

CHAPTER I

INTRODUCTION

A. Background of the Study

Journal, periodical, and volume frequently lift social problems happen in society. A number of social problems such as poverty, criminality, drugs, child abuse, child neglect, juvenile delinquency, disease, and other similar problems sometimes are touching, grieving, and tearful since these become endemic to society and occur continually for years.

In Indonesia, Word Bank (2015) stated that out of a population of 252 million, more than 28 million Indonesians currently live below the poverty line and approximately half of all households remain clustered around the national poverty line set at 292,951 rupiahs per month (\$24.4). From data in 2013 shows, that Indonesia still suffers 228 infant deaths for every 100,000 live births. At 190 maternal deaths for every 100,000 live births, maternal mortality also remains high. Then, there is also the most miserable problem in this developed country such as child labour and child trafficking. In United Nations Child's Fund (2012), a study reported by Federman & Levine (2005) from secondary data analysis of a large sample of individual and household level survey data from 274 districts collected by Indonesia's Central Bureau of Statistic (BPS) was found child labour in 247 districts in Indonesia (p. 211)

In United State, notes of social problems data relate to child abuse and neglect shown by National Child Traumatic Stress Network (2015) Department of Health and Human Services. It was reported in Child

Maltreatment 2013 that in the fifty states, the District of Columbia, and Puerto Rico, an estimated 679,000 children were victims of child abuse; and 1,484 children died as a result of abuse or neglect.

Such case either in Indonesia or in United State can be categorized as social problems need to be overcome urgently. To the researcher, the government with its institutions, also all members of society includes gifted people like teachers, writers, and novelists, have responsible to *interfere* in their own way. This serious care is prominent to construct a harmony and worthy life.

The social problems draw the researcher's interest since it relates to the field where the researcher works that is at an educational institution. Social problems that engage child and adolescent give much bad influence to the development of their growth and education. For instance, child maltreatment and neglect (physical, emotional, educational, safety and health neglect), parents who maltreat and neglect their children will obstruct the development of their education and psychological health. In this discussion, the researcher refers to Krug's et al. (2002) neglect definition in United Nations Children's Fund which defines it as,

the failure to provide for the development of the child in all spheres: health, education, emotional development, nutrition, shelter, and safe living conditions, in the context of resources reasonably available to the family or caretakers and causes or has a high probability of causing harm to the child's health or physical, mental, spiritual, moral or social development. This includes the failure to properly supervise and protect children from harm as much as is feasible (2012, p. 5).

Maltreated and neglected attitudes will outcome some negative actions to children like suicide ideation, attempted suicide, alcohol use, non-school

attendance, dropping out of school, anxiety, depression, anger-hostility, low self-esteem, etc. (United Nations Children's Fund, 2012, p. 108).

The social problems, to Soetomo (2013, p. 21), which express injustice and have been spread out in society; create an action to change such bad condition to better condition. Injustice is the condition or practice of being unjust or unfair, violation of the rights of others; unjust or unfair action or treatment (Collins English Dictionary, 2003).

In this research, the researcher will enlighten the actions to change bad conditions to better conditions by probing the thoughts depicted in literature especially novel since novel is a work of fiction that seems to imply a meaningful connection between causality and destiny (Michel Zeraffa, 1972 in Elizabeth and Tom Burns, 1973, p. 38). He added that the novel should at one and the same time describe what is happening to us, extract its meaning, and signpost the direction in which we are going.

The novelist, as a member of society and a human who is given a talent to write, has chance and competence to elevate even a horrible social problem to the worthy one through aesthetic works. It refers to the function of literature which Rene Wellek (1978) stated: "it is probable that all art is "sweet" and "useful" to its appropriate users: that what it articulates is superior to their own self-induced reverie or reflection (p. 21). He adds that the pleasure and utility should not merely coexist but coalesce. The pleasure of literature, is not one physically pleasures but is a "higher pleasure" because pleasure in a higher kind of activity, i.e., non-acquisitive contemplation. And the utility, the seriousness, the instructiveness, of literature is a pleasurable

seriousness, i.e., not the seriousness of a duty which must be done or of a lesson to be learned but an aesthetic seriousness, a seriousness of perception.

