

**THE AUTHOR'S WORLDVIEW IN THE *FRANKENSTEIN* NOVEL BY  
MARY SHELLEY (A GENETIC STRUCTURALISM APPROACH)**

**FINAL PROJECT**

**Presented as Partial Fulfilment of the Requirement  
to Obtain the Sarjana Degree in English Literature**



**NUR AZIZAH**

**30801800032**

**ENGLISH LITERATURE STUDY PROGRAM  
FACULTY OF LANGUAGE AND COMMUNICATION SCIENCE  
SULTAN AGUNG ISLAMIC UNIVERSITY**

**SEMARANG**

**2022**

**PAGE OF APPROVAL**

A Final Project Entitled

**THE AUTHOR'S WORLDVIEW IN THE *FRANKENSTEIN* NOVEL BY  
MARY SHELLEY (A GENETIC STRUCTURALISM APPROACH)**

Prepared and Presented by;

**NUR AZIZAH**

**30801800032**

Has been approved by the advisor and to be examined by the Board of  
Examiners.

Semarang, July 5<sup>th</sup> 2022



**Riana Permatasari, M.A., M.Pd.**

Advisor

**PAGE OF VALIDATION**

*A Sarjana Sastra Final Project on*

**THE AUTHOR'S WORLDVIEW IN THE *FRANKENSTEIN* NOVEL BY  
MARY SHELLEY (A GENETIC STRUCTURALISM APPROACH)**

Prepared and Presented by:

**NUR AZIZAH**

**30801800032**

**Defended before the Board of Examiners**

**on July 6<sup>th</sup> 2022**

**And Declared Acceptable**

**Chairman : Riana Permatasari, M.A., M.Pd.** \_\_\_\_\_

**Secretary : Idha Nur Hamidah, S.S., M.Hum.** \_\_\_\_\_

**Member : Destary Praptawati, S.S., M.Hum** \_\_\_\_\_

Semarang, July 25<sup>th</sup> 2022

Faculty of Language and Communication Science UNISSULA

Dean



**Kurniawan Yudhi Nugroho, S.Pd., M.Pd.**

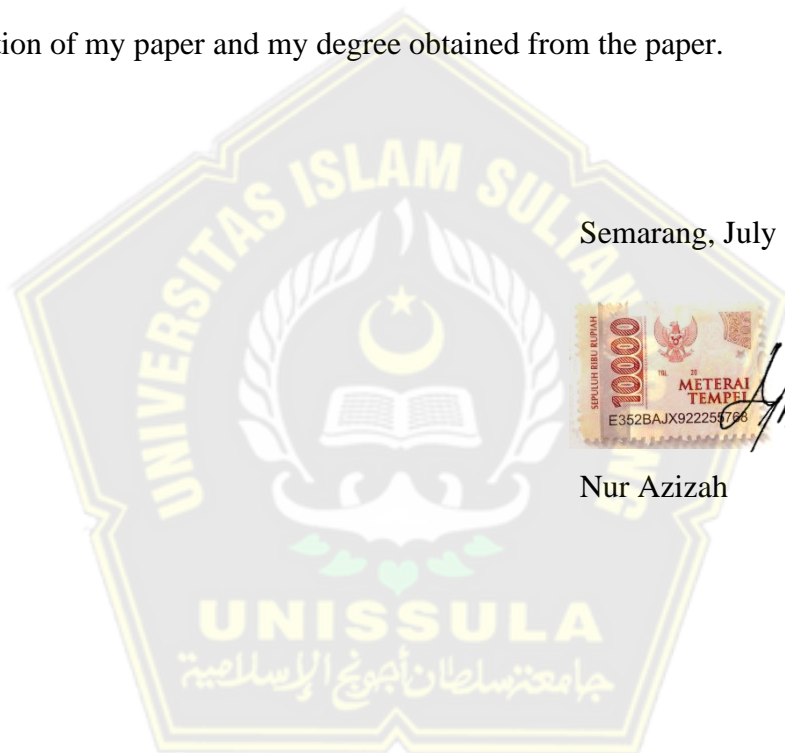
## STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the work or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from the paper.

Semarang, July 5<sup>th</sup> 2022



Nur Azizah



## **MOTTO**

No matter how difficult the situation is, never get discouraged, give up and think that this is the end of everything. Keep your faith Allah be with you, believe that there is always light no matter how hard things get.

## **DEDICATION**

I dedicate this final project to people who always love, believe, and support me in every process until the completion of this final project.



## ABSTRACT

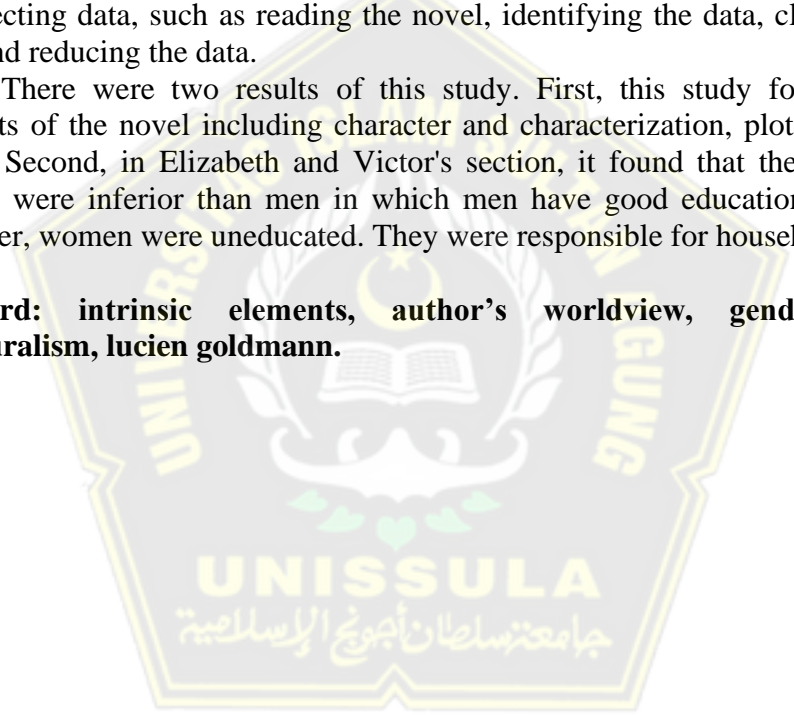
**Azizah, Nur. 30801800032.** The Author's Worldview in The *Frankenstein* Novel by Mary Shelley (A Genetic Structuralism Approach). Final Project of Faculty of Language and Communication Science. English Literature Study Program. Sultan Agung Islamic University Semarang. Advisor: Riana Permatasari, M.A., M.Pd.

This study uses the *Frankenstein* novel as the object of the study. This aims at analyzing the intrinsic elements of Frankenstein's novel as well as to explain the author's worldview about gender in Frankenstein's novel using genetic structuralism theory by Lucien Goldmann.

The qualitative method was used in this study. The main data came from the novel itself such as monologues, dialogues, and narratives. There were several steps in collecting data, such as reading the novel, identifying the data, classifying the data, and reducing the data.

There were two results of this study. First, this study found intrinsic elements of the novel including character and characterization, plot, setting, and theme. Second, in Elizabeth and Victor's section, it found that the society saw women were inferior than men in which men have good education and career. However, women were uneducated. They were responsible for household task.

**Keyword:** intrinsic elements, author's worldview, gender, genetic structuralism, lucien goldmann.



## INTISARI

**Azizah, Nur. 30801800032.** *The Author's Worldview in The Frankenstein Novel by Mary Shelley (A Genetic Structuralism Approach)*. Skripsi Program Studi Sastra Inggris Fakultas Bahas dan Ilmu Komunikasi Universitas Islam Sultan Agung Semarang. Pembimbing: Riana Permatasari, M.A., M.Pd.

Penelitian ini menggunakan novel *Frankenstein* sebagai objek penelitian. Penelitian ini bertujuan untuk menganalisis unsur intrinsik dalam novel *Frankenstein* serta menjelaskan pandangan pengarang tentang gender dalam novel *Frankenstein* dengan menggunakan teori strukturalisme genetik oleh Lucien Goldmann.

Metode kualitatif merupakan metode yang digunakan dalam penelitian ini. Data utama dalam penelitian ini diambil dari novel itu sendiri seperti monolog, dialog, dan narrative. Terdapat beberapa langkah dalam mengumpulkan data, seperti membaca novel, mengidentifikasi data, mengelompokkan data, dan mengurangi data.

Ada dua hasil yang dapat diambil dari penelitian ini. Pertama, adalah unsur intrinsik novel, tokoh dan penokohan, alur, latar, dan tema. Dua, pada bagian tokoh Elizabeth dan Victor bahwa masyarakat menempatkan perempuan lebih rendah dari laki-laki dimana laki-laki memiliki pendidikan dan karir yang bagus. Meskipun begitu, perempuan tidak berpendidikan. Mereka bertanggung jawab pada tugas-tugas rumah tangga.

**Kata kunci: unsur intrinsik, pandangan pengarang, gender, strukturalisme genetik, lucien goldmann.**

## ACKNOWLEDGEMENT

First of all, I would like to express my sincere gratitude to Allah *Subhanahu Wa Ta'ala, Ya Rahman Ya Rahim*, who has always given extraordinary grace and blessing so that I could complete this final project. Second, *shalawat* and *salam* are always conveyed to our prophet, Muhammad *Shallallaahu 'Alaihi wa Sallam*, who saved us from the darkness and guided us to the right path in Islam.

Moreover, I realize this final project would never have been completed without the help, support, and guidance of several parties involved. Therefore, through this opportunity, I would like to say a million thanks to the following people who are always there in every process that I go through:

1. Kurniawan Yudhi Nugroho, S.Pd., M.Pd. as the Dean of Faculty of Language and Communication Science, Sultan Agung Islamic University Semarang.
2. Idha Nurhamidah, S.S., M.Hum. as the head of English Literature Department of Faculty of Language and Communication Science, Sultan Agung Islamic University Semarang and also my academic advisor who always gives me time and help whenever I need her suggestions.
3. Riana Permatasari, M.A., M.Pd. as my advisor who has never tired of giving all the guidance, support, and encouragement since the preliminary of this final project until the end.
4. All lecturers of Faculty of Language and Communication Science, Sultan Agung Islamic University Semarang who have given and taught me extraordinary and useful knowledge.



5. My beloved parents, for all the love, hard work, support, and sincere prayers for the success of my life.
6. My brother and sister who always take care of me and supports me in every way, always helps me whenever I need help.
7. The big family of Mbah Radi, Mbah Sukijah, Mbah Wardi, Mbah Temu, Mbah Ngaiban, Mbah Kasdin who always pray for me and encourage me, take care of me every day.
8. Noor Atiyan Puji Lestari, Novi Nur Cahyati, Putri Apriani, dan Rika Novilia, Arina Kharizah, Rika Septiani, Ani Khoirotun nisak, and all my best friends that can I say one by one thank you for always give support and suggestion in all my difficulties.

