system that is in the form of a community or organization. Through this organization, Marx can describe the will of man without tending to the issue of class conflict and the dominance of political power. The impression is, democracybourgeoiswill be limited by new organizations that are more democratic and realistic because they only involve the management of goods compared to community management. This is described by Marx in his work The Poverty of Philosophy (167)

> The working class in the course of its development will substitute for the old civil society an association which will exclude classes and their antagonism, and there will be no more political power properly so-called, since political power is precisely the official expression of antagonism in civil society.

Based on the above facts, Marx characterizes the new organization (the working class) not a political organization, but more democratic so that people really become rulers over the

institutions they create themselves. The organization is also not anarchic because it has no political power, but it will master the new system of society. The organization will be led by a chairperson or coordinator appointed from among its own members (Ozinga 1991: 62). As a result, he will contribute to the progress of the industry without being tied to the capitalist system which only benefits the legal side. They will startframerational plan' to change the standard of living of human society by eliminating personal benefits and eradicating the symptoms of rashing (Ozinga 1991: 63). Communism in its practical form leads more slowly to expenditure designed because the expenditure process is not legal to fulfill human needs, but also describes the real human life.

According to this view, since human society emerged from a primitive country and was relatively distinguished, it basically remained divided between classes which clashed in pursuit of class interests. Social class divisions are classified as, upper class (rich people, entrepreneurs, and industrialists, plus top executives); middle class (which includes most white-collar and professional workers); and the working class (those with blue collars or manual work). In addition, Ralf Dahrendorf in his Class and Class Conflict in Industrial Society (1956: 39) states that, "Every social change is a conflict in the class of society which is the impact of the social class conflict itself." Ralf explained that social change can take the form of conflict. Conflict is one of the effects or consequences that arise from the class conflict between the ruling group and the group that is oppressed so that it creates social changes that change the social system

1.7.1.1 Classification of Social Classes in the Victorian Era

The Victorian era was one of the eras when Queen Victoria held the throne in England from 1837 to 1901. In this era, developing literature was still largely influenced by the previous era of the Romanticism era. The era of Romanticism was a time when literary works were

heavily influenced by the French Revolution which had many themes about freedom, equality, and brotherhood.

These three ideals lead to the belief that basically human beings are all good, but social institutions around them have a negative influence on their natural goodness. Human natural goodness can be obtained by freeing them from social separations and equating their degrees through brotherhood. This made the French Revolution the starting point of the development of the flow of ideas and objective conditions that existed in Europe at that time and made these three ideals explicit and encouraged the emergence of a romantic movement in England.

In the mid-Victorian era, the Industrial Revolution began to develop. The industrial revolution is a total change resulting from technological developments and the many new discoveries in the field of science. Technological developments that occur have caused changes in social, cultural, economic and political aspects in British society. The industrial revolution provides many positive and negative aspects; the positive aspect is that the education aspect is becoming more advanced and increasing, where many people are starting to learn to write and read, while the negative aspect is the high social inequality between the rich and poor. This is what gives rise to bourgeois and proletarian terms (Samekto, 1975: 77)

In the reign of Queen Victoria, namely in the midst of the turmoil of the industrial revolution at that time, British society was then divided into certain social classes. The social class classification in the Era is divided into:

1. **Upper class**

The upper class is the highest social class in the Victorian English hierarchy. People in this class do not work manually. Their income usually comes from investments made by them or from inherited land.

The Upper Class was by inheritance a Royal Class. Many Aristocrats did not work as for centuries together their families had been gathering enough money for each generation to live a luxurious life. However, there were a number of aristocrats who managed large industries like mining or shipping, etc.

In terms of education also those belonging to the rich families got the best tutors to provide education. The fact that they represented the royal class gave these people an advantage at everything. They could buy expensive clothes imported from Europe, or afford other riches of life that was beyond the scope of others. There rae class system in upper class such as:

a. Open Class

In an open class system, the hierarchical social status of a person is achieved through their effort. These types of class systems are achievement-based economic system with social mobility and relations between classes. Status based on family background, ethnicity, gender, and religion, which is also known as "ascribed status," is less important. In an open class system, there is no distinct line between the classes, and there is a wide range of positions within each status level. Core industrial nations seem to have more of an ideal open class system than less industrialized countries, in which there are fewer opportunities for economic advancement.

b. Closed Class

A closed class system exists when a group of people are given different opportunities, depending on the characteristics they were born with, such as color, gender, or the economic situation of their parents. In a closed class system, you are stuck at your level. You can't marry people from other classes. You can't take jobs or own properties that are reserved for other classes. You can't go certain places, or do certain things. You are treated a certain way. Your personal rights and freedoms depend heavily on the class you inherited when you were born.

