

CHAPTER II

THEORETICAL REVIEW

A. Literature

Literature is derived from the Latin word, *litteratura*, meaning writing formed with letters, 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. 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.

In a literary work, the researcher uses one of several types of theory. According to Kristi Siegel, the types of theories used to analyze a literature are:¹

1. New Criticism

A literary movement that started in the late 1920s and 1930s and originated in reaction to traditional criticism that new critics saw as largely concerned with matters extraneous to the text, e.g., with the biography or psychology of the author or the work's relationship to literary history.

2. Archetypal/Myth Criticism

These critics view the genres and individual plot patterns of literature, including highly sophisticated and realistic works, as recurrences of certain *archetypes* and essential mythic formulae.

3. Psychoanalytic Criticism

Psychoanalytic criticism may focus on the writer's psyche, the study of the creative process, the study of psychological types and principles present within works of literature, or the effects of literature upon its readers.

4. Marxism

Marxism generally focuses on the clash between the dominant and repressed classes in any given age and also may encourage art to imitate what is often termed an "objective" reality.

5. Postcolonialism

Postcolonialism refers to a historical phase undergone by third-world countries after the decline of colonialism, e.g., the

¹ Kristi Siegel, *Introduction to Modern Literary Theory*, 2006.

European empires. Many third-world writers focus on both colonialism and the changes created in a postcolonial culture.

6. Postmodernism

Postmodernism is a much broader term and encompasses theories of art, literature, culture, architecture, and so forth.

7. Structuralism

Structuralism is a way of thinking about the world which is predominantly concerned with the perceptions and description of structures.

8. Feminist Criticism

Feminist theory advocates examining how women are treated in a political, economic, social, psychological, personal, and aesthetic.

According to Peter Barry, he adds nine more types in his book, they are: Liberal Humanism, Post-Structuralism and Deconstruction, Lesbian/Gay Criticism, New Historism, Cultural Materialism, Stylistic, Narratology, and Eco Critism.²

B. Feminist Theory

Feminism is theory that men and women should be equal politically, economically and socially. This is the core of all feminism theories. Sometimes this definition is also referred to as "core feminism" or "core feminist theory." Meanwhile feminist is one who believes in that men and women should be equal politically, economically and socially.

² Peter Barry, *Begining Theory: An Introduction to Literart and Cultural Theory* (UK: Peter Barry, 2002).

According to Katharine, many different conceptualizations or variations of feminism, there are³:

1. Liberal feminist is developed out of liberal political philosophy, arguing that through legal and political avenues of the mainstream, women can change laws and politics and therefore achieve gender justice. Liberal feminists focus on the centrality of an ideal state that respects all its citizens, thereby granting and protecting equal rights and equal opportunities for women and men.
2. Marxist-socialist feminists focus on class division as the major factor in women's oppression, paying attention to the intersections between women's work and women's self-perception.
3. Radical feminists describe women's oppression as being grounded in reproduction, mothering, gender, and sexuality. They call for women to absent themselves emotionally and sexually from men so they may realize their full and whole selves as women.
4. Psychoanalytic feminists theorize that women's nature is not biologically determined, but socially constructed. Women's oppression is based on childhood experiences where masculinities and femininities are constructed and communicated, leading to the ways of thinking about oneself.
5. Cultural feminists propose women should provide ways of being, thinking, and speaking that allow for openness, diversity, and difference.

³ Katharine Sarikalis, *Feminist Theory and Research*, 505-506.

In addition to the five types of feminist concepts above, there are many more examples of other feminist concepts. As Penny and Brenton say, they add another feminist concept, they are: Black/Womanist Feminism, Chicana Feminism, Native American Feminism, Asian-American Feminism, Arab American Feminism, Existential Feminism, Multicultural Feminism, Eco Feminism, and Postmodern Feminism.⁴

From the many kinds of concepts feminist studies, it indicates that the world community is increasingly aware of the position of women with men equally in the eyes of law. Women also deserve the same rights as men, without distinction, ethnicity, religion, culture, or any other.

C. Novel

1. Definition of Novel

The word novel can be defined as an extended work of prose fiction. It derives from the Italian novella (“little new thing”), which was a short piece of prose. Terry Eagleton in her book says “A novel is a piece of prose fiction of a reasonable length.”⁵

In another hand Leila Borges adds novel as a work of fiction containing more than 50,000 words.⁶ Its means novel is one of prose fiction that consists of many pages and cannot be read in one sitting.