According to Lowenthal in Diana Laurenson and Alan Swingewood (1972, p. 16), the author writes his works referring to the life of society and ways individuals experienced it through fictional character who see and record not only the reality around them, but their hopes, wishes, dreams and fantasies. He concludes that the social meaning of this inner life of characters is related to problems of social change. Lowenthal said that:

Thus literature, as a reflection of values and of feeling, points both the degree of change occurring in different societies as well as to the manner in which individuals become socialized into the social structure and their response to this experience. Literature, because it delineates man's anxieties, hopes, and aspiration, is perhaps one of the most effective sociological barometer of human response to social forces. (p. 17)

Though social problems are complicated and the author can write the problems in his works or literature aesthetically and meaningfully, of course, it cannot be judged as merely real happening fact because literature is an imaginative of an author. Terry Eagleton (1996) stated "literary can be defined as an imaginative writing in the sense of fiction" (p. 1). While according to Cambridge Advance Learner's Dictionary the 3rd Edition (2008), literature is written artistic works, especially those with a high and lasting artistic value.

Authors can also exploit literature as a mean to arouse the heroism of society so they will be brave to fight their belief or the truth to against the powerful people who suppress the powerless. Thus, the bravery in struggling life is needed to assist the truth. The authors also frequently tend to write based on their own experiences and attach attractiveness into it. Therefore, for

readers it is prominent not just to get relaxation but also expand moralistic worth of the literature.

By doing this, the authors have contributed their idea to readers and incidentally can influence them to participate in adjusting the bad condition to a better one. To Wellek (1978), art is propaganda and the author is a propagandist when the meaning of propaganda enlarged with effort, whether conscious or not, to influence readers to share one's attitude toward life (p. 26). Besides the two primary functions, pleasure and utility, literature performs three subsidiary functions; propaganda, release and escape. Propaganda literature must be distinguished from mere propaganda in which there is nothing creative.

The writer of mere propaganda is simply concerned to popularize facts, ideas, and emotions with which he is familiar. However, propaganda that is literature is a creative influence irradiating and transforming the writer's experience. The idea to be propagated is still alive and growing in his mind. It is this living and growing idea, which the artist communicates to his reader and thereby, transforms his whole attitude to life. Thus, the researcher hopes the author can propagate the valuable thought to arouse society's awareness in solving social problems.

One genre of the most popular literature works is novel. It has attracted a lot of attention to all ages. Readers desire such colportage that are fantastic and furnish norms needed by society. A main character who characterizes fine personality possibly will manipulate readers. Protagonist who reflects

attentiveness, heroic, maturity of thought, seriousness, hardness of the hearts, not easy to despair, etc, influences the readers.

Jeremi Hawthorn (2001, p. 102) defines that novel is a kind of media where the author expresses their idea which comes from many resources such as experiences either from the author, one's experience or the condition when the book written at the time. Regularly the author will articulate it selectively by creating the story based on the purpose includes the element of entertainment and offers various problems of human being and humanity such as true story, myth, or even religious belief of the culture.

The novel *Jane Eyre* was influenced by the author's background. Charlotte Bronte was born in Thornton, Yorkshire, England, and the third of six children, to Patrick Bronte (formerly Patrick Brunty"), an Irish Anglican clergyman, and his wife, Maria Branwell. In April 1820 the family moved a few miles to Haworth, where Patrick had been appointed Perpetual Curate. Maria Branwell Bronte died of cancer on 15 September 1821, leaving five daughters and a son to the care of her sister Elizabeth Branwell. In August 1824, Bronte was sent with three of her sisters; Emily, Maria, and Elizabeth, to the Clergy Daughters' School at Cowan Bridge in Lancashire.

In poor conditions, Bronte maintained, permanently affected her health and physical development and hastened the deaths of her two elder sisters, Maria (born 1814) and Elizabeth (born 1815), who died of tuberculosis in 1825 soon after they were removed from the school.

