

# CHAPTER I

## INTRODUCTION

This chapter contains six elements. They are background of the study, problem statement, objectives of the study, limitation of the study, benefits of the study, and research paper organization.

### **A. Background of the Study**

There are some ways to express ideas, especially in a literary work. There is a literary work that brings us to the world of dreams and takes us away from reality. It has to be contrasted with a literary work that needs our interpretation. Literature is a personal expression of feeling including experience, idea, motivation, conviction in the concrete description by using language. Novel is a part of prose form beside short story. Most people read novel and short story. A novel expresses some aspects of human's love and existence. Novel describes human activities and describes what happened in surrounding, so it is written in long composition. According to Kennedy (1983: 103) novel is generally thought of as containing about forty five thousand words or more. So novel is longer narrative than short story and novella.

According to Grant (2001) social classification is a set of concepts in the social sciences and political theory centered on models of social stratification in which people are grouped into a set of hierarchical social categories, the most common being the upper, middle, and lower classes. Class is an essential object of analysis for sociologists, political scientists, anthropologists, and social historians. However, there is no a consensus on the best definition of the term "class" and the term has different contextual meanings. In common parlance, the term "social class" is usually synonymous with "socio-economic class," defined as "people having the same social, economic, or educational status, "the working class", an emerging professional class. However, academics distinguish social class and socio economic status,

with the former referring to one's relatively stable socio cultural background and the latter referring to one's current social and economic situation and, consequently, being more changeable over time.

According to Wellek (1949) novel as a literary work has known since eighteenth century in England. With the result as like novel, poem, poetry, drama, and prose. Prose is often as specific terms for all discourse spoken or written which is not patterned into recurrent matrix united that we call verse. Prose has longer meaning because it covers everything that is written as literary work but it includes some of non fiction work.

According to Rees (1973: 9) literature is a permanent expression in words of some thoughts or feeling or idea about life and the world. Literature also the writing or the study of books, valued as works of art (drama, fiction, essay, poetry, biography, contrasted with technical books and journalism). The main generic of literature today is poetry, drama and the novel.

Literature represents a language or a people: culture and tradition. But, literature is more important than just a historical or cultural artifact. Literature introduces us to new worlds of experience. We learn about books and literature; we enjoy the comedies and the tragedies of poems, stories, and plays; and we may even grow and evolve through our literary journey with books.

Ultimately, we may discover meaning in literature by looking at what the author says and how he/she says it. We may interpret the author's message. In academic circles, this decoding of the text is often carried out through the use of literary theory, using a mythological, sociological, psychological, historical, or other approach. Whatever critical paradigm we use to discuss and analyze literature, there is still an artistic quality to the works. Literature is important to us because it speaks to us, it is universal, and it affects us. Even when it is ugly, literature is beautiful. According to Grambs (1925: 93) the novel as a genre of fiction can be defined as : "a work of prose fiction, usually an extended narrative that tells a story or uses incidents to dramatize human experience and individual characters". A novel can be analyzed in several points of view. It can be analyzed from the moral, social and religious point of

view. Moral has a close relationship with character, because moral is reflected by character.

Marxist theory is also used in analyzing how the history of society in at that time when the novel produced affects the literary work since Marxism always focuses on the history behind the work itself, such as the time when the novel was published. As Barry (2002: 167) stated that one method of what Marxist critics do is to explain the nature of a whole literary genre in terms of social period which produced it. The Marxist theory is also employed to find out the social condition in Britain when the novel produced.

The history of the relationship between critical theory and Marxism has an ambiguous one. On the one hand, there have been those who have affirmed an axiomatic connection: i.e. Marxism as the critical theory of capitalist society. In this regard Marxism has tended to be viewed as a totalizing discourse under which all possible forms of social critique can be subsumed (e.g. the problems of class, race and gender all boil down to capitalist exploitation). On the other hand, there are those who argue that critical theory represents an evolving(postmodern) intellectual tradition that, in rejecting all forms of naturalism and necessity, cannot be reconciled with Marxist thought and, moreover, renders the latter redundant. Both positions are equally entrenched. For Jacques Derrida regarded by many as the philosophical architect of contemporary critical theory the boundary between Marxism and critical theory is considerably overdrawn. According to Derrida (1994: 92) indeed he maintains that his own highly influential theory of deconstruction is something that already names a deep connection with Marxist openings: 'Deconstruction has never had any sense or interest, in my view at least, except as a radicalization in a certain spirit of Marxism'.