Semarang, July 5<sup>th</sup> 2022



Nur Azizah

## TABLE OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>PAGE OF APPROVAL .....</b>	<b>ii</b>
<b>PAGE OF VALIDATION .....</b>	<b>iii</b>
<b>STATEMENT OF WORK'S ORIGINALITY .....</b>	<b>iv</b>
<b>MOTTO AND DEDICATION .....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>INTISARI .....</b>	<b>vii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>viii</b>
<b>TABLE OF CONTENT .....</b>	<b>x</b>
<b>CHAPTER I INTRODUCTION</b>	
<b>A. Background of The Study .....</b>	<b>12</b>
<b>B. Problem of The Study .....</b>	<b>15</b>
<b>C. Limitation of The Study .....</b>	<b>15</b>
<b>D. Objective of The Study .....</b>	<b>16</b>
<b>E. Significances of The Study .....</b>	<b>16</b>
<b>F. Organization of The Study .....</b>	<b>16</b>
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
<b>A. Synopsis of <i>Frankenstein</i> Novel .....</b>	<b>17</b>
<b>B. Review of related Theory .....</b>	<b>19</b>
<b>B.1 Genetic Structuralism .....</b>	<b>19</b>
<b>B.1.1 Intrinsic Elements .....</b>	<b>24</b>

B.1.2 Extrinsic Elements .....	29
B.2 Background of the Author .....	30
B.3 Social Condition of Victoria Era in the 18 <sup>th</sup> century .....	32
C. Review of related study .....	34
<b>CHAPTER III RESEARCH METHODS</b>	
A. Type of Research .....	36
B. Type of Data .....	36
C. Data Collecting Methodology .....	37
D. Analyzing Data and Reporting Findings.....	40
<b>CHAPTER IV FINDING AND DISCUSSION</b>	
A. Intrinsic Elements .....	41
A.1 Character and Characterization in <i>Frankenstein</i> Novel.....	41
A.2 Plot in <i>Frankenstein</i> Novel.....	53
A.3 Setting in <i>Frankenstein</i> Novel.....	60
A.4 Themes in <i>Frankenstein</i> Novel.....	63
B. The Author's Worldview in <i>Frankenstein</i> Novel.....	64
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	72
B. Suggestion.....	73
<b>REFERENCE .....</b>	<b>75</b>
<b>APPENDICES .....</b>	<b>79</b>

## CHAPTER I

### INTRODUCTION

There are six parts to this chapter. They are the background of the study, the problem of the study, the limitation of the study, the objective of the study, the significance of the study, and the organization of the study.

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

Novel is a kind of literary work that is very popular among people. Many people are interested and like a novel, especially literary connoisseurs. For this reason, it is not uncommon for many novels to be adapted into films. A novel that was adapted into a film is a novel that is booming. It is becoming public talk in society. The novel attracts the public's attention through the content or issues raised. The examples of novels that adapted to film can be seen in *Frankenstein* novel. *Frankenstein* novel is a novel that was published in 1818. Many people were interested in the novel, so the novel was finally adapted into a film with the title *Frankenstein* in 1931. The novel was very booming because of the themes and issues that were raised and also the first novel that pioneer the horror science genre in that century.

The novel is replicas or adaptations of social issues in society. Not only just the author's imagination but also as a replica of society. However, it is often considered that novel is fictitious because it is from the author's imagination. There are many issues and problems in the novel as well as problems in real life. A writer

inserts stories such as problems in real life to provide an overview to the reader. These problems can come from the experience of the author or other people. This is the ability of the author which is carried out to make it easier for the reader so that the message the author wants to convey reaches the reader. According to Patel, supplementing the work with a general social situation so that the reader can easily recreate it in his or her mind is a way of persuading the reader and that is the author's ability (Patel, 236). The problems in the novel look as real as in real life and the problems in the novel illustrate that the novel is a replica of real life.

In addition to being a replica of real life, the novel is also historical evidence of an event at a certain time. A historical event is certainly a phenomenal event that makes an impression on people at that time. For this reason, many writers insert historical events into their writings. The writer describes the situation, atmosphere, or the main issue related to the historical event. The historical events are well packaged in chronological order to provide an understanding to the reader about a historical event that raise. For that, through reading novel people can know the history, issues or events, what happened, when, and where the events occurred. As stated by Slotkin, novel able to tell what, when and how that happened as accurately as a history. Nevertheless, historical fiction by the author is something very valuable for historians as well as scientific disciplines (Slotkin, 221).

The theory of genetic structuralism aims to reveal the author's worldview in literary texts. It can be seen after analyzing the intrinsic elements of a literary work, the author's background, as well as the influence of the sociological and historical background at the time the work was made. Genetic structuralism cannot be

understood that understanding only the structure, or the intrinsic elements of the novel, without considering the presence of the author will not result in meaningful and coherent analysis. According to Faruk, theory of genetic structuralism concern to the intrinsic and extrinsic elements (Yulianti, 489).

Based on Lucien Goldmann (1980) that, “World views are historical and social facts. They are totalities of ways of thinking, feeling and acting which in are imposed on men finding themselves in a similar economic and social situation that is, imposed on certain social groups” (112). The author's world view is a concept introduced in the theory of genetic structuralism which refers to the ideas, aspirations, and feelings that unite certain groups, which are expressed in the novel by the author as a collective subject. Genetic structuralism's methods of expressing the author's worldview are referred to as the whole-part and understanding-explanation methods. In short, whole-part method means understanding the structure of the novel, while the understanding-explanation method means that we have to relate the novel's structure to the author's social structure.

Likewise, *Frankenstein's* novel by Mary Shelley is an amazing novel. This novel describes the social structure and the author's social conditions that influence the text. The *Frankenstein* novel can be studied using a literary sociology approach, which in this research will be carried out using the genetic structuralism theory by Lucien Goldmann. This theory was chosen because it is considered appropriate in the situation, so this theory does not only focus on the analysis of the structure of the text, but also on the historical and social conditions that produced the text. As Goldmann has describe, it can be seen in literary works that the historical subject

and historical structure are interrelated (11). For this reason, the novel is not only analyzed for intrinsic elements but also releases the historical and social structure. However, the novel can also be analyzed as a whole starting from the intrinsic elements, social community, and the author himself. Thus, this study is entitled *The Author's Worldview in The Frankenstein Novel by Mary Shelley (A Genetic Structuralism Approach)*.

### **B. Problem of the Study**

Based on the background of the study above, the problem formulation stated as follows:

1. What are the intrinsic elements in the *Frankenstein* novel?
2. What is the author's worldview about gender?

### **C. Limitation of the Study**

The focus of this study is the author's worldview and also the intrinsic elements of the novel. As Goldmann states that a literary work is about the structure and also writer intervention. Besides analyzing the author's worldview, the writer also analyzes the intrinsic elements of the novel which includes character and characterization, plot, setting, and themes. Then, it is continued by analyzing the social structure and background of the author. This is a way to find out the author's worldview in *Frankenstein's* novel.

### **D. Objective of the Study**

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

1. To identify the intrinsic elements in the *Frankenstein* novel?
2. To explain the author's worldview about gender?

#### **E. Significances of the study**

The results of this study are expected to be useful. Especially, it will help students to better understand the theory of Genetic structuralism by Goldmann. Hopefully, it can be used as a reference for students of English literature at the UNISSULA faculty of language and communication science to analyze literary works related to issues regarding the author's worldview.

#### **F. Organization of the study**

This final project is divided into five chapters. The first chapter contains several sub-chapters which include; the background of the study, the problem of the study, the limitation of the study, the objective of the study, the significance of the study, and the organization of the study. Then in chapter two is review of related literature. There are several sub-chapters which include synopsis of the novel. The next subchapter is a review of related theory. This sub-chapter describes the theory that used in analyzing the novel. Then, next subchapter is a review of related studies. The review of related studies contains several journals that relate to the issue, the author's worldview. Chapter three is research methods which consist of several sub-chapters which include: type of research, type of data, data collecting methodology,



and analyzing data and reporting findings. Chapter four contains of finding and discussion. Last chapter is chapter five contains conclusion and suggestion.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Synopsis of *Frankenstein* Novel

*Frankenstein's* novel is a novel created by Mary Shelley. The main character of the novel is Victor Frankenstein. The novel tells of Victor's life experiences. The story begins with a letter from Robert Walton to his sister, Margaret. He writes about his expedition to the North Pole. However, He meets Victor when he arrives in the north. The story continues telling about Victor's life. Victor's childhood is full of happiness. He has a family who loves him very much. Nevertheless, Victor is a solitary person, so he does not have many friends. He only has one best friend, Henry Clerval. Victor likes science and reads a lot of books about science. Then, his father thinks that victor should continue his study in college. Therefore, at seventeen, he chooses Ingolstadt University to study more about science. However, the sad news overtook him, his mother died. Victor feels sad and also his family. After a few days, he moves on because life goes on. He decided to leave Geneva to study at the University of Ingolstadt. He studies very hard and makes a lot of progress in his research. However, Victor can study at the University of Ingolstadt while Elizabeth can't. Elizabeth is just at home and doing her job to take care of her family.

Later, Victor becomes an ambitious person. He has the ambition to create humans and bring humans to life. His ambition makes him work every day. He spends his time on his work. He takes buried bodies and does a lot of research on

human organs. He does not even sleep to achieve the success that he dreams of. Time changes and the thing Victor had been waiting for happened. Victor's creation comes to life. He is very happy that his work is successful. However, everything he thinks does not the same as reality. His creation has pale skin and an ugly face that makes him scared, for that he left his creation (Monster) in his apartment alone. Victor runs away and stops at a place that he does not know. After a while, he is surprised there is Henry in front of him.

Victor accompanies Henry to go around campus. He forgets his fear of his creation for a moment. However, he feels afraid when he enters his apartment. He opens the door with fear and scare, but the fear disappeared when the monster is gone. The apartment was empty. On the other hand, the sad news comes from his father's letter that tells him William died. Victor knew and believed that it is the act of his creation. He killed his younger brother, William, because he sees the monster when he going to Geneva. However, the person who gets the punishment is Justine. She had punishment because she accuses that she kills William. Elizabeth tries to help Justine because she believes Justine does not kill William. She speaks up in front of the court that Justine is not guilty, she has a good personality, but her voice is not heard. Victor is silent until Justine is executed.

The story continues with a creation (Monster) who asks Victor to make him a partner or soul mate because he feels that he lives alone without a family in the world. At first, Victor refuses his wish. However, he thinks empty and he promises to fulfill his wishes. Victor goes to England to fulfill his promise, making a partner for his Monster. In the middle of the process, Victor thinks that if he makes a partner

for his Monster, he cannot think about what will happen, so he destroys his work. The Monster who knows this is very angry and swears to make Victor's life suffer. The next day, there is news that Henry died and his body had been found a people in the village. Victor is shocked and faints seeing Henry's body pale. After a few days, he finally woke up and returned to Geneva with sadness.

Arriving in Geneva, Victor keeps his promise to marry Elizabeth. He is very happy because he finally marries Elizabeth, whom he loves very much. The day after getting married, Monster kills Elizabeth. Elizabeth is lying on Victor's lap. Victor is very sad and angry at the same time. Monster kills his wife. After a few days, Victor's father also died. On his family's grave, Victor sees Monster and swears for revenge. He follows Monster's footsteps. The footsteps end up at the North Pole. Victor is hit by a storm and carried away by the current in the ocean. He meets Robert Walton and he saved him. At the end of the story, Victor died. Monster meets him on the ship. The monster sees Victor die and decided to end his life by jumping into the ocean. Then, Robert returns to his home.

