

## CHAPTER I

### INTRODUCTION

This chapter contains the explanation related to the research background, problem identification, limitation of the study, research question, research significance, and definition of the key term. However, those parts are explained in 7 subchapters. The first subchapter covers the research background of this current study, the second subchapter explains the problem identification, the third subchapter covers the research question, the fourth subchapter covers the research significance, and the seventh subchapter covers the definition of the key term.

#### **1.1. Background of the Study**

Literature is one of the media in language learning nowadays. Irene (2015) states that literary texts have become a medium of language learning that has been in great demand. It is because literature and language are very closely related. Literature is formed by language and it is one example of repeated use of language. Irene (2015) explains that many people assume that literary texts do not have a communicative function; however, literary texts contain grammatical structures and can be used as media in language teaching. Furthermore, learning language through literature may help the students to develop their ability and master their target language because learning language through literature is fun media rather than other common media, such as printed books, etc. (Turker, 1991; Lazar, 1993; Liach, 2007).

Literary criticism is a process of analysis, study, or evaluation of a literary work (Thamarana, 2015). Literary criticism can be used for teachers as teaching material in English classes. Literary works are important to use in language

learning to develop critical thinking and creativity among language learners (Bobkina & Stefanova, 2016). In line with Keshavarzi (2018) state that literary criticism will help in developing students' reading comprehension and simulating their high order of thinking. In addition to increasing critical thinking and mastering the target language, literature can also be used as a medium in introducing social and cultural values, one of which is from the perspective of Marxism.

Marxism is a theory of the literary approach that discusses human life in society. Essentially, the theory of Marxism is a theory that focuses on all activities that occur in society, both social and political. Marxism theory develops into a theory used in literary criticism. Marxism approach views the literary itself as a replication of the manifestations of the political, social, and culture in which the literary work was made (Tyson, 2015, Abraham, 1999, Jameson et al., 2003). The Marxism approach in literary criticism is different from other approaches because the Marxism approach analyzes the influence of the actual environment or social conditions where and when the literary itself was created. Marxism theory emphasizes the gap between the working class and the upper class that has the power of production under capitalism. It gives an impact on injustice in society as a result of dominating power in production (Marx & Engels, 1948). As a result, people are classified into two different classes, namely the bourgeois class and the proletarian class. Class differences that occur in this society led to the efforts in breaking down the oppression experienced by the lower classes in society.

The issue of Marxism in term of class differences and class struggle is important to be discussed because that issue contains the social or moral value and

give chance to the students in studying real society, such as cultural, and social problems in English class. According to Fahriany & Setiawan (2017), the implementation of moral value becomes a crucial issue. Fahriany & Setiawan (2017) states that moral value is not only may be taught explicitly but also implicitly. The teacher may use narrative text in teaching moral value and social value (Fahriany & Setiawan, 2017). Besides, the summary of a novel can be used in teaching narrative texts to introduce cultural and social life when or where the novel itself was created. Thus, with an introduction to social classes and cultural life that are presented in a literary work can be a medium for students in learning moral and social value about how someone in a different class resolves a certain problem caused by social class differences.

Social stratification is the differentiation of individuals or groups in society. Social stratification places individuals or groups in different social classes hierarchically. Class differences in society can be based on power, privilege, and prestige (Maunah, 2015). Classification of individuals or group has an impact on social inequality. Classification of social classes creates unequal rights and opportunities of individuals or groups in certain social systems (Maunah, 2015). Social inequality is an issue that always exists in social life. The gap between individuals or groups that have power and those who do not have power provides different opportunities at each social level. Thus, the introduction of social issues is very important to be implemented in schools to build students' awareness of social inequality issues. This is because school is a place for students to improve cognitive abilities as well as character, one of which is the introduction of social values

The importance of inserting social value and the social issue had been declared by the National Law of the education system of Indonesia. According to UUD No. 20 in 2003 regarding the national education system explains that national education is not only aimed at developing students' cognitive aspects, but national education aims at creating students' characters, such as spirituality, personality, creativity. Besides, education is also a medium for introducing social value to become a democratic and responsible society. However, Hermayanti (2014) found that Indonesia still faces social and moral degradation issues, such as discrimination, gratification, drug abuse, plagiarism, and corruption. Besides, Lassa & Li (2016) found that there is still discrimination or exclusion practices in certain groups at different levels in Indonesia, such as human rights violations, exclusion in social stratification, and people from lower social class often face difficulties in gaining access to social services. Lassa & Li (2016) also found that there is class discrimination in East Sumba where the upper class or aristocrats controls the village-level government, and access to resources, including land and government social welfare services. Class discrimination is also found in the Sasak tribe where parents do not allow their children to marry into the lower class to maintain their class (Hanum & Sumardi, 2019).

In social life, there is always an imbalance that creates social stratification, so that there is no classless society. Regarding this issue, it is very important to insert social values into students to increase awareness of social issues and inequality in social stratification that is often found in society. In addition, the insertion of social issues also provides opportunities for students to prepare themselves to face certain problems in society. However, Fahriany & Setiawan



(2017) stated that narrative text lacks fairness value. It means that narrative text in English textbooks is not maximum in providing social values and equal value which is these values are one of the important values to be taught. By considering the issue, literature can be used as a media in language teaching in order to introduce social and moral value that exists in society because as Murran (2010) states the novel contains social and cultural elements. It means that a novel is not merely aimed to entertain the readers, but also may raise social issues in a society where and when the novel was created.