At home in Haworth Parsonage, Bronte and the other surviving children Branwell, Emily, and Anne began chronicling the lives and struggles of the

inhabitants of their imaginary kingdoms. Bronte and Branwell wrote stories about their country Angria and Emily and Anne wrote articles and poems about their Gondal. The sagas were elaborate, convoluted, and provided them with an obsessive interest in childhood and early adolescence, which prepared them for their literary vocations in adulthood.

In this research, the writer is concerned to analyze the novel *Jane Eyre* through sociology of literature perspective. Since it includes imbalance society condition and marked with hassle that show the strong characteristic and mental development of a main character named Jane Eyre.

Jane Eyre is the best work of Charlotte Bronte that has often publicized or filmed. In 2011, it won seven awards and got 15 nominations; This work ever get award. This artwork is gorgeous, flowing story line and characterization that can really actualize the message that the author would like to deliver.

Many conflicts occur in the novel *Jane Eyre*. Little Jane Eyre has been orphan since the age of 10 years old picked by her aunt with three children that has a wicked temper and spiteful. Having grown up, Jane Eyre meets someone who has a violent temper and cruel. Because of since a child she is familiar with the harsh environment, it forms her strong soul and resilient so that when she experiences various obstacles she can step firmly and in right way. Her strong attitude or character was also has an effect on people around so it change she reviews on. The story tells how the characteristic development improved through the protagonist.

From the explanation, the researcher will focus on the discussion of social injustice issues, Charlotte Bronte's act against social injustice issues through the protagonist, and the relationship between social injustice issues in the Charlotte Bronte's *Jane Eyre* and social background of English society at the first half of the 19th century. In this case, these indicators can be observed from sociology of literature approach.

B. Problem Statements

Based on the background of the study above, the problem of this research is arranged in order to find the answers to the research problems that can be formulated as follow:

1. What issues of social injustice portrayed in the Charlotte Bronte's *Jane Eyre*?
2. How is the protest reflected in the Charlotte Bronte's *Jane Eyre*?
3. How is the novel related to social realities of the English Society at the first half of the 19th century?

C. Limitation of the Research

To evade the enlarging insignificant discussion, the researcher will focus the analyses on the concept of sociology of literature and the social background of English society in the early half of the nineteenth century includes social problems at that time. She also read between the lines the novel to get *Jane Eyre*'s social injustice issues, protests of the social injustice issues, and at last, found the relation of issues, social background of English society at the first half of the 19th century through the perspective of sociology of literature.

D. Objectives of the Study

1. To describe issues of social injustice portrayed in the Charlotte Bronte's *Jane Eyre*.
2. To discover the protest reflected in the Charlotte Bronte's *Jane Eyre*.
3. To reveal the relationship between the novel and social realities of the English Society at the first half of the 19th century.

E. Benefits of the Study

The main functions of literature are to entertain and value to the reader, and to heighten his awareness of certain aspects of life. The researcher hopes this thesis will give some advantages:

1. Theoretical Benefit

This research will give additional information to literature research dealing with Charlotte Bronte's *Jane Eyre* through sociology of literature approach.

2. Practical Benefit

- a. This research will help the writer in comprehending the novel deeper through sociology of literature approach.
- b. This research will fulfill teachers' knowledge with the English vocabularies and structures used in teaching literature.
- c. This research will magnetize other readers to do further researches.

F. Paper Organization

In order to make this paper easy to be followed, the researcher offers some orders of the paper organization as follow:

Chapter 1 contains introduction that consist of background of the study, problem statement, limitation of the study, objectives of the study, benefits of the study, study method and paper organization.

Chapter II is about underlying theory that deals with social problem, social injustice, sociology of literature and previous study.

Chapter III covers research method.

Chapter IV is historical background of English society in the half of the nineteenth century

Chapter V discusses social injustice in *Jane Eyre* and the protests against the social injustice. It is also about the application of the theory sociology of literature to the novel.

Chapter VI consists of conclusion and suggestion.