In traditional Marxist discourse critical theory was generally seen in terms of establishing an objective fulcrum that would enable rational and emancipator social change. The history of Marxist intellectual development, however, has seen a gradual abandonment of this type of ambition. From the Frankfurt School through to Gramsci and contemporary post-Marxism, the idea of theoretically determining an external principle for social

transformation has steadily given way to a basic emphasis on context and historicity. Does this mean consequently that critical theory no longer has a critical edge or any sort of purchase on an alternative normative vision? The postmodernist liberal philosopher Richard Rorty would answer this in the affirmative. For him the ultimate achievement of contemporary critical theory is, in a way, its own dissolution. That is to say, what critical theory serves to demonstrate is that there is no theoretical basis for radical collective emancipation. Indeed the very emphasis on the differential contingency of all Being is something that, according to Rorty (1989,1991) gives implicit endorsement to a liberal ideal: one in which individuals qua individuals are free to pursue their personal goals and ideals about how to live.

According to Bronte, Anne (1846) interaction, restriction, and determination in society may have been caused by social classes. People who have equal class tend to interact each others in the society of the same class, but in contrast, people who do not have equal class have difficulties to interact and they will be isolated. Commentary deals with social class and the impact of it will interest many criticism, researcher, and analyst who will explore it. Although social class is an empirical phenomenon which existed in the past until present, but social class is always impressionable and it is also actual to be discussed. The relationship between social class and the impact of it becomes the basis of writer's assumption in analysis. Therefore, this is the reason why the writer chooses Agnes Grey as the object of the study.

According to Bronte, Agnes Grey (1846) is one of England classical middle-nineteenth century novels, which responded to social condition and based on Bronte's experience as a governess. Bronte described a major character, Agnes Grey who became governess in Mr. Bloomfield's family at the first time, but due to the fact that she was not appropriate with the family's expectation, immediately Agnes was retired from her occupation as governess. At the second time, Agnes entered a new family, Mr. Murray who was higher than Mr. Bloomfield in social status. Agnes had suffered from oppression determination and isolation. It was also narrated that Agnes had difficulty to associate herself on this family, because Agnes had esteemed that she did not

have the same social class. Agnes was not only isolated from interaction, but she was also restricted whether in the family, in church, in surrounding people or restricted in love. Hence, social class had determined Agnes in the circumstance.

There are some reasons why the writer is interested in analyzing this novel. This study is chosen because the writer is interested in studying literature. By reading literature work, automatically we can develop our knowledge and science. And we can arrange the works that are chosen by the author. Secondly, the writer can also get the author's feeling or experiences from the object of the study in "Agnes Grey" by Anne Bronte. After reading and studying this novel, the writer can give some information concerning with the novel through social classification. Because the reader of this research can get an understanding of more general aspects through social status, love, relationship, mystery or message of life. And it often spoke about family, love and the luxury of a life in the city. Thirdly writer educated a study concerning with the social class of Anne Bronte "Agnes Grey". As we know that social class has a very close with the story. To support the study, the writer reviewed the reference material such as books and some literary theories.

Fourthly, In Anne Bronte's novel Agnes Grey, it is possibly to emerge any aspect that can be explored, but the writer focuses on social class and the impact of its as the central of the novel. Conducting the reason above, the writer is interested in the object of Agnes Grey by using Marxist theory especially.

Based on the background above, the researcher proposes to conduct a research entitled "SOCIAL CLASSIFICATION REFLECTED IN ANNE BRONTE'S AGNES GREY (1847): MARXIST THEORY"

## **B. Literature Review**

This analysis is based on the previous analysis which has been done earlier. A study is about the character of Agnes Grey in Anne Bronte's Agnes Grey Novel. It was written in 2011 by Qoriatul Mahfudhoh Qoffal from The State Islamic University of Maulana Malik Ibrahim Malang under the title The Uniqueness of Agnes Grey as described in Agnes Grey by Anne Bronte. That

previous research focused on two significant problems. She tried to find out the kinds of woman uniqueness and also the kinds of process development owned by Agnes Grey in *Agnes Grey* by Anne Bronte. In her analysis, she used theory of woman psychology, especially the theory which studies about woman unique character.

