

**THE RELATIONSHIP AMONG CLASS, MARRIAGE, AND
WEALTH REFLECTED IN JANE AUSTEN'S *PRIDE AND
PREJUDICE***

A FINAL PROJECT

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



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**ENGLISH LITERATURE STUDY PROGRAM
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STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the works 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 sanctions in the form of revocation of my paper and my degree obtained from that paper.

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Khoirun Nisa

MOTTO AND DEDICATION

“Great things are not done by impulse, but by a series of small things brought together”

Vincent van Gogh



This final project is dedicated to my family, especially my parents who have been worked hard in supporting my study without even complaining, my advisor, my best friends, my classmate, myself, and for those who are trying to get their study.

ABSTRACT

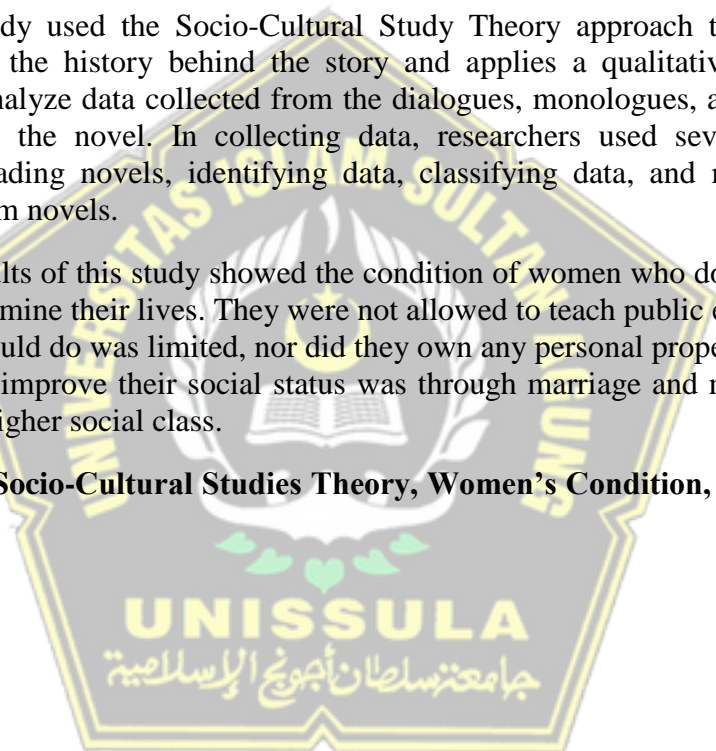
Nisa, Khoirun. 30801900021. “The Relationship Among Class, Marriage, And Wealth Reflected In Jane Austen's *Pride and Prejudice*.” English Literature Study Program. Faculty of Languages and Communication Science. Sultan Agung Islamic University. Advisor: Afina Murtiningrum, S.S., MA.

This study aims to analyze the condition of women and how marriage is a way out in terms of wealth which is described in Jane Austen's novel *Pride and Prejudice* as the impact of the industrial revolution at the end of the eighteenth century in British Society.

This study used the Socio-Cultural Study Theory approach to provide an overview of the history behind the story and applies a qualitative descriptive method to analyze data collected from the dialogues, monologues, and narrations contained in the novel. In collecting data, researchers used several methods including reading novels, identifying data, classifying data, and reducing data collected from novels.

The results of this study showed the condition of women who do not have the right to determine their lives. They were not allowed to teach public education, the work they could do was limited, nor did they own any personal property. Also, the only way to improve their social status was through marriage and marrying men of equal or higher social class.

Keywords: Socio-Cultural Studies Theory, Women's Condition, Social Class, Marriage



INTISARI

Nisa, Khoirun. 30801900021. “The Relationship Among Class, Marriage, And Wealth Reflected In Jane Austen's *Pride and Prejudice*.” Program Studi Sastra Inggris. Fakultas Bahasa dan Ilmu Komunikasi. Universitas Islam Sultan Agung. Pembimbing: Afina Murtiningrum, S.S., MA.

Penelitian ini bertujuan untuk menganalisa kondisi wanita dan bagaimana pernikahan menjadi jalan keluar dari segi harta yang digambarkan dalam novel *Pride and Prejudice* karya Jane Austen sebagai dampak dari revolusi industri pada akhir abad ke delapan belas di British Society.

Penelitian ini menggunakan pendekatan Teori Kajian Sosial Budaya guna memberi gambaran mengenai sejarah yang melatar belakangi cerita dan mengaplikasikan metode deskriptif kualitatif untuk menganalisis data yang dikumpulkan dari dialog, monolog, dan narasi yang terdapat di dalam novel. dalam pengumpulan data, peneliti menggunakan beberapa cara antara lain membaca novel, mengidentifikasi data, mengklasifikasi data, serta mengurangi data yang terkumpul dari novel.

Hasil dari penelitian ini menunjukkan kondisi wanita yang tidak memiliki hak untuk menentukan kehidupan mereka. Mereka tidak diizinkan mengampu pendidikan umum, pekerjaan yang mereka lakukan terbatas, mereka juga tidak memiliki harta benda pribadi. Serta, satu satunya jalan untuk meningkatkan status sosial mereka adalah melalui pernikahan dan menikahi pria dengan kelas sosial yang setara atau lebih tinggi.