## **B. Review of Related Theory**

### **B.1 Genetic Structuralism Theory**

Genetic structuralism is a branch of a theory that appears and developed from a thought where literary works cannot be separated from the intervention of the author. The theory of genetic structuralism itself is a theory formulated by Lucien Goldmann. Some of the weaknesses of the structuralism theory gave Goldmann a new perspective. However, the new perspective called genetic structuralism theory.

In another word, genetic structuralism is an approach to literature that focuses on the analysis of the intrinsic elements and sociology of literature related to the background and worldview of the author. The sociology of literature itself is a theory that pays attention to the social aspects of humanity. In other words, social literature focuses on the extrinsic elements of literary works. Sociology of literature focuses on the study of humans. It tries to answer how the social conditions in an era, what culture develops in a society, or what is the author's world view influence a literary work. Though genetic structuralism is a theory which has the focus of analysis is on the structure and social aspects of a literary work. As Goldmann has described in *Essays on Method in the Sociology of Literature*, the subject of history related to the historical structure that can be seen in literary works (11). For this reason, genetic structuralism is a theory that focuses on the structure of literary works and historical and social structure such as social conditions when literary works are published, the biography of the author, and so on.

Related to genetic structuralism theory, Goldmann state three basic characteristics of human behavior. They are;

(1) man's tendency to adapt himself to his milieu and, thus, the significant and rational character of his behavior in relation to it, (2) man's tendency to coherence and to global structuring processes, (3) the dynamic character of his behavior and the modifying tendency of the structure of which he is a part, as well as the developmental tendency of the latter, are found at the base of all positive research into the literary creation. (Goldman, 11).

The first tendency explains that there is the tendency to adapt of man. The tendency is that humans tend to adapt to their environment in their reality. In addition, there is also a significant tendency, namely human efforts to respond to all the problems they face in their environment. The second tendency is also consistency, man create consistent patterns of thought, behavior, and feelings in response to all problems in their environment. The third tendency of humans has a tendency to change and develop the structure of their thoughts, their environment, and their feelings from what they had before. That is the basic basis of the theory of genetic structuralism. The basic nature of humans cannot be separated from the environment and for that human have a relationship with the environment where humans adapt to the environment in which they are. The quote above explains that these three tendencies affect humans. According to Goldmann in *Towards a Sociology of the Novel*, genetic structuralism analysis in literary history is merely an application of a general method, which he believes is the only valid one in the humanities, to this particular field (Goldmann, 156).

Genetic structuralism starts with the concept of human fact, collective subject, and worldview. According to Faruk, all the verbal and physical human activities and behaviors that science tries to understand (in Muniroch, 89). It explains that human fact is all human behavior. It is about the results of human activities as humans assimilate and adapt to the environment. However, the human fact is divided into two, namely individual fact and social fact. Individual fact relates to social class while social facts related to history. According to Muniroch that all individual or social occupation including cultural works such as paintings,

musical compositions, and literary works are human facts (Muniroch, 89). Genetic structuralism sees literary works as a human fact where human activities are tried to be understood by science.

Based on Goldmann, the subject of human facts is divided into two individual subjects and collective subjects because not all human facts originate from individual subjects. Wherewith major economic, social, political, or cultural works are included as social facts (156). Moreover, there are transindividual subjects the one that creates those social facts. However, literary work is considered as a human fact so the transindividual subject is the author. The author has an important role in human history.

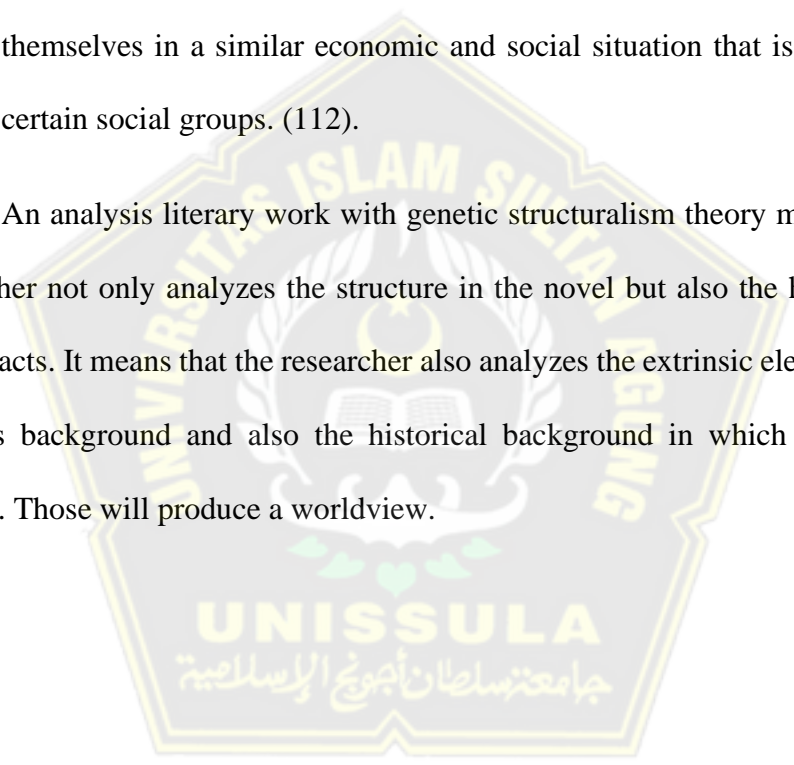
Literary work is part of social fact and it expresses the relationship between social class or a certain social group and the environment. However, each member of a certain social group has the same social background and has the same experience and way of thinking about their environment to create a good balance in relation to their environment. Because collective subjects have a tendency to adapt and be consistent towards creating structural forms. This provided Goldmann with the basic concept of Worldview. As Goldmann that emphasized he would like to point out that philosophical, literary and artistic works have proven particularly valuable for sociology. Because of they are approaching the greatest possible awareness of privileged social groups directed toward the overall worldview (39).

Worldview as a concept of genetic structuralism in analyzing literary works relates social structures to literary structures. In certain literary works, it represents social conditions where this happens in real life. In addition, transindividual

subjects convey ideas or messages as a social class. For this reason, the concept of worldview has a function to connect social structures with literary structures regarding social conditions, economics, politics, and so on. According to Goldmann,

World views are historical and social facts. They are totalities of ways of thinking, feeling and acting which in are imposed on men finding themselves in a similar economic and social situation that is, imposed on certain social groups. (112).

An analysis literary work with genetic structuralism theory means that the researcher not only analyzes the structure in the novel but also the historical and social facts. It means that the researcher also analyzes the extrinsic element like the author's background and also the historical background in which the novel is created. Those will produce a worldview.





### **B.1.1 Intrinsic Elements**

The novel has elements that build the novel to be good and awesome. According to Semi, “Novel as part of literary work has intrinsic and extrinsic elements” (Andari, 40). The elements of the novel are interrelated with each other in the build of the novel. As Nurgiyantoro has described, intrinsic elements including themes, plots, characters are used to analyze a literary work (Andari, 40).

#### **a. Character and Characterization**

A character is a person in the story. Robert (1969) defines character as, “Author’s creation, through the medium of words or a personality and consistent with it” (Zubaidi, 12). One character with another character is certainly different. Nurgiyantoro in 2007 classified characters into some types: protagonist and antagonist characters, major and minor characters, dynamic and static characters, flat and round characters (in Zubaidi, 12). In the novel, there are two characters, namely the protagonist as the main character and the opponent as an antagonist character. Character antagonists will make a conflict in the story. In addition, there are major and minor characters. Major is a character who dominates the story, while minor is a character whose frequency does not appear too often. Dynamic characters are characters that experience changes from the beginning and the story, while static characters are characters that do not experience significant changes from the beginning to the end of the story.

Then, characterization is explaining character traits. On the characterization of how the character is described. The characterization of characters is described in two types, namely direct and indirect. A direct character describes the nature or character of the character directly while indirect is not. As Ridawati has described, where the author tells the reader what each character looks like is called direct characterization. However, indirect characterization where the reader is not told directly by the author. It can tell what a character looks like with his or her thoughts, actions, and speech with the interactions of other characters (Muktasim, 16). Characterization is the author's way to create and develop characters to be simple or complex characters.

#### **b. Plot**

The plot is a series of events that chronologically and also in the story there is a causal relationship such as problems that arise because of a cause and effect. Stanton Emphasized that plot is A story containing a series of events, but each event was only related to cause and effect. The events gave rise to other events (qtd. In Lapandja et al, 2). Nurgiyantoro explained plot itself is divided into progressive, regressive, and progressive-regressive (qtd. In Lapandja et al, 2). Progressive is when the story is in the ordered scenes, moving naturally from the first incident to the last. Then, regressive is when the story begins with the most exciting thing that happened yesterday then fills in the background of our

climatic statement. Likewise, progressive–regressive is when the story uses both progressive and regressive to tell a story.

Kenny explained in the plot itself, there are several elements such as: exposition, rising action, climax, falling action, and resolution (19). The exposition is the beginning of the story. This part is about introducing the characters, setting of the story (when and where it happened). Then, rising action is when the problem from the story arises. However, when the problem is high in the story it signs that it is the climax. The climax is the most intense of the incident/problem. A moment at which the plot reaches its point of greatest emotional intensity.

The next part is falling action, which means that once the crisis has been reached, the tension subsides and the plot moves toward its conclusion. The resolution is the end of the story. This is the end of the story about a happy or sad attachment to the story.

### **c. Setting**

Setting is the time and place where the story takes place. According to Kenny in *How to Analyze Fiction* that setting is one of the elements of fiction that tells us where and when the events in the novel are (38). The setting is divided into two, namely the setting of the place and the setting of the time. The setting gives the reader a picture or imagination of the atmosphere in the story, such as a sunny morning, the cool breeze in the mountains, or a classic and charming old city building. The setting provides an overview of the atmosphere in the

story such as giving a scary or fun effect. As Ginarsa has explained, Character actions are affected by settings. The characters and the environment are interconnected because of the setting. Nevertheless, the setting controls the character's actions. Thus, settings are important (Muktasim, 14).

#### **d. Theme**

The theme is the main idea or underlying meaning of a literary work. A theme may be stated or implied. A writer should have a concept when they write work. Therefore, when the readers want to know the theme of the novel, of course, they must read finished the novel because the theme in the novel will be seen after the readers have finished reading the novel. For example, of a horror theme, there will be a repetition of words like; sacred, dark, fear, and settings that will contribute to creating a horror theme. Jenkinson and Hawley (1974) quoted in Zubaidin emphasized idea that grows from a text and tends to be repeated so that it develops along with the development of the novel is called a theme (16).

### **B.1.2 Extrinsic Elements**

Intrinsic elements are the forming elements in the novel, while extrinsic elements are the outer forming elements of the novel. Extrinsic elements such as the background of the author, and social condition author when the book was published.

#### **a. Background of the Author**

The author's background influences literary works come from factors from the author himself that influence or motivate the author in writing a literary work. The background of the author is commonly known as the author's life or the author's biography. In this background, the author explains the origin of the area or ethnicity of the author, education, occupation, religion, and ideology of the author. It also explains the life of the author from the time he was born until he died. The author's works are also explained in the author's background. This section describes in detail about the author's life.