⁴ Penny A Pasque and Brenton Wimmer, *An Introduction: Feminist Perspective*, (ACPA, 2011).

⁵ Terry Eagleton, *The English Novel An Introduction* (Blackwell Publishing),

⁶ Leila Borges, *British and American Literature* (Univer Cidade), 20.

In literature, prose fiction is supposed to be a genre which is different from other genres such as poetry and drama. The difference is focused on conventional writing where each of the genres has very much in common.

Novel or prose has narrative form as its characteristic; meanwhile, poetry is written in form or lines with rhyme scheme and rhythm are dominant whereas, drama is related to action or dialogue. However, each of them has a close connection in the face of a fictitious kind of writing. The distinction of each genre is mostly conventional than structural.

A novel consists simply of a long story written in prose, yet the form developed comparatively recently. To this day, the novel still maintains its leading position as the genre which produces the most innovations in literature. The term “novel,” however, subsumes a number of subgenres such as⁷;

- a. **Picaresque novel**, which relates the experiences of a vagrant rogue (from the Spanish “picaro”) in his conflict with the norms of society. Structured as an episodic narrative, the picaresque novel tries to lay bare social injustice in a satirical way, as for example Hans Jacob Christoph von Grimmelshausen’s (*c.* 1621—76).
- b. **Bildungsroman** (novel of education), generally referred to by its German name, describes the development of a protagonist

⁷ Mario Clarer, *An Introduction to Literary*, 11.

from childhood to maturity, including such examples as George Eliots (1819—80) *Mill on the Floss* (1860).

- c. **Epistolary novel**, which uses letters as a means of first-person narration, as for example Samuel Richardsons *Pamela* (1740—41) and *Clarissa* (1748—49).
- d. **Historical novel**, such as Sir Walter Scotts (1771—1832) *Waverley* (1814), whose actions take place within a realistic historical context.
- e. **Atirical novel**, such as Jonathan Swifts (1667—1745), highlights weaknesses of society through the exaggeration of social conventions.

Whatever the sub-categories of the novel are, the underlying point of its essence is the manifestation of its form. It is not an absolute standard of being longer to be a novel. As long it is built under conventional kind of writing that is narrated in prose and cover intrinsic elements as a unity it would be said as a novel.

So, in this case, Jane Eyre is included into the Bildungsroman type. Because in it told the main character from childhood to maturity. It also contains many meaning of life, and also full of struggles as Jane did, including in the field of education and emancipation, where every woman can feel the result of her thinking and ideas.

2. Main Elements of Novel

- a. **Setting**: The background in which the story takes place.

There are several aspects to setting:

- 1) *Place*: This is the geographical location of the story. Since novels are lengthy, the story may move from one place to another.
 - 2) *Time*: First, this refers to the period of history, if the story is set in the past. If the story could happen now or at some recent unspecified time, we say that it is "contemporary".
 - 3) *Climate/Weather*: This is an aspect of setting which is often forgotten, but it can be important to the novel. If the story begins in the midst of a hurricane, it is significant to the story.
 - 4) *Lifestyle*: This refers to the daily life of the characters. If a story takes place in a particular historical period, the lifestyle of the characters (e.g., whether they are poor farmers or residents of the court) is part of the setting.
- b. **Atmosphere**: The mood or feeling of the story, the emotional quality that the story gives to the reader.
 - c. **Characters**: the people, animal, robots, etc., who take part in the action of the story.
 - d. **Conflict**: the struggle between opposing forces in the story. There are various types of conflict, which can usually be categorized as one of the following:
 - 1) a character struggling against nature,
 - 2) a struggle between two or more characters,
 - 3) a struggle between the main character and some aspect of society,
 - 4) a struggle of opposing forces within one character.

- e. **Plot:** The storyline; the ordered arrangement of incidents in a story. Plot arises out of the conflict in the story, which builds to a climax.
- f. **Theme:** the central idea in the story or novel. It can usually be expressed in a short statement about human nature, life, or the universe.

D. Education

Education is something familiar to human life. Education is needed by all people, it can even be said that this education is experienced by all people from all groups. The meaning of education can simply be interpreted as a human effort to foster his personality in accordance with the values in society and culture.