Keywords: Teori Kajian Sosial Budaya, Kondisi Wanita, Kelas Sosial, Pernikahan

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Finally, there are still lacks found in this final project is far from perfect. However, the researcher hopes that this study can be useful and become any of a help for readers, especially for those working on their final project.



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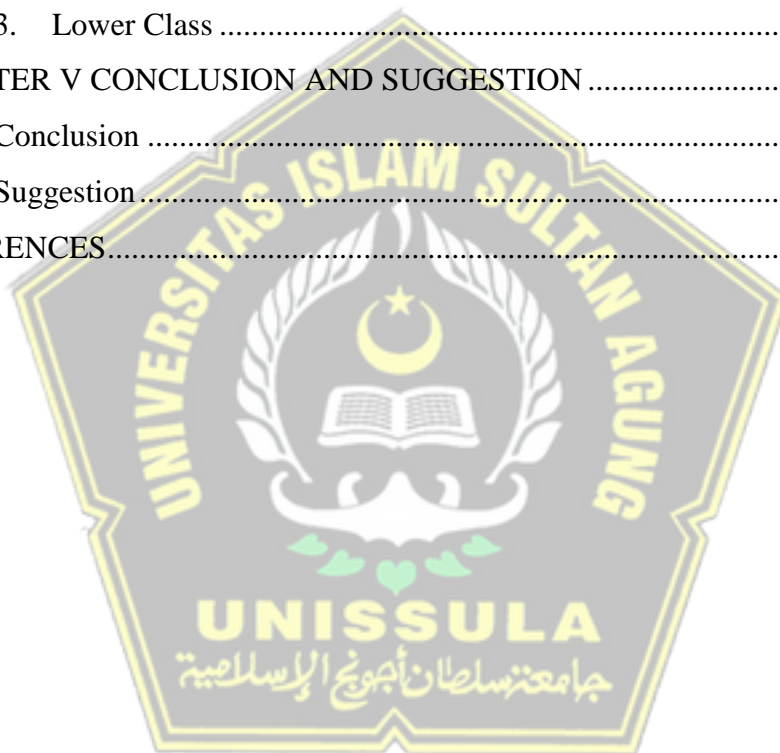
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CHAPTER I

INTRODUCTION

A. Background of the Study

According to Wellek and Warren, Literature is a representation of life, or in other words, literature represents life, life has a large size that includes social reality (as cited Prabawathi 1). Most of the literary works take the theme according to the facts about the reflection of real life at the time the literary work was done. In other words, everyone can produce or create a literary work depending on the temporal and spatial location of his or her residence.

The novel is one of the modern literary genres (Rohrberger and Woods as cited Prabawathi 1). Like other literary works, novels have various genres such as romance, comedy, tragedy, and other themes. By reading novels, readers can get many things, such as pleasure, experience, knowledge, and many other values of life. By reading a novel, the reader can understand what the author of the novel is telling and describing. In a novel too, readers can find some aspects that are similar to real life, such as society, people or characters, and their problems. For example, society, a person or character, and human problems are destined to live in society, it is also the same as characters in novels, and a character in novels must also live in society.

The novel *Pride and Prejudice* clearly shows the way of life of society, especially women in the end of the eighteenth century. *Pride and Prejudice* is a novel by Jane Austen published in 1813. Looking at the time Austen wrote the novel, it is undeniable that in creating a society in the novel, Austen was greatly influenced by the conditions of society at that time. In *Britain Yesterday and Today: 1830 to the present*, Arnstein stated that the end of the eighteenth century was a time of the industrial revolution. The industrial revolution was in stark contrast to previous times, social life such as the need for a high level of individualism at home, free trade abroad, and the advancement of human affairs was uncritically accepted by society (71).

Arnstein added that:

Industrialization had come to be accepted as a way of life and the predominance of an urban civilization assured, it was becoming clear that the economic revolution would bring not social confusion and bloodshed, nor even an easily discernible 'triumph of the middle classes', but instead a far more gradual and peaceful readjustment of social groups and a widespread survival of habits, occupations, and in institutions from earlier centuries (72).

From the statement above, it can be seen that the industrial revolution had an impact on society. Changing society in terms of attitudes, mindsets, perceptions and even morals tends to have some

noticeable impact. As Jane Austen shares her novel, society hold an important role in everything such as hypocrisy, social class, and marriage, in response to the precarious conditions of the times.

The time setting of Austen's novel is in the late eighteenth century which shows a certain period in which people try to have a good financial status, especially women, by getting marriage to sustain their life in difficult conditions of industrial tension that affect their lives, class, finance and social life. Austen describes the condition of women in her day as someone who behaves based on her social status. This novel also describes wealth that can only be inherited by the first son. The realistic side of the condition of women described by Jane Austen in *Pride and Prejudice* is the reason to look further into how women's conditions are described in the novel, and how women's wealth is reflected in the novel.