#### **b. Historical Background of the Society**

The historical background of society is one of the extrinsic elements. This includes extrinsic elements because it has an influence on a literary work written by the author. In a novel, the historical setting can be the same as the setting of the story, or social issues in the story can same with the state of society at a certain time because the social conditions of society can influence the author in making works. Describing historical backgrounds can also be

used to send a message to the reader to recognize his mistake and take action to correct a bad record at a particular point in time. For that, humans can learn from the past for a better life.

## **B.2 Background of Mary Shelley**

The author of the *Frankenstein* novel is Mary Shelley or Mary Wollstonecraft Shelley who was born on August 30, 1797, in London, England. Her father was a philosopher and writer on political topics named William Godwin, while her mother, Mary Wollstonecraft was a feminist who is best known as the author of *The Vindication of the Rights of Woman* in 1792. The book illustrates that humans have gender inequalities. The book explains where women cannot get an education and only focuses on beauty, grace, and gentleness. Women's faults are not the result of a natural deficiency but a system. The system places women in a lower status in society and insufficient education.

Shelley never knew her mother because she died after she was born. However, she has the same perspective with her mother. She grew up to be a woman who saw that there was gender inequality at the time. She became an intellectual figure. Shelley married Percy Bysshe Shelley in Europe. They left England and settled there for several years. Shelley met with many writers and exchanged ideas each other.

There are several works (novels) of Mary Shelley that are thick with feminist issues. Shelley's first novel, *Frankenstein*, was published in 1818. The novel tells the story of the main character, Victor Frankenstein. He has the ambition

to bring humanity to life. To achieve his ambition, he carried out endless research. In the story, it is stated that he succeeded and completed in bringing humans to life. The female character is depicted in Elizabeth's character where she has a gentle nature and is full of love. She is very affectionate compared to Victor. Victor gets a good education and became a scientist while Elizabeth did not get an education.

In addition, Shelley also writes a novel entitled *Valperga* published in 1823. The novel tells the story of the main character Castruccio who is a prince who is full of wealth and has a good position in society. He has ambitions forget a power of world and do various ways to get his ambitions. Meanwhile, it is inversely proportional to the female character (Euthanasia) where she does not has a good position or power in society. She is described as a pure figure, a pure heart as a feminist character.

Shelley's next work entitled *The Fortunes of Perkin Warbeck* was published in 1830. The novel tells Warbeck as the main character who claims to be Richard, the son of Edward IV of England. He takes Richard's identity with the intention of taking back his usurped throne. In the novel, the main character is Perkin Warbeck. He has ambitions for great power. The story tells a lot about the battle for power. However, the female character is depicted in Katherine's character which is described as a gentle and loving person. He has no ambition for world domination. From some of Mary Shelley's works above, Shelley tends to take a male character as the main character. In addition, male characters have the ambition to get toward power. He handles business outside while women stay at home.

### **B.3 Historical Background of Victoria Era in the 18<sup>th</sup> Century**

The above is an explanation about the background of Mary Shelley, the next step is to analyze the historical background when *Frankenstein's* novel was published. The novel was published in the eighteenth century. The eighteenth-century is the Victoria era. For this reason, the researcher will collect some books or journal-related historical background regarding the Victorian era, especially in the eighteenth century.

According to Ruth in the eighteenth century, “Women were not seriously educated in the period. The supposed “lack of education” among women writers has been used as a powerful rhetorical tool in feminist discourse” (Symes, 68). The quote above explains that in the eighteenth century a woman did not get a proper education. Women's education is ruled out. Then, if a woman gets an education, it is such how to play a musical instrument, novel or fiction, and related education that supports her as a housewife. For this reason, in the eighteenth century, a woman did not have a higher education like a man. However, in that century impossible or never talk about higher education for women. As Kathryn Hughes state that, “Higher education or professional work (for women) was also out of the question.” (Hughes, 4).

Moreover, in the eighteenth century in the Victorian era a woman only works as housework. However, man of the century has a good career. They can work and do public affairs. Women in that century were only stuck in domestic affairs taking care of their families, caring for and doing work related to housewives. In the Victorian era progressed, "Men increasing commuted to their



place of work – the factory, shop or office. Wives, daughters, and sisters were left at home all day to oversee the domestic duties that were increasingly carried out by servants" (Hughes, 1).

According to Johannis Tsoumas the Victoria Era,

Women were considered very inferior and weaker than men in terms of physical or even intellectual vigor, ... even if they came from high society, did not need to be educated, nor have knowledge and opinion about anything out of the house. (21).

The quote explains that in the eighteenth century a patriarchal system was found where men considered women weaker than them. The women are inferior or weak either physically or intellectually. For this reason, in that century even though women were from the upper class, they were considered not in need of education, knowledge, or opinions related to other than housework. This is clearly a feminist issue in that century where there is a patriarchal system that women are inferior to men.

Then, the century emphasized that gender inequalities are seen when women's voices are not heard in court. Because of the patriarchal system in which men are quite dominant in society causes women to experience adversity and receive unfair treatment in society. In court like a woman speaks to express her opinion it will not be heard, "Some evidence that juries treated evidence presented by female witnesses was more skeptical than that delivered by men (and female testimony was more likely to be committed from the Proceedings)" (qtd. in Emsley, Hitchcock, et al 8). This is of course absolute injustice for women where she does

not get justice in a court her voice is not heard. A woman can be punished for something she did not do. In that century women had no justice, considered weak or inferior, and their voices were not heard. According to Richard D. Altick state, “Woman was inferior to man in always except the unique one that counted most to (to man): her femininity. Her place was in the home, on a veritable pedestal if one could be afforded, and emphatically not in the world of affairs.” (Altick, 54).

### C. Review of Related Study

Before doing this research, several researchers have used genetic structuralism theory. There are several related studies that the researcher took as a reference that written by:

First, Fauziah Syahraani (2020) her thesis entitled *Atheism as Seen in Harry Potter and The Deathly Hallows Novel by Joanne Kate Rowling*. In her thesis, she observes the author’s worldview that is represented in this novel and its coherence to the religious life of Kate and the social life in which the author writes his literary works.

The second previous study is Khusnia in 2012, her thesis entitled *A Genetic Structuralism Analysis on Racism in Octavia Butlers Kindred*. In her thesis, she focused on the author's worldview. From the title, we can see that his research is an author's worldview using the theory of genetic structuralism. The result of her research is that she found the author's world view, racism, after analyzing the structure of the novel and the social conditions when the novel was published.

However, several other studies are using the same theory, author's worldview by Lucien Goldmann, Guntur (2019) in his thesis entitled *Author's Worldview of Women Happiness Represented by The Main Characters in the Novel The Girl on the Train*. In his thesis, he focused on the author's worldview. His research shows that the author's worldview is about women's happiness which is represented by the main character in the novel.

Likewise, there is research from Zubaidi (2011) this thesis entitled *Kelleher's World View on Iron Star Novel "The different point of view in seeing terrorism" (A Genetic Structuralism Research)*. He analyzes intrinsic element of the novel, the biography of the author, the social condition of the author (extrinsic element), and the author's worldview. From the previous study, they have a similarity, using the same theory Genetic Structuralism. Those studies are models for the researcher in conducting this research. However, they are different because the object of study is not the same. Likewise, this research will focus on author's worldview using genetic structuralism theory, but using a different object, *Frankenstein* novel by Mary Shelley.

## CHAPTER III

### RESEARCH METHODS

This chapter described research method of this study. In this chapters were presented in four points of discussion which Types of Research, Type of the Data, Primary and Secondary Data Collection Method, and Data Analysis.

#### **A. Types of Research**

The research data used in this study was a qualitative. For this reason, the analysis focused on finding the content, meaning, the structure of a literary work. According to McLeod that,

“Qualitative research is a process that collecting, analyzing, and interpreting data non numerical such as text, video, photo, or audio record that aim to understand the social reality of individuals, groups and cultures as nearly as possible as its participants feel it or live it” (2019).

This study relied on text as the main data source in which this study will analyze the novel. This study used *Frankenstein's* novel by Mary Shelley (1818) as the object of study.

#### **B. Types of the Data**

Data in this study categorized into primary and secondary data. Primary data was the main information providing main sources related to the object of the study. The primary data in this study were monologues or narration of the novel in

*Frankenstein* novel. The secondary data included a range of scholarly writing related to the genetic structuralism theory by Lucien Goldmann from books, journals, articles, related to the study. These sources were carefully selected to support the explanations and description of primary data being used in the analysis process. Primary data was the novel itself while secondary data was a source that supports the analysis.

### **C. Data Collection Method**

Data collection in this qualitative study involved the interpretation of literary works, novels. Interpretation was not only about yes or no but also explained more specifically and in detail. In interpreting this literary work, there was a process of collecting data, most of the data in this study were texts. The text themselves were texts on novels and supporting data texts such as books, journals, and articles. This collecting data was carried out systematically with several steps which following below:

#### **C.1 Primary Data Collection Method**

This study analyzed the *Frankenstein* novel, therefore the primary data in this study was the novel. To get the many meanings and perspectives in Frankenstein's novel, it was necessary to finish reading the novel. In collecting primary data, the researcher read the novel diligently and did several repetition in reading the novel to get a thorough understanding of the novel.

##### **C.1.1 Reading Primary Source**

This part required the researcher to read the novel. Because of the researcher was not familiar with the novel, the first step was the researcher did a scan reading. It was carried out with the aim of the researcher getting general knowledge such as identifying the characters, themes, conflicts, and plots. At this part, the researcher read to enjoy the author's style, felt emotions and captured the most interesting issues/aspects of the novel. After that, the researcher did a deep reading. This involved an analytical reading which the novel as the object of study read from a sociological perspective. This allowed the researcher to developed a sense of connection between the novel and it background context.

### **C.1.2 Identifying the Primary Data**

After reading the novel several times, the researcher identified potential data from the beginning to the end of the story. In this step, the researcher paid special attention to the dialogues, monologues, descriptions, and narrations related to the problem formulation. Sentences that were suspected as primary data were underlined. This step aimed to separate data and non-data. Only potential data related to the problem formulation will be considered in this process.

### **C.1.3 Classifying the Primary Data**

The next part was the classification of primary data. Classification was done by grouping primary data based on the appropriate problem formulation. Considering that there were two problem formulations discussed in this study. There will be two primary data tables that classified according to the problem formulation.

#### **C.1.4 Reducing the Primary Data**

This step aimed to completed the data through the method of elimination and selection. This meant similar or weak data removed to improve and simplify the data. In this step, only the strongest and most relevant data used to answer the problem formulation questions. The final data supporting each problem formulation stored in the final data table which relevant secondary data was added accordingly. The data stored in this table was used to support the researcher's analysis in Chapter IV.