Jane Austen is an author of the middle class who writes about middle-class life. One of Jane Austen's most famous works is *Pride and Prejudice*. *Pride and Prejudice* is a novel set in the Victorian era in which England propped up the industrial revolution. The industrial revolution influenced social life at that time, including perceptions, attitudes, and morality. In this novel, Jane Austen discusses the problem of class differences and the unfair system in a society that triggers all forms of oppression against women. In *Pride and Prejudice*, the class difference between Elizabeth Bennet and William Darcy triggers plot development. The climax of *Pride and Prejudice* was triggered by the intervention of Lady Catherine de Bourgh who saw Elizabeth Bennet as an inappropriate woman to be William Darcy's wife. However, it sparked Elizabeth Bennet's determination to fight Lady Catherine de Bourgh while encouraging Fitzwilliam Darcy to reapply Elizabeth Bennet. Therefore, the class differences between the main male and female characters are one of the issues that shape the flow structure in Jane Austen's novel.

The issues of class differences had been conducted by previous researchers. They analyzed the forms of Marxism thought in the *Pride and Prejudice* novel. Awan & Nasir (2018) examined the matrimonial issue in this novel. They explain that *Pride and Prejudice* represent how society is formed by wealth, class, and marriage (Awan & Nasir, 2018). Besides, the matrimonial issue raised in this novel is the view of marriage where marriage becomes a tool to improve women's social and financial status. Likewise, Bajaj (2017) in his study concluded that women do not have rights in their family wealth so they must marry rich men to save their finances. However, if seen from previous studies, the representation of Marxism in the *Pride and Prejudice* novels is only focused on the matrimonial issue, where women use marriage to save their finances. This novel contains the issue of class struggle carried out by the lower class in opposing the oppression carried out by the upper class. The issue of class struggle is part of the Marxism theory. Thus, this present study aims to analyze the forms of class struggle conducted by the The researcher chose the *Pride and Prejudice* novel as the object of this study because the *Pride and Prejudice* novel tells in detail about the educational, cultural, social aspects of the time in which the novel was created. This novel contains class differences between the bourgeoisie and the proletarian class which the forerunner of class struggle. Also, as quoted from [edx.org](http://edx.org), the novel *Pride and Prejudice* is the most popular English-novel that has a modern reader even though this novel raised the theme in the 19th century in England. *Pride and Prejudice* becomes the most loved English novel. Besides, this novel was filmed by Andrew Davies in 1995. This present study focuses on the reflection of the class difference and class struggle conducted by Elizabeth Bennet

as the main character. Elizabeth Bennet is chosen because she is the only character that breaks class stratification and the general view of women in this era.

## 1.2. Problem Identification

Even the National Law of the educational system of Indonesia explains the importance of inserting social issues and social values in school there are still deviations from social values in Indonesia. Hermayawati (2014) explains that there are still issues of moral degradation. Besides, Lassa & Li (2016) found that there is still discrimination issue of the lower class in Indonesia, such as difficulties in gaining access to social services, exclusion, and village level governance which is still dominated by the upper class, as happened in Sumba. Hanum & Sumardi (2019) also found that there is still a class difference issue in the Sasak tribe Indonesia, which is the upper class the parents from the upper-class family do not allow their children to marry into the lower class to maintain their class.

Regarding these issues, it is necessary to introduce social values to students at school, one of which is to insert it in textbooks or narrative text. However, Fahriany & Setiawan (2017) explained that most narrative texts contain a lack of social values. Based on the issue, novels as one of the literary works will be very useful for teachers and students as a medium in teaching moral values or social values because the novel actually raises the social issue that occurs in society. Introducing social issues to students will help students develop their attitude of mutual respect and equality in relationships between students and their society for example.

Social problems that occurred at a certain time also had a positive impact on students in order to develop student awareness of unfamiliar culture and take moral value about the struggle in social class differences. Thus, the researcher will analyze the form of social class differences and class struggle in Jane Austen's *Pride and Prejudice* (1813). The analysis of the social class differences will be analyzed through plot, setting, characterization, and point of view. Furthermore, the reflection of class struggle will be analyzed through the main character, Elizabeth Bennets. The reflection of class differences and class struggle will be analyzed using the Marxism perspective.

### **1.3. Limitation of the Study**

This research is only limited to class difference and class struggle represented by the main character, namely Elizabeth Bennets, in *Pride and Prejudice* novel by Jane Austen based on Marxism's perspective.

### **1.4. Research Question**

This study is conducted by two research questions, including:

1. How class difference issue represented in Jane Austen's *Pride and Prejudice*?
2. How class struggle is represented by the main character in Jane Austen's *Pride and Prejudice*?