There are different levels for how open a class system may be to vertical mobility, or the opportunity to move to a different class level. For example, in the United States, you may be born into the capitalist class, which makes you one of the most wealthy and important people in the country, but if you go bankrupt and destroy your holdings, or commit a felony, you might find yourself suddenly in a quite different class position. Or, alternatively, if you get an advanced education, work hard and are smart, and find a *niche* (special position) for yourself, you could suddenly advance through the ranks from the very poor to the very wealthy.

2. Middle class

The middle class are people who have to work or in other words they have work to do.The Middle class was the next in social ranking. The Victorian period was very prosperous for the middle class. Middle-class people also owned and managed vast business empires. The middle-class population at the very start of the Victorian era was limited to a few.

The Industrial Revolution in the mid-century of the era brought about drastic changes in the standard of living of the Victorian Middle-Class people. These revolutions opened the doors for more job opportunities and earn a decent living. This, in turn, had a positive impact on the education of children.

3. Lower Class

The lower Class are a labor group.The lowest among the social hierarchy were the working class. This class remained aloof to the political progress of the country and was hostile to the other two classes. This working class was further categorised as the skilled workers and the unskilled workers.

Due to the revolution, the industrial workers got jobs thus improving their living conditions. However, the unskilled workers who were placed below the skilled one remained unemployed and were vulnerable to the exploitation.

The working class was the worst affected class in the Victorian times. Lack of money resulted in a negligible food supply. For some working families, the living conditions were so pathetic that they required their children to work in order to bring home some extra income to survive.

The death of their father meant that there is no income to the family and they eventually were forced to live on streets or some public housing. There were some families which would reside in a single room just to have a shelter over their head. The conditions were so brutal for the working class that at times children were forced to work away from their parents.

1.7.1.2 Lifestyle, Personality, Self-Esteem and Establishment

Lifestyle, personality, self-esteem and establishment are interesting things in the social life of British society. A person's lifestyle often describes a particular class or social class. Lifestyle according to (Kotler, 2002: 192) is a pattern of one's life that is expressed in activities, interests, and opinions. In social relations, which occur in people's lives, lifestyles give birth to social constructs that start personally, from individuals to individuals, and mushroom in groups.

This involves how to dress, interact, or how someone allocates time. Another thing is personality is a combination of traits in someone who directs them to think, feel and behave. In Victorian times, upper class women at that time behaved very gracefully. They are required to walk without making a sound and are only allowed to speak out if there is a shocking sound near where they are walking. Furthermore, middle class women, have little freedom, but mothers and guardians generally encourage them to learn the right ethics. On the other hand, lower class women are looser in applying the standard of behavior at that time period.

1.7.2 Historical Approach

Dr. NyomanKuthaRatna, S.U in his book Theory, Methods and Techniques of Literary Research, distinguishes the historical approach with the history of literature, historical literature

and historical novels. Similar to other approaches, the historical approach considers the historicity of the literature studied, which is distinguished from literary history as a development of literature from the beginning to the present, historical literature as a literary work containing historical elements and historical novels, novels with historical elements . So it can be concluded that historicism is part of the category of study of literary theory.

Historically, according to Wellek and Warren, it is said that literaryreconstruction, which enters the minds and minds of people from the ages that have been studied by using their standards or styles and eliminating what has become the initial conception of our own thinking. Historical approach thus considers the relevance of literature as a social document. With the essence of the imagination of literary works is the representative of his era and thus is a reflection of his era (Ratna, 2007: 44)

The historical word comes from English which in terms of language has the meaning "human past". While the term "history" comes from the Arabic "syajarah" which means "tree". The use of historical terms because in science is related to the past human or events - events that involve humans in the past (Suharto, 2003: 58).

The historical approach follows the meaning and meaning of language as it is written. Understood when written, by directors who actually write and as in this relationship it is also necessary to relate it to other works. In contrast to the history of literature the historical approach focuses on the problem of how it relates to other works, so that the quality of the historical elements can be known.