#### **C.2 Secondary Data Collection Method**

After explaining the primary data collection method, this part explained the secondary data collection. It explained in detail as follows below:

##### **C.2.1 Reading Secondary Sources and Identifying Secondary Data**

Reading secondary sources aimed to identify secondary data in this study. Secondary data were collected from books, journals, and scientific articles. The researcher identified the secondary data with a review of the texts in general or highlighting keywords. Along with the reading, the researcher focused her attention on Genetic Structuralism theory which focuses on intrinsic and extrinsic by looking at the background of the author and social conditions of the Victorian Era in the eighteenth century, especially those related to gender. Reading secondary sources helped the researcher understand the issues related to this analysis. In this way, the analysis presented in Chapter IV could be well rounded because it included an interdisciplinary perspective.

### **C.2.2 Classifying Secondary Data**

After getting secondary data on books, journals, or articles. The next step was secondary data classification. There were two formulations of the problem, so it was necessary to classified the secondary data. This is done to support the primary data in accordance with the formulation of the problem. Table one for secondary data that supports pf1 while table two was secondary data that supports pf2.

### **D. Analyzing Data and Reporting Findings**

The last step was analyzing finalized data and reporting the data analysis. Analyzing qualitative data in this study used the Genetic Structuralism approach. Genetic Structuralism has a focused-on analysis that in analyzing literary works it was not only focused on the structure of literary works (intrinsic elements). Genetic Structuralism emphasized that in literary works there was author intervention based on the author's experience, social conditions of society at the time the book was published. As Faruk said that genetic structuralism theory, "gives attention to both intrinsic and extrinsic element" (Yulianti, 489). For this reason, the novel was not just a text but also supplied the author's worldview regarding the social conditions at the time the novel was published which will be explained in detail in chapter IV.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter focuses on the analysis of the data of the *Frankenstein* novel. This chapter contains two subchapters which become the answer to the problem statements stated in the previous chapter. They are intrinsic elements of the *Frankenstein* novel and the worldview reflected in the novel.

#### **A. Intrinsic Elements**

Intrinsic elements in the novel include character and characterization, plot, theme, and setting which will be explained in more detail as follows:

##### **A.1 Character and Characterization in *Frankenstein* Novel**

Robert in 1969 defines character as, “Author’s creation, through the medium of words or a personality and consistent with it” (Zubaidi, 12). There are several characters in *Frankenstein's* novel. Nugriyantoro 2007 classified characters into some types: protagonist and antagonist characters, major and minor characters, dynamic and static characters, and flat and round characters (in Zubaidi, 12). Character development can be both simple and complex. Traditionally, characters carry out the plot and it is around the characters that the plot revolves and the theme is developed. As Ridawati has described, where the author tells the reader what each character looks like is called direct characterization. However, indirect characterization where the reader is not told directly by the author. It can tell what

a character looks like with his or her thoughts, actions, and speech with the interactions of other characters (Muktasim, 16).

The character and characterization of the *Frankenstein* novel will be explained below;

But, with all my ardour, I was capable of a **more intense application and was more deeply smitten with the thirst for knowledge** ... Curiosity, earnest research to learn **the hidden laws of nature**, gladness akin to rapture, as they were unfolded to me, are among the earliest sensations I can remember. (Shelley 31).

The quote is a monologue explaining the character of Victor Frankenstein. He has a great spirit. He is very fond of science or rather likes to study the laws of nature or the secrets of the universe. He is a person who thirsts for knowledge. He has a strong desire to know learning something. His love of science makes him spend his time focusing on the hidden law of nature. Learning the hidden laws of nature makes him glad or feel intense pleasure. He learns a lot and is full of joy when he learns science. It was the feeling he remembered when he first learned science. He desires to be a great scientist.

We resided principally in the latter, and **the lives of my parents were passed in considerable seclusion**. It was my temper to **avoid a crowd** and to attach myself fervently to a few. **I was indifferent**, therefore, to my school-fellows in general; **but I united myself in the bonds of the closest friendship to one among them. Henry Clerval** was the son of a merchant of Geneva. (Shelley 32).

Then, the quote is the monologue of Victor Frankenstein's character when his parents decided to settle down and not move around. Victor lived a pretty big life of seclusion. The next sentence explained where he avoided the crowd and isolated himself from the crowd. This makes Victor a person who closes himself which is explained in the next sentence that he is a different person from his friends. He is introverted and indifferent to his friends at school. For that, Victor only has one friend and also a best friend. Henry Clerval is his only best friend of Victor who knows and understands him.

**My temper was sometimes violent,** and my passions vehement, (Shelley 33).

Last, the quote is a monologue from the character Victor Frankenstein who explains that he has a burning passion when studying science. It continues to burn and inspire Victor to master science. He spends all his time on science. However, Victor also sometimes has a pretty strong temper when his life is disturbed by his creation.

**Justine Moritz! Poor, poor girl, is she the accused? But it is wrongfully;** every one knows that; no one believes it, surely, Ernest? (Shelley 87).

**She perished on the scaffold as a murderess!** (Shelley 100).

The quote is monologue describes Justine was accused of murder. She was executed for something she did not do. The quote is relating with Victor character because he is silent to see the injustice of Justine. He can speak that Justine is innocent in court because men's voices will be heard. However, he kept silent until Justine executed and died. Victor who good character changed turned into bad

person because he still silent and let innocent of someone. For that, the character of Victor is dynamic and round. Victor is the main character in the story. He is the protagonist character and also the major character because he is the most told figure in the story. increase

**I am thy creature, and I will be even mild and docile to my natural lord and king if thou wilt also perform thy part,** the which thou owest me. (Shelley 114).

The quote form is a monologue explaining that Monster is a creation of Victor. Victor is king and natural lord of him. Monster assumes that his creator is the only one he knows. Monster respect their master as well as their king. she worshiped him.

When they had retired to rest, if there was any moon or the night was star-light, **I went into the woods and collected my own food and fuel for the cottage.** When I returned, as often as it was necessary, **I cleared their path from the snow and performed those offices that I had seen done by Felix.** (Shelley 133).

Next, the quote form is a monologue that explains when Felix's family has fallen asleep, the Monster will come out of its hiding place and step into the forest. In the forest, he gathers food for himself. In addition, he will bring firewood to the cottage. Then, he clears the roads of snow like Felix does every day. The quote illustrates that Monster has a kind heart, likes to help, and cares for others.

**The mildness of my nature had fled**, and all within me was turned to gall and bitterness. The nearer I approached your habitation, the more deeply did **I feel the spirit of revenge enkindled in my heart.** (Shelley 167).

Last, the quote explains tenderness and kindness of the Monster have been lost when Felix's family reject him because they were scared of him. This makes him very sad and thinks to find his creator (Victor) to ask him to make a partner so that he has a family. Victor agrees then thought back and decided to cancel it unilaterally. The monster became furious with him for breaking his promise. It is explained in the last sentence that Monster is very angry with Victor and he is full of grudges against Victor.

He is the opposite of Victor in that he is the antagonist character. In the quote, it is clear that Monster is a dynamic and round character. This is evidenced by his changing nature from a Monster who has a kind and gentle nature to a revengeful and angry Monster. For this reason, it provides evidence that there is a change in character and nature.

The peasant woman, perceiving that my mother fixed eyes of wonder and admiration on this lovely girl, eagerly communicated her history. She was not her child, but the **daughter of a Milanese nobleman.** Her mother was a German and **had died on giving her birth.** (Shelley 28).

The quote form is a monologue that explains Elizabeth Lavenza is the daughter of one of the nobles of Milan. Her mother is German. She never knew about her mother because she died after giving birth to her. She is very beautiful. Anyone who looks at her will be amazed by her beauty. She now lives with a

farming family. The farmer raised her as her child before being adopted by Victor's family.

**Her sympathy was ours; her smile, her soft voice, the sweet glance of her celestial eyes,** were ever there to bless and animate us. **She was the living spirit of love to soften and attract.** (Shelley 33).

Next, the quote explains that Elizabeth has a sweet smile. She has a soft voice. In addition, she has a bright look in his eyes. She is very attractive with her tenderness and deep love for everyone.

She looked steadily on life and assumed its duties with **courage and zeal.** (Shelley 40).

Then, the quote in the form of a monologue explains that Elizabeth is a woman who is passionate about carrying out her duties. She did his job very well. In addition, Elizabeth is a brave figure. She was brave for what she thought was right and not afraid. She is a gentle and loving person. She does her job of maintaining and taking good care of her family. For that, she is a minor character in the story because she does not often appear in the story. Likewise, she is still a good and kind person from the beginning until the end of the story. she is a static and flat character.

**I arrived here yesterday,** and my first task is **to assure my dear sister** of my welfare and increasing confidence in the success of my undertaking. **I am already far north of London,** and as **I walk in the streets of Petersburg,** (Shelley 2).

The quote form is a monologue explaining that Robert reassured his sister to not worry about his expedition. On the current expedition, he is very confident in his success. The next sentence explains that he is in the north of London on his voyage (America). There are no problems with the expedition. Everything is good. The quote explains that Robert was a very confident sailor.

**I am practically industrious—painstaking**, a workman to execute with **perseverance and labour**. (Shelley 11).

Then, the quote explains that Robert is a diligent person. In addition, he is also a determined person. He is a hardworking and very diligent person. The quote clearly describes Robert about his diligent, determined, and hard-working nature.

**I write a few lines** in haste to say that **I am safe**. (Shelley 12).

Next, the quote form is a monologue that explains Robert wrote a letter to his sister. He gives the news that he is in good condition. He is safe and hopes his sister has nothing to worry about him. The quote explains that Robert loves and cares for his sister.

Thus far I have gone, tracing a secure way over the pathless seas, the very **stars themselves being witnesses and testimonies of my triumph**" (Shelley 13).

Last, the quote explains that Robert is a determined, diligent, and hard-working person. Hence successful and lucky in his voyage. The stars in the sky witness his victory in conquering the North Pole. It is the land and seas of ice far from human footing. Robert is a minor character because he does not appear often

in the story. He is a flat and static character because he has no changes in the beginning until the end of the story. He still a good person, and cares around him.

His daughter **attended him with the greatest tenderness** ... but Caroline Beaufort possessed a mind of an uncommon mould, and **her courage rose to support her in her adversity**. She procured plain work; she plaited straw and by various means contrived to earn a pittance scarcely sufficient to support life. (Shelley 25).

The quote form is a monologue that explains Caroline is a patient child. She took care of his father with care. Besides, she is very gentle. Then, she is very determined. Despite the difficulties she faced, she still worked hard. She is also brave in her steps to not complain about difficulties. She works to provide for the family's needs. For that, she is a responsible person.

**They seemed to draw inexhaustible** stores of affection from a very mine **of love** to bestow them upon me (Shelley 27).

The form of the quote is a monologue explaining that Victor gets endless love from his mother. For that Caroline is a loving and caring person. She delivers love is very abundant, especially for her only son, Victor.

**Their benevolent disposition** often made them enter the cottages of the poor. This, to my mother, was more than a duty; it was a necessity, a passion- ... for her to act in her turn the guardian angel to the afflicted. (Shelley 28).

The quote is a monologue that explains Caroline is a good person. She visited the cottages of the poor and helped. The suffering that Caroline had



experienced before make her an obligation to help poor people. Based on Caroline, it is her job. She is like a guardian angel for poor people.

**She attended her sickbed;** her watchful attentions triumphed over the malignity of the distemper—**Elizabeth was saved,** (Shelley 39).