1. Definition of Education

Etymologically, Education in the Greek sense is "pedagogic" that is the science of leading the child. The Romans view education as "educare", that is to issue and guide, the act of realizing the potential of the child brought into being in the world. In the Javanese language education means pelulawentah (processing), cultivating, transforming, psychological, maturing feelings, thoughts and character, changing the personality of the child. Meanwhile in KBBI, education comes from the basic word "didik", which is to nurture and give training (leadership teachings) about morals and intelligence of the mind.

Terminologically, according to Bendara Raden Tumenggung Harya Suwardi Soerjaningrat or better known by the name Ki Hadjar Dewantara said in his book that education is an attempt

to form a whole human birth and mind, that is intelligent, healthy, and virtuous character. Ki Hadjar Dewantara also asserted that the educator must have the concept of 3 unity of whole attitude, namely *ing ngarsa sung tuladha*, *ing madya mangun karsa*, and *tut wuri handayani*. The understanding, that as educators must be able to be a role model for students, educators are also able to maintain balance, can also encourage, and provide motivation for learners. This educational trilogy is absorbed as the concept of "Kepemimpinan Pancasila".⁸

In the other hand, Chandra said that education comes from the word "educate" which means keeping and giving practice. Both of these requires the existence of teachings, guidance, and leadership about the intelligence of the mind.⁹

Based on the above definition, it can be concluded that education is all the effort to make human beings can develop their potential to have spiritual power, self-control, personality, have intelligence, good character, and have the necessary skills as members of society and citizens.

2. Function of Education

Education is essential for every society and individual. Education as social institution, plays a vital role in the society. The function of education is multidimensional within the

⁸ Ki Hadjar Dewantara, *Karya Ki Hadjar* (Yogyakarta: Taman Siswa, 1962), 2.

⁹ Chandra, *Peran Partisipasi Kegiatan di Alam Masa anak, Pendidikan dan Jenis Kelamin sebagai Moderasi Terhadap Perilaku Ramah Lingkungan* (Yogyakarta: Unversita Gadjah Mada, 2009), 33.

school system and outside it. It performs the function of socialising the individual for a variety of social roles and development of personality.

According to Arman Sharma, the key functions and roles of education towards individual and society are listed as follow:¹⁰

a) Functions of education towards individual:

- 1) Development of inborn potentialities
- 2) Modifying behavior.
- 3) All-round development.
- 4) Preparing for the future.
- 5) Developing personality.
- 6) Helping for adjustability.

b) Functions of education towards society:

- 1) Social change and control.
- 2) Reconstruction of experiences
- 3) Development of social and moral value.
- 4) Providing opportunity or equality.
- 5) Determination of Status.¹¹
- 6) Provides Route for Social Mobility
- 7) Social Development.

¹⁰ Aman Sharma, *What are the functions of education towards individual, society and country?* <http://www.preservearticles.com/201102244178/what-are-the-functions-of-education-towards-individual-society-and-country.html>

¹¹ Puja Mondal, *Educational System: The Meaning, Aspects and Social Functions of Education*, YourArticleLibrary.com, 2016, <http://www.yourarticlelibrary.com/education/educational-system-the-meaning-aspects-and-social-functions-of-education/8582/>

3. Essence of Education

Rohimin state that the essence of education is a conscious effort to develop the potential given by God to humans, and directed to the goal of humanizing human beings, or making them as human beings or kaffah.¹²

Meanwhile, according to Yuli, the essence of education is education for humans and can be obtained from birth to adult.¹³

- a) Humans do a continuous process. Humans reconstruct experiences and growth processes that lead to further growth. This is called the process of continues reconstruction of expression.
- b) Relevance is a demand from childhood, adolescence, to adulthood. The relevance period also from elementary education to college, and the world of work. The relevance is continuous.
- c) Adjustment period is a period of flexibility tailored to the needs of self in his time. This means that humans must be able to adjust to the state of the environment. Family environment, school, community, village, city. Humans must also adjust to any situation, educated or less educated, poor or rich.
- d) The human ideal must be in accordance with human responsibility and education, both formal education and environmental education.

¹² Rohimin, Tati Saodah, Agus Salam, *Hakikat Pendidikan*, 12.

¹³ Yuli Sectio Rini, *Pendidikan: Hakekat, Tujuan, dan Proses*, 8-9.

e) Humans have a conscious effort to prepare learners through the guidance of teaching in order to master the ability in accordance with the role that human must play.

All those essence of education are related to Ki Hadjar Dewantara statement. He says that the value achieved is a whole human born and inner, that is intelligent human, healthy and virtuous character.