

CHAPTER I

INTRODUCTION

A. Background of Study

Literature is derived from the Latin word, *litteratura*, meaning *writing formed with letters*,¹ literature most commonly refers to works of the creative imagination, represents the culture and tradition of a language or a people.

Definition of literature in Collins English Dictionary is “Literature is written material such as poetry, novels, essays, etc, especially works of imagination characterized by excellence of style and expression and by themes of general or enduring interest.

In the other hand, Moody (1962) says literature springs from human in born love of telling a story, of arranging words in pleasing pattern of expressing in words some special aspect of human experience.² It is usually set down in printed characters for the reader to read, though some forms of it are performed on certain social occasions.

Based on three definitions mentioned above, it can be concluded that literature is an expression of thought and feeling, literature is also related to life experience, the words used in literature is very powerful, effective and even compelling, and also literature provides entertainment and inspires the hidden facts.

¹ Mario Clarer, *An Introduction to Literary Studies*, (Routledge: London, 2004), 1.

² H. L. B. Moody, *Literary Appreciation*, (London: Longman Group Limited, 1968), 2.

Studying literature has many benefits, as quoted by Garinca Reza Pahlevi (2016) Umar bin Khattab says “*Teach literature to your children, because it can turn a cowards child into a brave one.*”³ Umars message is enough to describe the relationship between literature and the formation of a person’s character.

By studying literature, a person knows the meaning of life. He becomes accustomed to expressing something with beauty and tenderness. Literature teaches to care and empathy. Religious teachings and moral values can teach without the impression of patronizing.

Literature is also benefit to expand knowledge because it presents stories based on real world condition, literature also stimulates the brain to visualize every scene that occurs in it, it is very useful to train the imagination.

Besides that, reading literature also provides an opportunity to dive into different world. By reading literary works, the brain will be stimulated to think more deeply, especially when the novel that is read contains many allegories that are difficult to understand.

Reading a literary novel makes the reader think hard to understand the message contained in it. Because in literary novel, the message is conveyed in a metaphorical form, then the reader has different interpretation of the message.

Annie Murphy adds reading literature makes person smarter and nicer based on a study conducted by Raymond Mar, a psychologist at York University in Canada, and Keith Oatley, a

³ Garinca Reza Pahlevi, *Manfaat Mempelajari Sastra*, Garinca Reza (10 Oktober 2016)

professor emeritus of cognitive psychology at the University of Toronto, reported that individuals who often read fiction appear to be better able to understand other people, empathize with them and view the world from their perspective. Mar also found a similar result in young children: the more stories they had read to them, the keener their “theory of mind,” or mental model of other people’s intentions.⁴

There are a number of different branches of literature such as fiction, drama, and poetry.⁵ Fiction can be divided into novel, stories, romance, etc. In this paper, the main object will be discussed is novel. In general, novel reflects the authors experience or true story combined with authors imaginary to make the writing more alive, artistic, and interesting.

From the explanation above it can be summarized that novel is a reflection of life experience through the novelist’s skill in expressing the ideas. These ideas could be social, political, economic, or even cultural matters. The matter writer choose in this paper is female characters struggle as portrayed in Charlotte Bronte novel “Jane Eyre”.

Jane Eyre is a female character who is deeply passionate and feels a need for adventure, excitement, and even a desire for work that matters in the larger scale of human accomplishment (Milton, 1984).⁶ Before the publication of *Jane Eyre*, women had

⁴ Annie Murphy Paul, *Reading Literature Make Us Smarter and Nicer*, (Time.com: June 03, 2013).

⁵ Mario Clarer, *An Introduction to Literarure Studies*, 9.