The novel *Pride and Prejudice* is chosen as the object of this study because this novel clearly describes the condition of women at the end of the eighteenth century in that women were portrayed as pious, pure, submissive, and dependent on men in their lives. Therefore, this study is entitled ***The Relationship among Class, Marriage, and Wealth Reflected in Jane Austen's Pride and Prejudice.***

B. Limitation of the Study

Based on the background of the study, the limitation of this study is focused on explaining the condition of women in *Pride and Prejudice* and how marriage becomes the way out in terms of the wealth at the end of the eighteenth century in British society.

C. Problem Formulation

Based on this background, this study formulates two questions as problems to be answered in the analysis, the two questions are;

1. How is the women's condition in Austen's *Pride and Prejudice* described?
2. How does marriage become the way out in terms of the wealth reflected in *Pride and Prejudice*?

D. Objectives of the Study

1. To describe women's condition in the novel through the scenes and conflicts in *Pride and Prejudice*.
2. To know how marriage becomes the way out in terms of the wealth reflected in the novel *Pride and Prejudice*.

E. Significances of the Study

1. Academic Significance

Hopefully, this study can be used as an additional resource to study Cultural Studies Theory in novels, especially in observing the conditions of society described in the novel.

2. Practical Significance

For other readers, this paper can provide some information about British society depicted in the novel, focusing on the condition and wealth of women.

F. Organization of the Study

This study is divided into five chapters. Chapter I is the introduction. It consists of the background of the study, limitation of the study, problem formulation, objective of the study, the significance of the study, and organization of the study. Chapter II is a theoretical framework consisting of a synopsis of the novel and related theories of gender roles, wealth, and social class. Chapter III is the research method, which consists of the source of the data, data collecting method, and data analysis method. Chapter IV presents the data and discussions about women's condition through social class and relation between marriage and wealth. Chapter V shows the conclusion and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter two is a review of related literature, there are two sub-chapter in this chapter. The first sub-chapter is the synopsis of *Pride and Prejudice*, the second sub-chapter is the related theory of literature which consists of Social Class, Women's Condition, and Wealth.

A. Synopsis

Pride and Prejudice is a novel by Jane Austen. The novel tells of Elizabeth Bennett, one of the daughters of Mr. Bennett. Mr. Bennett has five unmarried daughters. They belong to the middle class. Mrs. Bennett always pressured his daughters to quickly marry a rich man or be in the upper class. Problems arise when Lizzy or Elizabeth, one of Mr. Bennet's daughters, rejects Mr. Collins' proposal. Mr. Collins is their cousin who will inherit the property from Mr. Bennett.

Elizabeth is known as a bright young woman with a cheerful and fun character. She is also described as a woman who takes pride in her intelligence and accuracy in judging a person's social behavior and intentions. Elizabeth rejected Mr. Collins because Lizzy didn't want to marry a man without love.

On the other hand, there are other female characters. Lady Catherine De Brough is the sister of Mr. Darcy's mother. Lady Catherine is a woman of the upper class. She wanted Mr. Darcy to

marry her daughter and forgets his feelings for Elizabeth because she thinks that Elizabeth is among those who are far from Mr. Darcy. Even though in the end she was still Elizabeth's aunt-in-law.

Caroline Bingley is also one of the high-class female characters who have feelings (a crush) for Mr. Darcy. She also looks vengeful because she is jealous of Lizzy. After all, Lizzy can attract Mr. Darcy. She also wanted her brother, Charles Bingley, to marry Mr. Darcy so that she has connections that can make her richer. She was also involved in separating Mr. Bingley and Jane Bennett.

Next, there is a minor character named Charlotte Lucas. He is a close friend of Elizabeth Bennett. She is an unmarried woman and lacking skills. She's also not as pretty as Lizzy and some of the other female characters. Because at that time women had no right to inherit her father's property, Charlotte couldn't do whatever she wanted.

Charlotte Lucas accepted Mr. Collins. Charlotte is the third alternative to Mr. Collins. Mr. Collins initially chose Jane Bennet to be his wife and then turned to Lizzy but his proposal was rejected. In the end, he chose Charlotte Lucas.

Charlotte, who is aware of her circumstances and conditions, accepts Mr. Collins. As Charlotte's close friend, Lizzy protested Charlotte's decision to accept Mr. Collins and married without love. Lizzy didn't want Charlotte to be deprived of her happiness. However,

Charlotte had no other choice. She just wanted to help her family's condition.

Mrs. Bennett who heard that Charlotte accepted Mr. Collins didn't like it right away. That's because the house and property of her husband will become the property of the Charlotte family after she marries Mr. Collins.

According to Charlotte, marriage without love was a natural thing at the time and it was not a big problem for her. But it was different for Elizabeth who only wanted to marry a man with love.

B. Related Theory of Literature

B.1. Social Class

According to Putri, et.al “Social Class can be defined as involving the grouping of people together according to their status in the society to which that group belongs” (6). This means that social class describes the stratification system.

Social class is a difference in the population or society into layers in stratified class or hierarchical (Sorokin as cited Hariyanti 6). According to Max Weber (as cited Hariyanti 6) Social class “is the classification of people who belong to a particular social system into hierarchical layers according to the dimensions of power, privilege, and

prestige”. It means a certain social position in a class stratification system (upper class, middle class, and working-class).