The quote is in the form of a monologue that explains Caroline is a loving, responsible, and self-sacrificing mother. Her daughter Elizabeth had dyslexia. Severe illness forced the family to keep their distance. However, Caroline could not keep quiet when she saw her child sick. She loved Elizabeth and took care of her with her own hands. Even though it is dangerous for her. Elizabeth managed to recover from her illness and was safe. Caroline is a minor character because she does not often appear in the story. She is flat and static because she has no change from the beginning until the end of the story. she is still a kind, loving, and self-sacrificing person from beginning to end.

He passed his younger days perpetually **occupied by the affairs** of his country. (Shelley 24).

The quote is in the form of a monologue that explains Alphonse is busy working to devote himself to state affairs. He is a generous and hard-working person. In addition, he can also be said to be responsible people for the work he is doing. He continues to work and is busy with his work. He is a hard worker and a responsible person.

**He came like a protecting spirit** to the poor girl, who committed herself to his care; and after the interment of his friend he conducted her to Geneva

and placed her under the protection of a relation. Two years after this event Caroline became his wife. (Shelley 26).

Next, the quote form is a monologue that explains Alphonse came to be a guardian spirit for Caroline. He took care of Caroline and kept her under his protection. For that, Alphonse is a kind, helpful, and, protective figure. He took great care of Caroline and watched over her very closely.

**They seemed to draw inexhaustible** stores of affection from a very mine of **love** to bestow them upon me. (Shelley 27).

The last quote explains that Victor gets endless love from his father. For that, Alphonse is a kind and loving figure. He gave all his love very abundant, especially to his only son, Victor. Alphonse is a minor character because his presence rarely appears in the story. He is a static and flat character because there are not many changes in him from the beginning to the end of the story.

He was an **uncouth man**, but deeply imbued in the secrets of his science. (Shelley 43).

The quote form is a monologue that explains M. Krempe is an uncouth figure. Likewise, he got the glory of being a scientist. He is respected for his knowledge. M. Krempe's rude treatment while teaching made his students uncomfortable studying in class. However, he is still respected by his students.

M. Krempe was a **little squat man with a gruff voice and a repulsive countenance; the teacher**, therefore, did not prepossess me in favour of his pursuits. (Shelley 44).

Next, the quote form is a monologue explains of M. Krempe's figure which explains that he is a professor who teaches Victor. He is a teacher. It is explained in the quote that he is a rude character. He is short with a rough and disgusting voice. The character is briefly described in the story for it includes a minor character. Besides that, there is no change in character from the beginning to the end of the story, so he is a flat and static character.

“This professor was very unlike his colleague. **He appeared about fifty years of age**, but with an aspect expressive of the greatest benevolence; **a few grey hairs covered his temples**, but those at the back of his head were nearly black. **His person was short but remarkably erect and his voice the sweetest I had ever heard**" (Shelley 45).

The quote form is a monologue that describes the character of M. Waldman. He is a lecturer at the University of Ingolstadt. He is about fifty years old. He has grey hair covering his temples and black at the back. M. Waldman is a good person. He has a short and upright body. He has a sweet and soothing voice. There is no bad character in him. He is a kind, friendly, and gentle lecturer.

**"His manners in private were even more mild and attractive** than in public, for there was a certain dignity in his mien during his lecture which in his own house was replaced by **the greatest affability and kindness**" (Shelley 47).

Then, the quote form is a monologue that explains M. Waldman is an interesting figure. Victor marvelled at him. He is good manners and gentle. He is so friendly but more friendly and kind when he is at his home. He is admired for

his good qualities, gentleness, and friendliness. M Waldman's character is briefly explained in the quote he is still the same from the beginning until the end of the story. he is still a good and kind person. For that, he is a static and flat character. Likewise, he is a minor character because he does not often appear in the story.

**Henry Clerval was the son of a merchant of Geneva.** He was a boy of singular talent and fancy. He loved enterprise, hardship, and even danger for its own sake. (Shelley 32).

The quote form is a monologue that explains that Henry was the son of a merchant in Geneva. He is a talented figure. He loves enterprise, hardship, and even danger for its own sake. For that, it can be said that he likes obstacles. These obstacles made him motivated to develop his own talents.

Yet he might not have been so perfectly humane, **so thoughtful in his generosity, so full of kindness.** (Shelley 33).

Next, the quote form is a monologue that explains that Henry is not a perfect human being. However, he has a wise attitude. Besides that, he has generosity. Henry's inside is filled with kindness. For that, he is a good figure who is wise, generous, and full of kindness. The quote also explains that he is a kind person who is generous and full of kindness. He does not change much from the beginning to the end of the story. For that, he is a static and flat character in the novel. He is a minor character because he does not often appear in the story.

Justine has returned to us, and I assure you I love her tenderly. **She is very clever and gentle and extremely pretty;** as I mentioned before, her mien and her expressions continually remind me of my dear aunt. (Shelley 70).

The quote form is a monologue that explains Justine is a maid in the Frankenstein family but is like Elizabeth's own sister. She has a beautiful face. Besides she is very gentle. She is also very smart. The gentleness of his demeanor is unquestionable. There are no described bad qualities other than the good qualities that exist in Justine. She does not change much from the beginning to the end of the story. For that, she is a static and flat character. She is a minor character because she does not often appear in the story.

### **A.2 Plot in *Frankenstein* Novel**

Stanton Emphasized that plot is A story containing a series of events, but each event was only related to cause and effect. The events gave rise to other events (qtd. In Lapandja et al, 2). Plot itself has several elements. Kenny explained in the plot itself, there are some elements; exposition, rising action, climax, falling action, and resolution (19). It will be explained in more detail below.

**To Mrs. Saville**, England St. Petersburg, Dec. 11th, 17—

**I am already far north of London**, and as **I walk in the streets of Petersburg**, I feel a cold northern breeze play upon my cheeks, which braces my nerves and fills me with delight. (Shelley 2).

The quote form is a monologue and part of the exposition of the story that explains the beginning of the story. Robert Walton writes a letter to his sister. He writes to his sister, Margaret, to let her know his condition. On December 17th he arrived in the north of London, especially in St. Petersburg. At that time, he felt the cold north pole in his cheeks. It makes him very happy. Robert informs to his

sister that he is in good health and is not experiencing any obstacles at the moment.

It was a piece on the letter that Victor writes to his dear sister.

**This expedition has been the favourite dream of my early years.** I have read with ardour the accounts of the various voyages which have been made in the prospect of arriving at the North Pacific Ocean through the seas which surround the pole. (Shelley 3-4).

Then, the quote is a monologue of Robert when he did an expedition to the north pole. He explained that this expedition to the north was something he had been waiting for. He had read a great deal about the stories of the various journeys of expeditions or voyagers sailing through the seas or around the amazing poles. Robert is very enthusiastic about it and he is currently doing the same thing, sailing to the north pole. An icy plain that humans rarely set foot there. Robert sailed with joy and enthusiasm.

**To Mrs. Saville**, England August 5th, 17—

In the morning, however, as soon as it was light, I went upon deck and found all the sailors busy on one side of the vessel, apparently talking to someone in the sea. (Shelley, 15).

Next, the quote is an excerpt from a letter that Robert wrote to his sister while traveling to the north pole. On August 5th, he wrote a letter and told her that he met a stranger at the North Pole. All the sailors were shocked by the presence of a stranger and his plight. The stranger was floating in the sea. The sailors were brought up to the deck and met with Robert.

**I was indifferent**, therefore, to my school-fellows in general; but I united myself in the bonds of the **closest friendship to one among them. Henry Clerval ...** No human being could have passed a **happier childhood** than myself. **My parents were possessed by the very spirit of kindness and indulgence** (Shelley 32).

The quote is part of the exposition. Its form is a monologue from Victor when his parents decided to settle in their native country. However, Victor's family isolates themselves from the crowd. It makes Victor different from his friends and makes Victor close to his friends. He only has one friend as well as a best friend, Henry Clerval. His life is full of happiness because of the abundance of love from his very kind and generous parents. He is very happy with his life full of love and people his age is not necessarily happy as his feeling right now.

When I had attained **the age of seventeen my parents resolved that I should become a student at the University of Ingolstadt ... Elizabeth had caught** the scarlet fever; her illness was severe, and **she was in the greatest danger**. (Shelley 39).

However, the quote form is a monologue which is part of the rising action when Victor reaches the age of seventeen, his parents, or rather his father decides that he must continue his education at the college level. It became important for Victor's father so that his son could be more knowledgeable and insightful and understand life other than in the village where he lives. However, at the same time, Elizabeth was sick. She had caught scarlet fever and her illness so severe. She is in the greatest danger.

She died calmly, and her countenance expressed affection even in death ...

**My mother was dead,** (Shelley 40).

Next, the quote form is a monologue that explains Victor's mother died. At the moment when Elizabeth had dengue fever, her mother couldn't stand watching her child in pain. She decided to take care of Elizabeth with her own hands. Even though it would threaten her. She took very good care of Elizabeth. Elizabeth was able to recover from her illness because of her mother. However, her mother died because of saving her. The whole family is saddened by the death of Victor's mother, Caroline Beaufort.

**The day of my departure at length arrived.** (Shelley 41).

Then, the quote is a monologue that explains when Victor was still saddened by the death of his mother. Then, news of Victor's departure had been confirmed. Victor will leave his home and continue his studies in college. Although still in a sad state He did it. He left home and travelled to Ingolstadt to study.

**I began the creation of a human being ... new species would bless me as its creator and source; many happy and excellent natures would owe their being to me.** (Shelley 54).

Otherwise, the quote form is a monologue that explains a new problem that arises when Victor's ambition is to create humans. The day when he started creating his creation, he devoted his time to the success of his ambitions. If it works, the new species blesses it as the creator. His creation would be so indebted to him that he would be revered by the new species he created. He will be praised for what he did for the world. He could bring people to life.



**I had selected his features as beautiful.** Beautiful! Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black, and flowing; his teeth of a pearly whiteness; **but these luxuriations only formed a more horrid contrast with his watery eyes,** that seemed almost of the same colour as the dun-white sockets in which they were set, **his shrivelled complexion and straight black lips.** (Shelley 58).

The quote form is a monologue that explains other problems arise when the new species that Victor creates is not what he envisions. Her chosen beauty features are yellow skin, shiny black hair, and pearly white teeth. However, the apparent beauty is inversely proportional. It is contrasted and horribly shaped. The species that victor created was terrifying with watery eyes, pale white skin colour, wrinkled skin, and straight black lips giving a deep sense of dread. The new species that victor created was more like a scary monster. Monster has bodies that exceed of the normal human body. He is much taller and stronger in strength than a normal human.

**The apartment was empty ...** but when I became assured that **my enemy had indeed fled.** (Shelley 63).

Then, the quote form is a monologue that explains all empty. Monster has gone when Victor enters his apartment. He checked his apartment and it is true that it is empty. Monster runs away. This makes Victor a little relieved because a terrible monster will not appear in front of him.

My dear Victor ... **William is dead!** (Shelley 77).

Next, the quote form is a monologue explains Victor gets a letter from his father giving the news that his younger brother William died. Victor was saddened by the news of William's death. He can believe it. Then, he returned to Geneva as soon as possible to confirm. It is true that William died.