⁶ Joyce Milton, *Charlotte Bronte's Jane Eyre* (NY: Barron's Educational Series, 1984), 18.

no legal rights, not even of their own children, their education was poor and oriented towards marriage, they could neither own nor inherit property, and had no opportunity to divorce their husbands, no matter how cruel or violent these were (Kolle, 2011).⁷

After this novel was published, the "new women" became predominant based on the main character, Jane, who is independent, strong, forward, and radical in the sense of marriage and contraception opinions (Covo, 2013).⁸ She struggles for her life, and forms a tough character. She learns how to live from her childhoods environment. Also, just for her growing experiences, it creates her strong personality, beautiful ideal and wisdom. (Gao, 2013).⁹

The word "struggle" is related to subconscious mind psychologically. It is an effort to get free; to make great effort under difficulties; to be content with or against act, and to be confused. Quote oxford dictionary of current English. Thus, struggle may mean choices of action to do an effort, whether the way is true or wrong.

The phenomena above give writer to choose the analysis about womens struggles through Charlotte Brontes "Jane Eyre". But it more specialized again in the field of education. How she interested to study since at young age, and then studied at Lowood

⁷ Therese Cecilie Kolle, *Womans Struggle for Autonomy a Reading of Jane Eyre, Wuthering Heights and the Mill on The Floss* (Oslo: University of Oslo, 2011), 3.

⁸ Dana L Covo, *A Study of the Varying Perspectives of Marriage in Jane Eyre, Middlemarch, and Jude the Obscure* (Atlanta: Emory University, 2013), 23.

⁹ Haiyan Gao, *Reflection on Feminism in Jane Eyre*, *Theory and Practice in Language Studies*, Vol. 3, No. 6, (June, 2013), 926.

School, until became a teacher and tough in some places. This is the reasons as well as background in analyzing the novel in this paper.

B. Limitation of Study

The overall problem that occurs in this novel is very interesting to study further. However, there are problems that need to be restricted, so that the research conducted can be focused and directed. Therefore, the writer feel need to restrict in the educational aspect. Especially the main character struggles to get education and to share her knowledge in her career as a teacher.

C. Statements of Problem

Based on the background of Study above, the writer formulates the problem statement as follows:

1. How does Jane Eyre's struggle in Lowood School?
2. How does Jane Eyre's struggle as a teacher?
3. What are the moral values of the main character to educational struggle?

D. Objectives of Study

Based on the formulation of problem above, the objectives of the research are:

1. To know Jane Eyre's struggle in Lowood School.
2. To know Jane Eyre's struggle as a teacher.
3. To know the moral values of main character to educational struggle.

E. Research Methodology

The writer analyzes Charlotte Bronte's *Jane Eyre* using qualitative method which employs the method of collecting, describing, classifying and analyzing the data which then drawing conclusion.

1. Object of the study is *Jane Eyre* novel by Charlotte Bronte which published in 2012 by Canterbury Classic in San Diego. It has 459 pages.
2. Types of the study is descriptive qualitative. Descriptive qualitative is a type of research which result the descriptive data in the form of written from the observed.
3. Type of the data is in the form of text entitled *Jane Eyre* by Charlotte Bronte.
4. The source of the data. Writer divides the data source into two categories; Primary data source and Secondary data source.
 - a) Primary data source
The primary data source is the novel itself *Jane Eyre*, which is published in 2012 by Canterbury Classic and it has 459 pages.
 - b) Secondary data source
The secondary data are taken from other sources such as biography of the author, website about the novel, several books of literature.
5. Technique of the data collection in this research is library research, in which the data from both primary and secondary sources are collected in a short of document used as evidence.

6. Technique of the data analysis in this research is descriptive analysis, in order to get an interpretation of the text and content analysis dealing with the education perspective of the novel, *Jane Eyre*.

F. The Previous Study

The writer finds some previous studies of researches about *Jane Eyre* and struggles research as follows:

The previous study of research was arranged by Sekar Kurniasih. Her student registers number was 050721002. She was studied at English Department Faculty of Letters University of North Sumatera until 2009. Her title about research was “An Analysis of Love Values in Charlotte Brontes Novel: *Jane Eyre*”. From the research, she concluded that *Jane Eyre* believes that love is closely connected with attention. Expression of love is not merely a set or word arrangement. It denotes more of attention which covers care and mutuality.