That is why “social class can be called a large social group sharing common socio-economic characteristics (wealth, status, and power) and similar lifestyles” (Putri, et al. 6).

B.1.1. Upper Class

The upper class is the wealthiest and most powerful group in society, with power over economic, political, military, and intellectual policies (Prabawathi 17). Upper-class families enjoy a life of luxury and leisure. As Soderstrom said: “the gentry were also included in the upper classes, unified by the shared fact that they did not have to work for a living” (5). Instead of working, Davidoff and Hall stated that: “the gentility could spend their time on honor-advancing activities like politics, hunting, and social appearance” (20) rather than on their immediate economic survival

An affluent British family or people of the upper class spent more than \$10,000 a year (Dobriner as cited Prabawathi 17). It means that they spent their income on their servant and every weekend, they attend opulent halls for music and theater, and they eat enormous meals because dinner parties are the social activities of choice for these elites (Prabawathi 17).

The thing that may be able to distinguish between the upper and lower classes is that they -the upper class - own the land (Soderstrom 5). It means that families from the upper class own the land while the lower class does not.

Some people did not own land but were still considered gentry as they were connected by the qualities assigned to gentlemen, or by shared blood while living in towns or villages. These people belong to the so-called urban gentry or pseudo-gentry and also included the impoverished landowners and the better clergy among others (Mingay as cited Soderstrom 3).

The quotation above shows that at that time people who owned land were still said to be nobles even though they did not come from high society, if they -men- inherited land from their relatives or from their families, it could be said that they were pseudo-nobility or land owner.

B.1.2. Middle Class

The middle class is primarily made up of the wealthiest families in banking, industry, and major business (Prabawathi 18). A male servant is a sign of great affluence in a middle-class household, the most expensive item in the household budget is

food (Prabawathi 18). It means that about half of the revenue is spent on food and waiters. Education is another expense that continues to rise as middle-class parents seek to provide their children with more important continuing education (Dobriner as cited Prabawathi 18).

The middle class had plenty in common with the upper classes as their values and ideals had shaped the early middle-class people but the basis of their property and their value system that sets them apart (Davidoff and Hall 18).

Davidoff and Hall also said: “the middle class did not own land and they were as aware as the landed upper classes that this distinction was their greatest difference” (20). The quotation above shows that there is not much difference between the upper and middle class except that land ownership is the biggest difference.

Much like the landed gentry, the middle class was divided into different sections depending on income. One way of differentiating between the lower middle class and the upper middle class would be that the wives of the first group had to work while the wives of the second could stay at home (Davidoff and Hall 24).

It shows that the middle class also has a few very visible differences

B.1.3. Lower Class

The lower classes, or the working classes, did not live easy lives. Manual labor was straining and, in addition, wages were cut while the taxes were raised with a new tax on income (Adkins and Adkins 173-174).

Many members of the working class rely on manual labor for a living and do not hire domestic servants because the upper and middle classes have a higher quality of living and education (Prabawathi 18). They were usually recent migrants who came from rural areas to the city. For a full-time general servant in a lower-middle-class family, there is an endless routine of babysitting, shopping, cooking, and cleaning. (Dobriner 125).

B.2. Women Condition in the 18th-19th Century Britain

According to Langermann and Brantley (as cited Diastuti) In the eighteenth and nineteenth century in Britain:

Men and women are situated in society not only differently but also unequally. Specifically, women get less of material resources, social status, power, and opportunities for self-actualization than

men share their social location based on their class, race, occupation, ethnicity, religion, education, nationality, or other socially significant factors (Langermann and Brantley as cited Diastuti, 2).

Suaidi, et.al also stated that “a woman is considered to be inappropriate if traveling alone” (92) or they must be accompanied by someone.

Men are superior and women are inferior (Badinjki 43). Newton also argued that women’s position in society was not equal as men; while men had their right to choose to marry or not to marry, women did not have these options, but rather they must marry for life (as cited Murtiningrum 336). It means that their role is limited to domestic duties. They did not inherit wealth but were also not openly allowed to earn their living. Women also do not have the right to choose marriage and are not allowed to be unmarried.

Women are prevented from pursuing education or academic studies because education is another tool that gives individuals a sense of independence and self-confidence (Badinjki 43).

They are not allowed to attend public schools, because women usually do not have such careers, and are not citizens -in the sense of being directly involved in politics- (Nandana, 1), there is little generally felt need for such higher education for them, and most women receive practical and religious training for their domestic roles.

For women of respectable classes, such non-domestic educational goals often gain achievement, such as the ability to sew, simple arithmetic for drawing, fine handwriting, singing, playing music, or modern speaking (Nandana 2).

Suaidi, et.al also said that “only the rich and nobles family who send their daughters while most women were self-educated at home” (94). It means that most of the women who are entitled to non-domestic education are women from respectable classes while women from lower classes only get household education, and some of them will study non-domestic education individually.