Second study comes from Irene Maria Cahyaningtias Rinukti (2001), the student of Sanata Dharma University Yogyakarta who wrote down her thesis on the title *Moral Values of Respecting Others as Reflected by Agnes' Character Development in Anne Bronte's Agnes Grey*. This thesis had two objectives. First is to find out Agnes' character development, which was revealed through her characteristics and character development seen from plot development. Second is to find out how Agnes' character development reflected moral values of respecting others. In this thesis, the writer used moral-philosophical approach since the thesis dealt with how Agnes reflected moral values of respecting others. Here, Agnes, as governess, taught some moral values of respecting others to her pupils. To analyze Agnes' character development, the writer used theories of character and had characterization, plot, and morality.

The third researcher is Anna-Maria Syrjämäki (2010), the student of University of Tampere School of Modern Languages and Translation Studies on the title *A Woman of Spirit: Anne Brontë's Agnes Grey as a Story of Spiritual Development*. It discussed spiritual issues. This study described religious attributes that Brontë intertwined in *Agnes Grey* both at the level of the story and at the level of narration invoke the genre of fictional spiritual autobiography as Agnes the protagonist depicted her experiences as a governess when she was at the same time charted her spiritual journey.

The fourth researcher is Beryl Rose Glick Frishtick (2013) entitled *Independence through Education: The Governess in Jane Eyre and Agnes Grey and Her Relation to Women's Identity in Nineteenth-Century England*. It discussed governess issue. This study described how the figure of the governess fit into the Brontë novels, and why she still mattered today. He employed a broad lens of New Historicism, popularized by the scholar

Stephen Greenblatt, a school of literary theory that aspired to recognize the political and cultural movements that influence a work, in order to position that worked in a historical context.

The fifth researcher is Majid S. Mgamis (2012) entitled “Decolonizing Feminism”: Women’s Power in *Agnes Grey*, *The Tenant of Wildfell Hall* and *Wuthering Heights*. It discussed feminism issue. This study described female characters in Emily Bronte's *Wuthering Heights* and Anne Bronte’s *Agnes Grey* and *The Tenant of Wildfell Hall*, this dissertation ran counter to orthodox criticism of Victorian literature that highlighted a pattern of male dominance and female oppression, reflecting the widespread belief that women were victims of male hegemony and had very little power in both their relationships and in their place in society.

The sixth researcher is Karin Walta (2012) entitled *The Governess and the Female Bildungsroman: ‘Agnes Grey’ and ‘Jane Eyre’*. It discussed governess issue. This study described the way writers portrayed governesses. These two novels have two different perceptions on the governess. The books explores the ways in which the governess dealt with society and found her own way throughout the story.

The seventh researcher is Ingrid Nonslid (2010) entitled *Fictional Representation of Philanthropy in Anne Brontë’s Agnes Grey and Mary Cholmondeley’s Red Pottage*. It discussed philanthropy issue. This study described how the theme of philanthropy figures in the two texts, published half a century apart. In extension of this study, it would be appealing to explore the theme of philanthropy or the figure of Lady Bountiful in the works of both male and female authors from the Victorian period, or to look at how the portrayal of the female visitor changed over time in different literary periods.

The eighth researcher is Jennifer Stolpa (2000) entitled “Revisioning Christian Ministry: Women and Ministry in *Agnes Grey*, *Ruth*, *Janet’s Repentance*, and *Adam Bede*”. It discussed Spiritual and feminism issue. This study described laywomen’s relationship to the church and its ministry could be connected to the sometimes heated responses from laymen to a

hierarchical church. As new opportunities for women's ministry evolved, discussion frequently focused on differentiation from clerical ministry, restricted authority, and official recognition.

The ninth researcher is Betty Jean Johnson (1950) entitled *Criticism of Anne Bronte's Two Novels*. It discussed criticism issue. This study described representative selection of the reviews and criticisms of Anne Bronte's two novels, *Agnes Grey* and *The Tenant of Wildfell Hall*.

The last researcher is Lenka Švédová (2010) entitled *Woman in Society in the Novel: Comparison of Two Periods (19th and 20th Centuries)*. It discussed feminism issue. This study analyzed six literary heroines in the area of their position in society within the nineteenth and twentieth centuries. All female protagonists undergo various obstacles on their way towards independence. However, the main inconvenience they met was their female gender which was a limiting factor.