Ratna (2013: 65) states that the historical approach was very prominent in the 19th century with the consequences of literary works as a means to understand broader aspects of culture. In this connection the historical approach is generally associated with general historical competencies which are considered relevant, old literature with large kingdoms, modern

literature with social, political, economic and cultural movements in general. The essence of literature is imagination but imagination has a social and historical context.

1.8 Conceptual Scheme
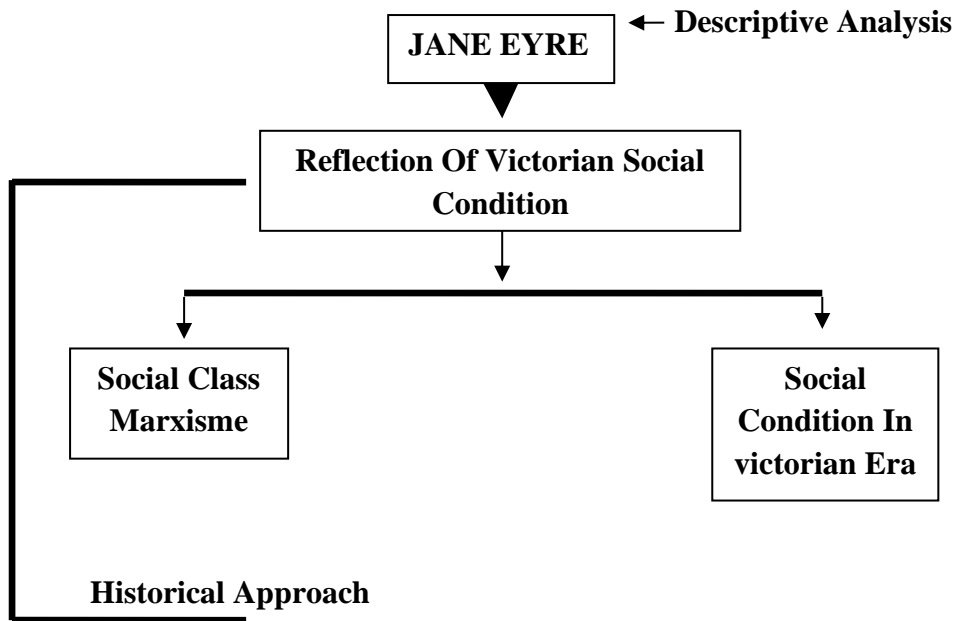
Based on the Conceptual Scheme above, the research concept that will be carried out is that the first researcher will explain the social class tehory of Marxisme. Next the researcher will explain how the social conditions that occurred in the Victorian era. Based on the explanation of place and time settings and social conditions in the Victorian era, researchers will then examine The Reflection of Victorian Era of Social Counseling contained in the novel by using a historical approach to verify the evidence and uphold the facts to get the right conclusions.

1.9 Method And Technique

1.9.1 Method of Research

The researcher usesdescriptiveanalysismethod to collect the data as a strategy to understand systematically and the steps to solve the problems, they are :

1.9.2 Descriptive Analysis Method

The researcher uses the descriptive analysis method to analyze this novel. The researcher uses this method because this method can be able to help the researcher to examine more deeply about social conditions in the Victorian era which is then followed by descriptions. The researcher take a technique, as follows.

1.10. Technique of Collecting Data

In this part, the researcher collected data of the novel "Jane Eyre" By Charlotte Bronte through some techniques, as follows :

1.10.1 Library Research

The researcher did library research to find many references for this research, such as some books that related to this topic or books which can helped the researcher in using the theories.

1.10.2 Reading Comprehension

The primary data of this research is "Jane Eyre" by Charlotte Bronte The researcher reads all page of novelJane Eyre comprehend the whole story.

1.10.3 Internet Research

The research also used Internet research to support more about this research through science journals and some websites.

1.11.Technique of Analyzing Data

Beside the tecnique of collecting data, researcher also uses some tecniques of analyzing data as follows:

1.11.1 Classification

The researcher did the classification of some dialogues that relates to the Victorian Social Condition to support the theories.

1.11.2 Explanation

At this stage the researcher will make an explanation related to the subject matter which will be discussed based on foundation theory by using quotations.

1.11.3 Conclusion

Of these techniques the researcher will conclude that the analysis result can be resolced properly