Society did not consider that women needed formal education and consequently, it was generally reserved only for men. As a result, it was rare to find women in skilled jobs that required higher or intermediate education. Women then were generally expected to be housekeepers or housewives. The role of women did not generally go beyond that of a wife or mother who took care of her children and maintained her house of her husband in proper order. (Fatima 23)

The quotation above reflects that women and men are different. Men are prepared for professional and women are not. Formal education is just for men, and because of that limitation, women became less skilled creatures.

According to Mazixin's journal entitled *Analysis on Women Education in the 18th and 19th Century Based on Jane Eyre and Other Famous English Literature Written by Women Authors*, women education was focused on housework and languages or artistic talents such as dancing and drawing (569). It means that women at that time had to focus on domestic education, housework, and practicing artistic talent because the role of women in general was nothing more than being a wife or mother taking care of her children and her husband's house.

In Fatima's dissertation entitled *The Status of Women in the Nineteenth Century Victorian England Case Study: Charlotte Bronte's Jane Eyre*, Mitchell explains that:

Women have no choices, they cannot choose the way how they do their life. They also cannot choose a profession based on their desire, one a good profession for women just becomes a teacher or governess, and this is only for middle class women who have those skills. The lower-class women cannot do it, they just can become a servant or agricultural laborers. (23)

It means that women's rights to work are limited by social class differences. Women from the upper class usually do not work because their needs have been met, middle class women who have skills will

work as teachers or governesses, and women from the lower classes work as laborers or domestic workers just to survive poverty.

B.3. Marriage

Marriage is a relationship between men and women; it deals with the biological relationship for mating and reproduction (Wimalasena 166). Unlike modern society, marriage for love in industrial revolution societies, especially in the middle and lower classes, is very uncommon. As Murtiningrum argues that “marriage in eighteenth and nineteenth centuries was not only a union of a man and a woman or between two families” (335). Teachman also argues that “marriage at that time incorporate the issues of property and status of family as well” (as cited Murtiningrum 335). Similar to Teachman, Kristic also claim that women were supposed to choose a man who could financially support them and not the one they wanted or love (12). It means that based on society in industrial revolution, marriage is an important thing, not about love but about economic reason, especially for women who are in the middle class and lower class.

According to Murtiningrum on her journal *Wealth or Love, What Does Woman Want?* “An Ironic Look at the Middle Class Norm in Charlotte Bronte’s *Jane Eyre*,

For upper-class families, it is very significant to marry someone within the same social class because it determines not only their

social status and power but also the continuity of their wealth, and for middle class family marrying someone from higher social status will raise their social status and wealth (335).

It means that money or financial security is a determining factor in the consideration of a life partner.

In the eighteenth and nineteenth centuries, women are only about joining parties, gossiping and having dinners in order to flirt and find suitable mates and marriage settlements (Bronte as cited Murtiningrum 339). It means that women at that time, especially from middle-class and lower-class families, had to attend parties etc. to get a partner, because women at that time were the object of the marriage market in order to be able to increase their status.

Marriage of any kind at least brings an advantage for unmarried women, of gaining the status of wife. By marrying someone, a woman could raise her social status in the society and avoid being a spinster (Murtiningrum, 336). Murtiningrum also said: “most women in the nineteenth century were afraid of being unmarried women, and labeled with derogatory spinster or old maid” (336). It means that women at that time were afraid to become spinsters or old maid, especially from the middle class and lower class, so they married not for love but so that they could raise their social status and not become spinsters or old maids.

An old maid or spinster has been defined as ‘an older woman who never married. She passed the age of normal eligibility for marriage, which might occur by her late 20’s and certainly would occur after she turned 30. Old maids were generally looked down upon and ridiculed, and were the subjects of variety of negative stereotypes’ (Sharpad as cited Murtiningrum, 336).

However, Berend argues that “being spinster is not always seen as a negative thing” (2). As Murtiningrum states, “a woman becomes a spinster not because she does not want to get married but she wants to find someone she really loves” (336). It means that even though at that time women who were not married and became spinsters were often considered lowly and inappropriate -especially for lower-class women-, this was not always considered bad, because some women who chose to become spinsters did not mean they did not want to get married but they want to marry the man she loves.

B.4. Relation Between Marriage and Wealth

Wealth refers to the value of everything a person or family owns (Putri, et al. 10). This includes tangible items such as jewelry, housing, cars, and other personal property. Putri, et al said that: “Financial assets such as stocks and bonds, which can be traded for cash, also contribute to wealth. Wealth was defined as "net assets" minus the amount of debt owed” (Putri, et al., 10). It happened in the early nineteenth century as

well, when people in British society were preoccupied with money and social class. They direct their attention to wealthy people to elevate them to the upper crust.

According to Prabawathi

Since the Industrial revolution occurred, economic life changed constantly and rapidly. The economy grew faster than ever before, but economic progress and prosperity merely could be felt by the upper and middle classes who were landowners and employers (19).

It means that the progress of economic life is only felt by the upper and middle classes because they own land and are entrepreneurs, on the other hand, the lower class or the working class feels the suffering of changes in economic life because they live miserable under the rule of the elite class.