If you consent, neither you nor any other human being shall ever see us again; I will go to the vast wilds of South America ... I now see compassion in your eyes; let me seize **the favourable moment and persuade you to promise what I so ardently desire.** (Shelley 176).

Likewise, the quote form is a monologue that explains Monster has not seen in a long time and returns to meet him. He appeared in front of him. The figure that made him horrified and disgusted is in front of him now. He speaks softly about his wish with pale skin and a hideous face to Victor. He asks to make a couple for her. He promised to disappear from Victor's life if he kept his promise.

Begone! **I do break my promise;** never will I create another like yourself, equal in deformity and wickedness. (Shelley 205).

However, the quote form is a monologue that explains the problem that culminates when Victor breaks his promise. He broke his promise and the creature he had made for his Monster mate was broken. Victor broke his promise that he would never make such a monster.

**Slave,** I before reasoned with you, but you have proved yourself unworthy of my condescension. **Remember that I have power;** you believe yourself miserable, but **I can make you so wretched** that the light of day will be

hateful to you. You are my creator, but I am your master; obey! (Shelley 273).

The quote takes the form of a monologue and it is part of climax when Victor breaks his promise. Monster is filled with anger. The monster speaks harshly and calls Victor "Slave!" The next sentence explains that with the power he has he vowed to make Victor miserable. He would make Victor very wretched and very miserable.

I escaped from them to the room where **lay the body of Elizabeth**, my love, my wife, so lately living, so dear, so worthy ... now, as she lay, her head upon her arm and a handkerchief is thrown across her face and neck, I might have supposed her asleep ... **The murderous mark of the fiend's grasp was on her neck, and the breath had ceased to issue from her lips.** (Shelley 242).

Next, the quote form is a monologue that explains the height of the problem when Victor's lover whom he loved very much (Elizabeth) died. She died at the hands of a disgusting Monster. Her body lay like a sleeping person. However, her breath stopped leaving by her lips. Elizabeth died with strangulation marks on her neck. Victor believes that Elizabeth died because of an action of the Monster. Monster kills Victor's loved one. The one and only his wife, Elizabeth.

he pressed my hand feebly, and **his eyes closed forever**, while the irradiation of a gentle smile passed away from his lips. (Shelley 270)

The quote is a monologue explaining that Victor has decreased in his health. Robert's hand that was held by Victor weakened and his eyes began to close. In

addition, the originally smiling lips disappeared. It was Victor's death. It is part of the falling action of the story.

**He sprang from the cabin window** as he said this, upon the ice raft which lay close to the vessel. **He was soon borne away by the waves and lost in darkness and distance.** (Shelley 277)

The quote is in the form of a monologue that explains that the news of Victor's death was heard by Monster. After seeing the corpse of Victor Monster jumps from the cabin window and is carried away by the waves of the ocean. Meanwhile, Robert returns to his native land and that is the end of the story.

### A.3 Setting in *Frankenstein* Novel

The setting is the time and place where the story takes place. According to Kenny that setting is one of the elements of fiction that tells us where and when the events in the novel are (38). The setting is divided into two, namely the setting of the place and the setting of the time. The setting of the *Frankenstein* Novel will explain below;

I am by birth a **Genevise**, and my family is one of the most distinguished et my eyes. I alighted and was conducted to my solitary apartment to spend the evening as I pleased. (Shelley 42-43).

The quote form is in the form of a monologue that explains that Victor was born in Geneva. His family in Geneva was well-respected. The quote describes the setting of the place, namely the city of Geneva. It is the place where Victor was born and grew up with the love of his family.

Such were my reflections during the first two or three days of my **residence at Ingolstadt**, which were chiefly spent in becoming acquainted with the localities and the principal residents in my new abode. (Shelley 45).

Next, the quote takes the form of a monologue when Victor arrives in Ingolstadt. Ingolstadt is a new place for him. For that, Victor took two or three days to adapt to the place. He spends his time getting acquainted with the areas and residents around he lives now.

**Last Monday (July 31st) we were nearly surrounded by ice, which closed in the ship on all sides**, scarcely leaving her the sea-room in which she floated. Our situation was somewhat **dangerous**, especially as we were compassed **round by a very thick fog**. (Shelley 14).

Then, the quote is a monologue when Robert explains his condition at the north pole. He was surrounded by ice. A sea of ice surrounds his ship. The situation is quite dangerous because it is accompanied by thick fog. The quote describes the setting of the place when Robert is at the North Pole.

**St. Petersburg, Dec. 11th, 17—**

I am already far north of London, and as I walk in the streets of Petersburg, (Shelley 2)

Likewise, the quote form is a monologue when Robert is in north London. At that time, he was taking a short walk in St. Petersburg to continue his journey. The quote describes the setting of the place, namely Petersburg or north of London. St. Petersburg is one of the cities in Russia.

It may appear strange that such should arise in **the eighteenth century**; but while I followed the routine of education in the schools of Geneva, I was, to a great degree, self-taught with regard to my favourite studies. (Shelley 36).

However, the quote form is a monologue that explains that Victor does his learning routine, attending a Geneva school. Most of his time is used for self-study with his favorite study, science. He did not believe that in the eighteenth century he became a follower of the teachings of Cornelius Agrippa at that time while there was already modern science with various innovations. The quote describes the time setting, in the eighteenth century.

At length we saw the numerous steeples of **London**, St. Paul's towering above all, and the Tower famed in English history. (Shelley 191).

The quote is in the form of a monologue that explains that Victor saw the Tower of London on St Paul towering above all else. The tower that symbolizes the city of England. The tower is famous for the history of the city of England. The quote describes the setting of the place, the city of England.

I determined to visit some remote spot of **Scotland** and finish my work in solitude. (Shelley 199).

Last, the quote is a monologue when Victor makes his choice in Scotland to do his research to make a mate for his Monster creation. He chose an isolated place in Scotland. Then he quickly finished his work in solitude. The quote explains the setting of the place, the Scottish country where Victor does his work.

#### **A.4 Themes in *Frankenstein* Novel**

The writer should have a concept when they write work like what theme in their work. Jenkinson and Hawley 1974 state, “Theme is an idea, frequently, not completely worked out to be stateable in a sentence which grows out of the text and tends to be repeated with variations and develops as the novel progresses” (Zubaidin, 16).

Based on the researcher's analysis, the theme in *Frankenstein's* novel is ambition. The theme of ambition is very clearly seen in the Victor's character. He was very ambitious to create a new species. Although living with ease and luxury, it is not enough for him. He wanted more and more. He wanted to gain the adoration and glory. His ambition makes him various ways to reveal to the world the deepest mysteries of creation that unknown. Very high imagination made him have to be successful in his research. He wants to prove that his ability is unquestionable to bring humans to life. For this, he has the ambition to bring humanity to life. We can conclude that the theme in *Frankenstein's* novel is ambition.

## **B. The Author's Worldview in *Frankenstein* Novel**

According to Lucien Goldmann that, "Worldview are historical and social fact. They are totalities of ways of thinking, feeling, and acting" (12). The author's worldview will be explained in detail below:

When I had attained **the age of seventeen my parents resolved that I should become a student at the university of Ingolstadt.** I had hitherto attended the schools of Geneva, **but my father thought it necessary for the completion of my education** that I should be made acquainted with other customs than those of my native country. (Shelley 39).

The quote form is a monologue explains at the age of seventeen Victor's father decides that Victor must continue his education in college. Besides, Victor's father also required Victor to study in other areas as quoted in the Ingolstadt city. Victor's father thought that Victor needed to finish his education at the University of Ingolstadt. Likewise, Victor would gain experience in new areas and new customs in the area. Based on the quotation, Victor's father's attitude relates to the eighteenth century in the Victorian era where men get and even have to get a good education and become intellectual figures compared to women. According to Johannis Tsoumas 2016 In the Victoria era, "Women were considered very inferior and weaker than **men in terms of physical or even intellectual vigor**, ... even if they came from high society, did not need to be educated, nor have knowledge and opinion about anything out of the house" (21). The quote represents the author's world view about gender that men get facilities to be able to study up to university level so that men become more knowledgeable and insightful.



I felt great relief in being the **fellow pupil with my friend**. (Shelley 74).

Next, the quote is a monologue when Henry follows Victor to Ingolstadt and they finally meet as fellow students. Both of them studied at the University of Ingolstadt. Victor was very relieved to know that Henry would continue his studies at Ingolstadt. Both of them are studying, improving their knowledge, and becoming educated figures. Both had the opportunity to study at Ingolstadt college. The quote describes a world view of men. Men get learning facilities up to college. According to Johannis Tsoumas 2016 In the Victoria era "Women were considered very inferior and weaker than **men in terms of physical or even intellectual vigor**, ... even if they came from high society, did not need to be educated, nor have knowledge and opinion about anything out of the house" (21).

Elizabeth, my love, you must supply my place to my younger children. Alas! I regret that I am taken from you; and, happy and beloved as I have been, is it not hard to quit you all? But these are not thoughts befitting me; I will endeavour to resign myself cheerfully to death and will indulge a hope of meeting you in another world (Shelley 40).

However, the quote form is a monologue when Elizabeth gets the message to take care of her family. Elizabeth has to look after her family and make sure her siblings do not lack love because her mother has passed away. Elizabeth got the message to take good care of her family. The quote relates to the Victorian era where women only focus on their families. Unlike men who have to learn facilities, women do not get higher education during this period. According to Ruth Alexandra Symes that in the eighteenth century, "**Women were not seriously**

**educated in the period.** The supposed "**lack of education**" among women writers has been used as a powerful rhetorical tool in feminist discourse" (68). Likewise, based on Kathryn Hughes in the Victorian era, "**Higher education or professional work (for women) was also out of the question**" (Hughes, 4). We can consult that the author's worldview is about gender where women only focus on their families unlike men who have to learn facilities, women do not get higher education during this period.

I am happy, to have gained a disciple; and if your application equals your ability, **I have no doubt of your success,**' said M. Waldman. (Shelley 47).

Then, the quote form is a monologue that explains Professor M. Waldman talking about Victor will find his success when he develops his skills in science. As explained in the character and characterization before, Victor is intelligent, smart, and has a strong determination, as well as ambitious. Victor who loves science continues to learn and develop his knowledge. However, Victor has an opportunity in a good career. The quote represents the author's world view where men have a good chance of career success. This relates to the Victorian era where men were educated and had the opportunity to have a good career. According to Johannis Tsoumas 2016 In the Victoria Era "Women were considered very inferior and weaker than **men in terms of physical or even intellectual vigor,** ... even if they came from high society, did not need to be educated, nor have knowledge and opinion about anything out of the house" (21).

From this day natural philosophy, and particularly chemistry, in the most comprehensive sense of the term, **became nearly my sole occupation.**

(Shelley 49).