The second previous study of research was arranged by Yasinta Deka Widiatmi. She was studied at Department of English Letters, Faculty of Letters, Sanata Dharma University. Her title was “The Portrayal of Feminism in the Main Characters of Charlotte Brontes *Jane Eyre*”. From the research, she concluded firstly *Jane Eyre* as the main characters in this novel, is a round character. Her character develops in several phases. Secondly, the writer found there is feminism in *Jane Eyre*s character. *Jane* challenges the old traditions, males’ domination, and subordinations of woman. In

challenging the old traditions, Jane challenges the patriarchal system, which male dominate in society so that woman become subordinate.

The third previous study of research was arranged by Haiyan Gao. Her International Journal published in Theory and Practice in Languages Study, Vol. 3, No. 6, pp 926-931, June 2013. Her title was “Reflection on Feminism in Jane Eyre” (Study at School of Foreign Languages, He Za City, China). From the research, she concluded that Charlotte Bronte depicts Jane Eyres image through three steps. The first step is her feminism thought starts to sprout from her fighting to her poor child life. The second step is her feminism thought shapes from the miserable experiences in boarding school, where she comes to understand that the survival of the fittest. The impressive part is the third step of her pursuit for true love, independence and equality, where the feminism thought grows to mature. The growth of Jane Eyre mirrors the growing up of Charlotte Bronte.

The fourth previous study of research is arranged by Safrina Dyah Ayu Kartikasari. Her student register number was 11150046. She was studied at English Department, Faculty of Adab and Sciences State Islamic University Sunan Kaljaga. Her title was “The Woman Struggle of the Story of Layla and Majnun Novel in English Version by Dr. Rudolf Gelpke”. From the research, she concluded were the oppression experiences by Layla and her mother mostly occur in family relation and marriage. Layla respond

her father oppression in silent and she defends her thought, meanwhile Layla show her movement in respond her husband oppression. Furthermore, Laylas mother responds her oppression in silent and does not show any movement, the consequence of her silent is she is alienated by her daughter and she becomes powerless.

The fifth previous study of research was arranged by Dewi Rigen Sulistini. Her student register number was 07211144038. She was studied at English Language and Literature Study Program, English Education Department, Faculty of Language and Art, State University of Yogyakarta. Her title was “Dianthas Struggle in Pursuing Womens Emancipation in Gilmans What Diatha Did”. From the research, she concluded the problems Diantha faces in pursuing womens emancipation. The first problem is womens economic marginalization, the second problem is womens subordination, and the third problem is womens stereotyping.

Based on the explanation some previous studies of researches, they use many ways to analyze a novel such as, analyses of love value, feminist, womans struggle toward gender unfair or emancipation. So, the different of the research focuses on womans struggle in education field. However, get access for study is a staple for human rights, especially for woman who would later become the first teacher for their children in her household.

G. Organization of Paper

This research paper is divided into five chapters as follows:

Chapter I, Introduction: It presents the Background of Study, Limitation of Study, Statements of Problem, Objectives of Study, Research Methodology, The Previous Study, and Organization of Paper.

Chapter II, Theoretical Review: This chapter presents the Definition of Literature, Feminist Theory, Novel, and Education.

Chapter III, Description of Lowood Institution and Morton School: This chapter presents the description of Lowood Institution and Morton School, Characters, Rules Applied in School, and Moral Values.

Chapter IV, Analysis of Jane Eyres Education Struggle: This chapter covers Jane Eyre struggles in Lowood School, Jane Eyre Struggles as a Teacher, and Moral Values of Jane Eyre to Educational Struggle.

Chapter V, Conclusion and Suggestion: This chapter covers conclusion and suggestion.