According to Soderstom “the practice at that time was primogeniture, which meant that the eldest son would inherit the land, but if there was no direct male heir, then the male immediate family would inherit” (5). Davidoff and Hall also state that: “entailment also meant that it would be more difficult for heirs to let someone not belonging to the family buy or give the land (205-206). It means that at that time only the eldest son had the right to inherit the family's assets, if not then the male's immediate family would inherit even

though it was difficult to inherit his property to someone who was not a member of the family.

Soderstom said that: “a crucial matter to ensure the inheritance of the land and to produce legitimate heirs was of course marriage” (3). Similar to Soderstom, Prabawathi also claims, “marriage can be a choice for both men and women in Britain to obtain financial security during this era” (20). It was also supported by paternalism in society.

According to Teachman, “marriage at that time incorporates the issues of property and status of family as well” (as cited Murtiningrum 335). By marrying someone, a woman could raise her social status in the society and avoid being a spinster (Murtiningrum, 336). Kristic also claim that women were supposed to choose a man who could financially support them and not the one they wanted or love (12). It means that based on society in industrial revolution, marriage is an important thing, not about love but about economic reason, especially for women who are in the middle class and lower class so that they would avoid becoming spinsters.

In the eighteenth and nineteenth centuries, women are only about joining parties, gossiping and having dinners in order to flirt and find suitable mates and marriage settlements (Bronte as cited Murtiningrum 339). It means that women at that time, especially from middle-class and lower-class families, had to attend parties etc. to get a partner,

because women at that time were the object of the marriage market in order to be able to increase their status. Frost also argued that at that time, “society forces women to languish in the legal and economic prison of the nineteenth-century marriage” (as cited Murtiningrum 335). Marriage served at once as the only proper ‘occupation’ for a woman and a virtual life sentence to an inescapable economic and legal subjugation (Frost as cited Murtiningrum 336). It means that marriage at that time was used to improve family status and secure their property, so many women at that time were married not because of love but because of wealth and position, it was as Murtiningrum said that “marriage based on money or financial security is very common in the nineteen century considering the difficulties women had to face” (338).

Any property that a woman possessed before her marriage automatically became her husband's (Prabawathi 20). Therefore, “society who has the materialistic nature is always obsessed of money and position” (Suaidi, et.al 93). It means that a man married a woman only for the sake of the woman's wealth, and a woman married a man who has a large fortune for her financial security.

CHAPTER III

RESEARCH METHOD

Chapter three is a research method that is used in collecting and analyzing the data to answer the problem formulation and there are three sub-chapters in this chapter. The first sub-chapter is types of the research, the second sub-chapter is data organizing, and the third sub-chapter is analyzing the data.

A. Types of the Research

This study used descriptive qualitative research, meaning that the data collection process is carried out qualitatively and the reporting is carried out descriptively. Qualitative research is a study to investigate and understand the meaning assumed by individuals or groups as social or human problems. So this type of research is not an approach that involves statistical and mathematical data related to numbers but will focus on descriptions and explanations in the form of words, sentences, and dialogues. In this case, the type of descriptive-qualitative research was used to analyze women's condition and women's wealth in the novel *Pride and Prejudice*.

B. Data Organizing

In data organizing, the steps in collecting the data and the types of data were explained.

B.1. Data Collecting Method

This study had four steps in collecting the data, there were as follows:

B.1.1. Reading the Novel

The main data collecting was reading the novel *Pride and Prejudice*. The purpose of this step was to gain a deep understanding of the novel. The novel is about 500 pages. So, the researcher needed to read the novel carefully to get the details of the storyline.

B.1.2. Identifying the Data

After reading the novel carefully, the second step was to identify the data. This was done to find the parts of the novel to be analyzed by highlighting and underlining the novel. The data were identified in the form of monologues and dialogues on the character.

B.1.3. Classifying the data

The next step was to classify the data. Therefore, the data in the appendix were classified based on the problem formulation. The data obtained from the novel were written in a table called an appendix. The appendix consists of column numbers, the content of the novel, scenes, type of analysis, references, and comments. Details of the attachments were discussed in Chapter IV.

B.1.4. Reducing the data

The last step was to generate data. Data reduction means a process of selecting the most important data from the novel to be analyzed. This data were the answer of the problem formulation in Chapter I.

B.2. Types of data

Two types of data were used in this study, those were primary and secondary data. The explanation of the data was as follows;