Next, the quote is a monologue that explains Victor's days are busy with research. He carried out research related to natural philosophy, especially chemistry. He focuses himself on a lot of research in addition to increasing his knowledge is also his job. The quote explains that Victor worked as a scientist. He spends his time focusing on his research. The quote represents the author's world view that men have good job opportunities and it relates to the Victorian era in the eighteenth century where men get good career opportunities (Professional Work). Based on Kathryn Hughes In the Victorian era, "**Higher education or professional work (for women) was also out of the question**" (Hughes, 4) means that higher education or professional work was out of the question for women. Otherwise in that period, higher education or professional work is specific only for men. In Addition, it also describes that the author's worldview men can work with his passion. They can work in the outside. Based on Kathryn Hughes in the Victorian era, "**Men increasingly commuted to their place of work – the factory, shop or office.** Wives, daughters and sisters were left at home all day to oversee the domestic duties that were increasingly carried out by servants" (Hughes, 1) means that in the Victorian era men should work in the outside and the place of their work like; factory, shop, or office. The author's worldview men have work the outside and good careers than women.

**My trifling occupations take up my time and amuse me, and I am rewarded for any exertions by seeing none but happy, kind faces around me. Since you left us.** (Shelley 68).

The quote form is a monologue that explains Elizabeth did her job. She spends her time on her work. She feels entertained when working in her house. Elizabeth feels her work is appreciated when her family members are happy and friendly to her. Her job is to do housework such as cooking, sweeping, and washing. Maintenance of the house and keeping her family happy are her main duties. Protect his family from any lack of anything. All housework is done by women. The quote relates to the Victorian era where housework was the responsibility of women. Women work at home taking care of the house and their families. According to Richard D. Altick states that, "Woman was inferior to man in always except the unique one that counted most to (to man): her femininity. **Her place was in the home**, on a veritable pedestal if one could be afforded, and **emphatically not in the world of affairs**" (Altick, 54).

It represents the author's world view that men and women are distinguished. Women's place at home and is responsible for maintaining and taking care of the house. Based on Kathryn Hughes in the Victorian era, "Men increasing commuted to their place of work – the factory, shop or office. **Wives, daughters and sisters were left at home all day to oversee the domestic duties that were brought out by servants**" (Hughes, 1).

**She desired permission to address the court ... For my own part, I do not hesitate to say that, notwithstanding all the evidence produced against**

**her**, I believe and rely on her perfect innocence. She had no temptation for such an action; as to the bauble on which the chief proof rests, if she had earnestly desired it, I should have willingly given it to her, so much do I esteem and value her. (Shelley 94).

And on the morrow **Justine died. Elizabeth's heart-rending eloquence failed** to move the judges from their settled conviction in the criminality of the saintly sufferer. (Shelley 99-100).

The quote is a monologue when Elizabeth testifies for Justine in court. She gave her testimony that Justine was good and could not be tempted to commit evil acts. She also explained that if William's jewellery was used as the main evidence Elizabeth would give it if she wanted it voluntarily. She testified that Justine was not the subject of her sister's death.

Next, the quote that follows explains that Justine died for something she did not do. Previously Elizabeth had spoken before a judge in court and testified that Justine was a good person and she believed that Justine was innocent. However, Elizabeth's voice or testimony was not heard and Justine was executed and eventually died. The quote represents the author's world view that women have a weak status against men and are weak in the eyes of the law. Indirectly, women's voices are not considered important and are not even heard. The quote explains where Elizabeth's testimony was not heard and Justine was executed for something she didn't do. Based on Emsley, Hitchcock, et al that, "Some evidence that juries treated evidence presented by female witnesses more skeptical than that delivered by men (and **female testimony was more likely to be omitted from the**

**Proceedings)**" (qtd. in Emsley, Hitchcock, et al 8). For that it is represent Author's worldview about gender where women inferior and her voice not heard in court.

The author's worldview in *Frankenstein* novel in Victor and Elizabeth's section is about gender. Victor gets college learning facilities. Elizabeth did not have the facilities to study in college. It relates to the background of social conditions in the Victorian era. Women lacked education and men with higher education became intellectual figures. Then, Victor works outside while Elizabeth is responsible for household affairs. It relates to the social conditions in that period where professional work was reserved for men and women where they were at home. Elizabeth gave her testimony in court but not heard. The author's world view is found that women are inferior to men. Men have a good education and occupation. However, women lack of education, their responsible for household affairs so that their place is at home. Women's testimony is weak in law because women's position is far below men (inferior).

In conclusion, based on the analysis, the author world view represents the general notion about gender inequality in the Victorian era when men and women have different roles and status in society. She chose a man as the main character who has more opportunities in his education and career, whereas, a woman as a minor character who has a limited opportunity to education and career. She takes care of house works instead of getting sufficient education and working outside the house.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The conclusion of this study is based on the analysis of chapter IV. This study analyzes the intrinsic elements in the *Frankenstein* novel. In addition, this study also discusses the author's world view about gender. In analyzing this study, the researcher uses theory of genetic structuralism by Lucien Goldmann.

The results of the analysis intrinsic elements found character and characterization, plot, setting, and themes. There are several characters in the story, but the main characters are Victor and Monster which are major characters because both of them the most told figure in the story. There are other characters such as Robert, William, Justine, Henry, Elizabeth, Victor's parents, M. Wildman, and M. Krempe. They are minor characters because their frequency of appearance is not too frequent in the story. The plot itself in the novel begins with an exposition which introduce the characters in the story. Then, problems arise and create a climax where Victor's wife who he loves so much dies with strangulation marks on her neck. Monster kills Elizabeth. After that, falling action part talking about Victor who died. Not long Monster also died by jumping in icy sea and ending of the story. The setting of the place in the story displays several places such as; London, Scotland, St. Petersburg, Ingolsyadt, and the North Pole. For the setting time, it shows the time in the eighteenth century which is the Victorian era and the publishing of the novel itself. While, the theme in *Frankenstein* novel is ambition.

The author's worldview is about gender inequality is found in Victor and Elizabeth's section. Victor gets college learning facilities. Elizabeth did not have the facilities to study in college. It is related to the background of social conditions in the Victorian era. Women lacked education and men with higher education became intellectual figures. Then, Victor works outside while Elizabeth is responsible for household affairs. It relates to the social conditions in that period where professional work was reserved for men and women where they were at home. Elizabeth gave her testimony in court but not heard. The author's world view is found that women are inferior to men. Men have a good education and occupation. However, women lack of education, their responsible for household affairs so that their place is at home. Women's testimony is weak in law because women's position is far below men (inferior).

#### **B. Suggestion**

Based on this research, there are several suggestions for readers to develop in further research. First, the readers can use the same theory and same object by comparing two novels, such as The Author's Worldview in *Jane Eyre* Novel and *Frankenstein* Novel (Genetic Structuralism Approach). Second, the readers can analyze using the same theory but with different objects, such as The Author's Worldview in *Perkin Warbeck* Novel. Last, by using the same theory and novel but with a different focus. This study focuses on the author's world view about gender, further research can focus on matchmaking in *Frankenstein* novels. The author's



worldview about matchmaking depicted in women characters in *Frankenstein* novel.



## REFERENCE

- Altick, Richard D. "Victorian People and Ideas, A Companion for The Modern Reader of Victorian Literature" W. W. Norton & Company Inc., 1973, pp. 1-324.
- Andari, Ni W. Y. "Intrinsic Elements and Moral Values in Novel Tarian bumi Karya Oka Rusmini." *Retrorika: Jurnal Ilmu Bahasa*, vol. 5, no. 1, April 2019, pp. 40-44.
- Emsley, Clive, et al. "The Proceedings of the Old Bailey." *Historical Background - Gender in the Proceedings - Central Criminal Court*, 2018, pp. 1-11, <https://www.oldbaileyonline.org/static/Gender.jsp>.
- Goldmann, Lucien. "Cultural Creation in Modern Society." Telos Press Ltd., 1977, pp. 3-173.
- Goldmann, Lucien. "Essays on Method in the Sociology of Literature." Telos Press Ltd., 1980, pp. 5-158.
- Goldmann, Lucien. "Towards a Sociology of the Novel." Tavistock Publications Limited, 1975, pp. 1-182.
- Guntur, M. "Author's Worldview of Women Happiness Represented by The Main Characters in The Novel The Girl On The Train" 2019, pp. 1-71, <http://repositori.uin-alauddin.ac.id/16839/1/M.%20GUNTUR>.

Hughes, Kathryn. "Gender Roles in the 19th Century." *Discovering Literature: Romantics & Victorians*, May 2014, pp. 1-9, <https://www.bl.uk/romantics-and-victorians/articles/gender-roles-in-the-19th-century>.

Kenny, William. "How to Analyze Fiction." Monarch Press, 1966, pp. 8-111.

Khusnia, Lailatul. "A Genetic Structuralism Analysis on Racism in Octavia Butler's Kindred." 2016, pp. 1-39, <http://repository.unej.ac.id/handle/123456789/78499>

Lapandj, Fadlun K. D., et al. "A Study Character and Plot in Ahmad Fuadi's 'Negeri Lima Menara'" *Journal of English Language Teaching Society*, vol. 4, no. 1, 2016, pp. 1-13.

McLeod, Dr. Saul. "What's the Difference between Qualitative and Quantitative Research?" *SimplyPsychology*, 2019, <https://www.simplypsychology.org/qualitative-quantitative.html>

Muktasim, Teuku. "An Analysis of the Main Character of Edna O'brien's Novel 'The Little Red Chairs.'" 2018, Ar-raniry Islamic State University, pp. 1-55, <https://repository.ar-raniry.ac.id/id/eprint/4748/1/Teuku%20Muktasim>.

Muniroch, Sri. "Understanding Genetic Structuralism from Its Basic Concept." *Jurnal Humaniora dan Budaya*, pp. 86-97.

Patel, Vikram. "A Complete Replica of Contemporary Indian Society in the Fictional Works of Chetan Bhagat: A Detailed Literary Analysis of His Five

Point Someone, One Night @ the Call Center and the Three Mistake of My.” *Ijellh*, vol. 4, June 2016, pp. 236–252.

Shelley, Mary Wollstonecraft. “Frankenstein” 1821, pp. 1-277.

Shelley, Mary Wollstonecraft. “The Fortunes of Perkin Warbeck” Project Gutenberg of Australia, 2006.

Shelley, Mary Wollstonecraft. “Valperga” Broadview Press, 1998.

Slotkin, Richard. “Fiction for the Purposes of History.” *Rethinking History*, vol. 9, no. 2-3, 2005, pp. 221–236, <https://doi.org/10.1080/13642520500149152>.

Symes, Ruth Alexandra. “Educating Women: The Preceptress and Her Pen, 1780-1820.” 1995, pp. 2-350.

Syhraani , Fauziah., “Atheism as Seen in Harry Potter and The Deathly Hallows Novel by Joanne Kate Rowling.” 2020, pp. 1-80, <http://repository.uinjambi.ac.id/4121/1/Skripsi%20Fauziah%20Syhraani>.

Tsoumas, Johannis. “Beauty and Morality as Female Values in The Victorian Middle Class Interior Decoration (1837-1901).” *Revista Interdisipliner Internasional De Artes Visuais*, vol. 03, 2016, pp. 19–31.

Yulianti, Penti. "Author's View toward Pakistan Society in Qaisra Shahraz's *The Holy Wowan*." *Journal of English Language and Literatur Conference*, vol. 2, 2018, pp. 488–493.

Zubaidi. "Kelleher's World View on Iron Star Novel. 'The Different Point of View in Seeing Terrorism' (A Genetic Structuralism Research)" 2011, pp. 1-97, <http://lib.unnes.ac.id/7984/1/8567>.