Similar to that previous research, this analysis also chooses the character of Agnes Grey in Anne Bronte's *Agnes Grey* as the main object to analyze. The difference between this research and the previous is that this research does not concern moral-philosophical in which Agnes respected others, but it pays attention to the woman struggle depicted by the character of Agnes Grey and the writer intends to use Marxist theory in this analysis.

The researcher uses Marxism Theory to analyze the data. The researcher analyzes "SOCIAL CLASSIFICATION REFLECTED IN ANNE BRONTE'S AGNES GREY (1847): MARXIST THEORY"

### **C. Problem Statement**

The major problem of the study is "How Anne Bronte synthesizes social class determination into a new society and how structural element of the novel are?"

### **D. Limitation of the Study**

In this research, the researcher does not analyze in the whole perspective but the writer limits this research to focus on analyzing social classification reflected in Anne Bronte's *Agnes Grey* (1847) based on Marxist Perspective.

## **E. Objective of the Study**

Concerning with the problem statements, the objectives of the study are as follows:

1. To analyze Anne Bronte's *Agnes Grey* novel based on structural elements of the novel.
2. To analyze the social classification reflected in Anne Bronte's *Agnes Grey* novel based on Marxist Theory.

## **F. Benefit of the Study**

There are some benefits that are expected by the writer, Those are:

### **1. Theoretical Benefit**

This study is expected to give information and contribution the development of the knowledge, and particularly the literary study on *Agnes Grey* novel.

### **2. Practical Benefit**

This study is wished to give deeper understanding and enrich both knowledge and experience especially for the writer, generally for other students of Muhammadiyah University of Surakarta and also can be used as reference by other university students who are interested in literary study on *Agnes Grey* based on Marxist Approach.

## **G. Research Method**

### **1. Type of the Research**

The researcher makes this research applies descriptive qualitative method. Descriptive qualitative method is a research which employs the method of collecting, describing, classifying and analyzing the data and then drawing conclusion Moleong, (2000:17). It can be concluded that researcher analyzes the data which is in the form of words with understanding the processes and the meanings of the realities within novel and the data that doesn't need to be examined or measured.

### **2. Object of the Study**

The object of the study is *Agnes Grey* written by Anne Bronte's which was first published in December 1847 by Wordsworth Editions Ltd 1998. It is analyzed by using Marxist approach.

### **3. Type of the Data and Source of the Data**

#### **a. Type of Data**

The type of data that is applied by the writer in this research is textual data. Textual data consists of words, phrases, sentences, narration and dialogue of novel.

#### **b. Source of Data**

The source of data in this research is classified in two categories:

##### **1) Primary Data**

The primary data source is the novel itself, *Agnes Grey* was directed by Anne Bronte.

##### **2) Secondary Data**

The secondary data sources are taken from some books, websites, and other literary and other matters that support this analysis.

### **4. Technique of the Data Collection**

The writer takes some steps for the techniques of data collection, those are:

- a. Reading the novel repeatedly.
- b. Determining the character that will be analyzed.
- c. Taking notes of the influence information in textual and image in both primary and secondary data.
- d. Arranging the data into several groups on its classifications.
- e. Selecting particular part considered important and relevant for analysis.
- f. Drawing conclusion and formulating suggestion.

### **5. Technique of the Data Analysis**

The writer uses Marxist approach and applies it by using the descriptive analysis. In addition, the writer also uses the social classification analysis of the work. Firstly, the data is arranged in a list of data. Secondly, the researcher looks for a selecting the correlation

by using the chosen approach. Thirdly, all data from the second step are arranged. Finally, a conclusion is drawn.

## **H. Research Organization**

In order to make this paper easy to be followed, the writer gives some orders for the paper organization. The first is chapter I, introduction. It consists of background of the study, objective of the study, benefits of the study, research method, and paper organization. The second is chapter II, theoretical approach, it consists the notion of Marxist approach, structure of Marxist approach, structural elements of the novel, the notion of social classification. The third is chapter III, Social background of England in the early of the nineteenth century which covers social aspect, political aspect, economic aspect, religious aspect, science and technology aspect, and The life of the author. The fourth is chapter IV, it deals with the structural analysis of the novel. The fifth is Chapter V discusses Marxist approach and its application in analyzing *Agnes Grey*. The last chapter is conclusion and suggestion.