1. Primary data

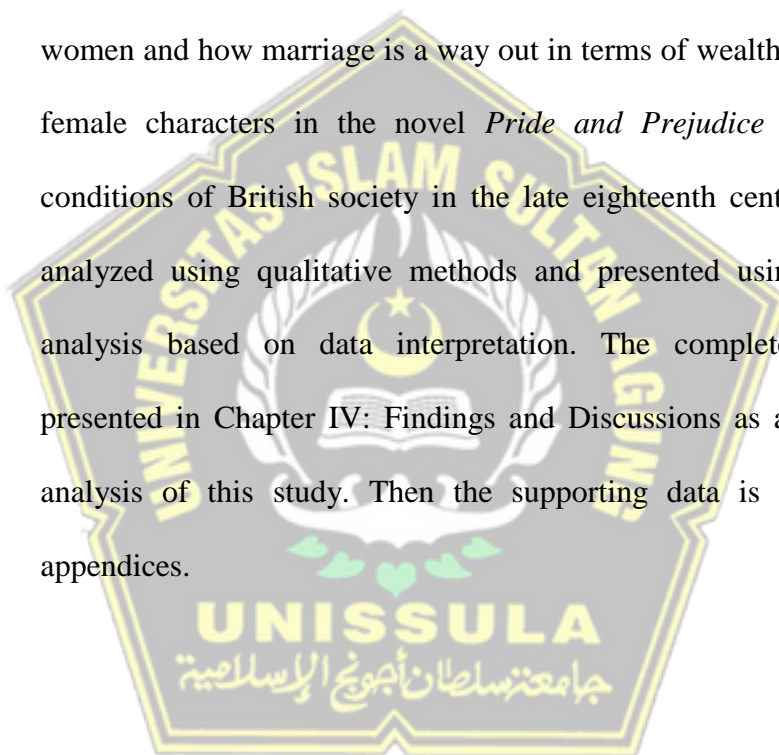
Primary data is the main source of analysis. It was taken from the novel *Pride and Prejudice*. This novel was published in 1813 and written by Jane Austen with 588 pages. This novel provided data in the form of dialogues and monologues which were used as evidence.

2. Secondary data

Secondary data is the other data from this study which is the supporting data for primary data. This data were taken from several data sources such as journals, articles, thesis, and e-book related to this study theory.

C. Analyzing the Data

Analyzing the data was the final step in conducting this study. The researcher analyzed the data obtained from the object of research by matching keywords from references with quotes from the novel. The references used by researchers are from related journals. This step includes analyzing and presenting data related to the condition of women and how marriage is a way out in terms of wealth that occurs to female characters in the novel *Pride and Prejudice* based on the conditions of British society in the late eighteenth century. The data analyzed using qualitative methods and presented using descriptive analysis based on data interpretation. The complete analysis is presented in Chapter IV: Findings and Discussions as a result of the analysis of this study. Then the supporting data is shown in the appendices.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter of findings and discussion is divided into two sub-chapters which are; women's condition through social class and relation between marriage and wealth through the social class that occurs in the female characters in the *Pride and Prejudice* novel.

A. British Women's Condition through Social Class

In the late eighteenth century women's condition was greatly influenced by the social class that existed at that time. In that era, a woman had to behave based on her social class. Women were not allowed to pursue formal education as men, they only focused on domestic education, homework, and language or artistic talent (Fatima 23). Society in that era believed that even though women were without education, they had skills or artistic talent that would make them considered. Besides that, women at that time were also inappropriate when traveling alone (Suaidi, et.al 92). Women's condition in the late eighteenth century also had an impact on women's rights, in that women did not have the right to choose.

A.1. Upper Class

According to Mazixin, women's education was focused on housework and languages or artistic talents such as dancing and drawing (569). Based on Maxizin's statement, it can be said that women from the upper class could pursue education through governesses or private tutors.

Besides that, they could also practice playing music, drawing, and singing. It can be seen from the dialogue between Caroline Bingley and Mr. Darcy who comes from an upper-class family below:

Caroline: “no one can be really esteemed accomplished who does not greatly surpass what is usually met with. **A woman must have a thorough knowledge of music, singing, drawing, dancing, and the modern languages, to deserve the word;** and besides all this, she must possess a certain something in her air and manner of walking, the tone of her voice, her address and expressions, or the word will be but half-deserved.”

Mr. Darcy: “All this she must possess, and to all this she must yet add something more substantial, in the improvement of her mind by extensive reading.” (Austen 54)

This dialogue shows in the late eighteenth century, because of the separation of class, everybody has their own right, from the upper class to the lower class have their own duties. It gives a big effect on women’s condition at that time. They have no the same rights as men. Something that they can do just stay at home and do something that they should do. Like playing music, doing house-work, etc.

A.2. Middle Class

Women from the middle class could practice artistic talents or skills, but it was not uncommon for them to pursue education by self-study through reading books. According to Mazixin, women's education was focused on housework and languages or artistic talents such as dancing and drawing (569), the example can be seen in the dialogue between Lady Catherine who comes from the upper class, and Elizabeth Bennet who comes from the middle class below:

Lady Catherine: "... **Do you play and sing, Miss Bennet?**"

Elizabeth: "A little."

Lady Catherine: "... **Do your sisters play and sing?**"

Elizabeth: "**One of them does**"

Lady Catherine: "**Why did not you all learn? You ought all to have learned.** The Miss Webbs all play, and their father has not so good an income as yours. **Do you draw?**"

Elizabeth: "**No, not at all.**" (Austen 229)

From the dialogue above, it is known that Lady Catherine considers all the daughters of the Bennet family to learn to play music and sing because at that time it will make them judged by society and the world. In

addition, they are among the middle class, so having these skills can change their fate when they participate in balls or assemblies.

Lady Catherine also said that to get an education there must be a tutor or governess, because without a governess or tutor a woman will be left without a good education. Elizabeth argues and believes that without a tutor their family can still carry out education through self-education. They are always encouraged to read and learn everything including housework, as quoted:

Lady Catherine: “Then, who taught you? Who attended to you? Without a governess, you must have been neglected.”