### **1.5. Research Objectives**

Generally, this study aims at analysing Marxism's perspective reflected on the novel namely *Pride and Prejudice* (1813). Specifically, this study has two objectives: a) to investigate how the class difference issue represented in *Pride*



and Prejudice novel, and b) to analyze the class struggle represented by the main character in *Pride and Prejudice* (1813).

## **1.6. Research Significance**

The significance of this research is divided into two kinds, namely theoretical significance and practical significance. Those are presented in the following section.

### **1.6.1 Theoretical Significance**

In theoretical, the significance of this research is divided into literature learning, language learning, and society. This research significance is presented in the following section.

#### **1. Literature Learning**

Literature is widely used and provides an affective mode of instruction in the EFL classroom (Armstrong, 2015). The novel is one of the literary works as the focus of this study. Through using novel the students' can improve their communicative and develop students' literary competence. It is because the novel contains a grammatical structure, vocabulary items, and common expressions to gain students' awareness of English as a target language. Besides, Collie & Slater (1990) also mentioned that literary works have a good impact on students. That is because literary works enrich students' insights on cultural enrichment, language enrichment, and personal involvement (Collie & Slater, 1990).

#### **2. Language Learning**

The result of this study is also a benefit to language learning. By reading a novel, students will meet other unfamiliar cultures and moral values that might be

taken. Besides, according to Hişmanoğlu (2005), the novel will help students to build their vocabulary and students' reading comprehension. Besides, novels as a part of literature may become authentic material that can be used in teaching. Through using a novel, the teacher may introduce or teach language expression, figurative language, grammar, and vocabulary. In line with Hişmanoğlu (2005) states that the novel provides many samples of language and expression in a real life.

### 3. Society

A novel may reflect a real social and political issue in society (Tyson, 2015, Abraham, 1999, Jameson et al., 2003). It means that the novel does not only consist of a fictional story that may amuse the readers, but it also reflects social phenomena in society, including culture, politics, and socio-economy. Thus, this study may give significance to society because by reading this study someone may improve his or her understanding and awareness about a social issue. By considering the class difference and how Elizabeth Bennet struggle from the oppression conducted by the upper class, society might open their mind about social stratification and decrease the issue of inequality in society.

#### **1.6.2. Practical Significance**

There are three practical significances in this present study, namely practical significance for students of English as a Foreign Language, Teaching of English as a Foreign Language, and the other researcher. These practical significances are presented in the following section.

## 1. Students of English as a Foreign Language

The result of this study is expected to give benefits to students of English as a Foreign Language to improve their ability in using English. It is because an English novel provides various vocabulary, grammatical, and language expressions that can be used to improve students' competency in English (Oda & Khaz 'al, 2016). Moreover, using an English novel can create an enjoyable class because of novel consists of artistic value and fun stories. Besides, since this study analyzes the issue of class difference and class struggle represented by Elizabeth Bennet, through this study the students are expected to gain an understanding of social value, and how someone uses his power to gain equal treatment and rights in society. Thus, students may be well-prepared in facing certain problems in society because students are part of society itself.

## 2. Teaching of English as a Foreign Language

According to Ispriyani (2008), literary provides massages, culture, moral value, and even philosophy of life. Thus, the result of this study will have a benefit in teaching narrative text to analyze character, moral values, and social issue of the story. Besides, teachers can use novels in teaching English as authentic material. The teacher can increase students' interest in reading by using novels to foster a sense of caring because the novel is a reflection of the social and cultural life in which the novel was created (Peck & Coyle, 1986). Furthermore, trough this study the teachers are expected to be well-prepared and develop their material in teaching narrative text by inserting the social issue exists in this novel. Thus, learning process will be more fun because as explained by Turker (1991),

Lazar (1993), & Liach (2007) novel itself may created enjoyable learning because consists of artistic value and fun story.

### 3. The Other Researcher

This research is expected to be able to provide benefits for further researchers in discussing Marxism in the *Pride and Prejudice* novel or other novels as empirical study.

## 1.7 Definition of Key Terms

### 1.7.1 Marxist Literary Criticism

Marxism is an ideology that developed by Karl Marx. Marxism itself is a theory that concerns. Marxist theory arises because of the capitalism in society. Capitalism that occurs in society affects social class differences. As Marx and Engels in their book entitled *Manifesto of the Communist Party*, the social class difference in society named bourgeois and proletarian class (Marx, & Engels, 1948). Social class differences in society affect oppression between bourgeois class and proletarian class (Marx & Engels, 1948). Marx & Engels (1948) explain that the bourgeois class has control of every production, whereas proletarian class belongs to the lower class in social even economic.

Marxist literary criticism is not only an approach that only focuses on economy condition in the society itself, but also using Marxist in literary criticism means that the researcher have to consider with the relation between literature and socio-economic, such as education, culture, ideology, when and where the literature itself was created (Eagleton, 2002). It means that, Marxist literary criticism analyzes the reflection of the real society that influences the literary itself.



### 1.7.2 Class Struggle

Marx & Engels (1948) states that class struggle is revolutionary acts done by the lower class. The class struggle is a resistance of the oppressed class against oppression, and exploitation by the capitalism Marx & Engels (1948).The class struggle itself aims to bring the equality between bourgeois and proletarian class.