Elizabeth: “Compared with some families, I believe we were; but such of us as wished to learn never wanted the means. **We were always encourage to read, and had all the masters that were necessary.** Those who chose to be idle certainly might.” (Austen 230)

From this dialogue, know that Elizabeth comes from a middle-class family who can study independently without any means, without tutors or governess, only by reading and studying sober artistic skills, because at that time only the rich and nobles family who send their daughters while most women were self-educated at home. (Suaidi, et.al 94).

In addition, women also lost their rights to travel alone, because in that era, a woman was considered to be inappropriate if traveling alone

(Suaidi, et.al 92) or must be accompanied by someone. Elizabeth, as a middle-class woman, comes to visit her sister at Mr. Bingley by herself, then she receives a strange look from Mr. Bingley and his sisters who comes from an upper-class family because of her traveling. It can be seen from the quote below:

Miss Bingley: “**She has nothing, in short, to recommend her, but being an excellent walker.** I shall never forget her appearance this morning. **She really looked almost wild.**”

Mrs. Hurst: “She did, indeed Louisa. I could hardly keep my countenance. Very nonsensical to come at all! Why must she be scampering about the country, because her sister had a cold? Her hair, so untidy, so blowsy!”

Miss Bingley: “Yes, and her petticoat; I hope you saw her petticoat, six inches deep in mud, I am absolutely certain; and the gown which had been let down to hide it not doing its office”

Mr. Bingley: “Your picture may be very exact, Louisa, but this was all lost upon me. I thought Miss Elizabeth Bennet looked remarkably well when she came into the room this morning. Her dirty petticoat quite escaped my notice.”

....

Mr. Bingley: **“To walks three miles, or four miles, or five miles, or whatever it is, above her ankles in dirt, and alone, quite alone!** What could she mean by it? It seems to me to show an abominable sort of conceited independence, a most country- town indifference to decorum.”

“It shows an affection for her sister that is very pleasing”

(Austen 48)

That dialogue shows that after the dinner was over Mr. Bingley’s siblings started talking about Elizabeth arriving at Mr. Bingley’s in dirty clothes because Elizabeth struggled three miles on foot to reach Mr. Bingley’s house -where her sister is being cared for- is alone with no one to accompany her. Even though Mr. Bingley accepted, it was different from his siblings who scoffed at Elizabeth's behavior which they considered very inappropriate, because at that time single women were not allowed to walk alone without someone accompanying them, especially at night.

A.3.Lower Class

According to Mazixin, women’s education was focused on housework and languages or artistic talents such as dancing and drawing (569), but women from lower class women only did housework due to their economic factors. Charlotte, who comes from the lower class, can only learn housework -especially cooking-. This can be seen from the dialogue between Mr. Bingley -who comes from the upper class- and

Mrs. Bennett -as a middle-class woman- who is talking about Charlotte who can only do cooking:

Mr. Bingley: “Did Charlotte dine with you?”

Mrs. Bennet: “No, she would go home. I fancy **she was wanted about the mince-pies. For my part, Mr. Bingley, I always keep servants that can do their own work; my daughters are brought up very differently. But everybody is to judge for themselves, and the Lucases are very good sort of girls, I assure you. It is a pity they are not handsome! Not that I think Charlotte so very plain—but then she is our particular friend.**” (Austen 61)

From this dialogue known that Charlotte who comes from a lower-class family cannot get an education through tutors or governess due to economic conditions. Family factors that also do not have a high education make Charlotte only learn to do housework. From the quote, the only thing Charlotte can do is cook.

Apart from not being able to support her education due to economic factors, Charlotte, who comes from the lower class at that time, also had no other choice but to marry for life. According to Newton Women’s position in society was not as equal as men: while men had their right to choose to marry or not to marry, women did not have these

options, but rather they must marry for life (as cited Murtiningrum 336).

This can be seen from the quote:

She had felt that Charlotte's opinion of matrimony was not exactly like her own, but she had not supposed it to be possible that, when called into action, **she would have sacrificed every better feeling to worldly advantage** (Austen 179).

The quote depicts Charlotte who realized her condition, she comes from a lower-class family and didn't have any skills, finally accepted Mr. Collins's marriage without love because she had no choice but to save her family's condition.

B. Relation between Marriage and Wealth

At the end of the 18th century, progress in economic life was only felt by the upper and middle class because they owned land and were entrepreneurs, whereas the lower class or working class felt the suffering of changes in economic life because they lived in poverty under the rules of the elite class.

The practice at that time was primogeniture, which meant that the eldest son would inherit the land, but if there was no direct male heir, then the male immediate family would inherit (Soderstom 5). Thus, an important issue for ensuring land inheritance and producing legal heirs was, of course, marriage. Marriage can be an option for men and women in England to gain financial security in this era (Prabawathi 20) and it is also supported by paternalism in society.

Marriage also includes issues of property and family status. Marriage at that time was used to improve family status and secure assets so many women at that time married not for love but because of wealth and position, or in other words "marriage based on money or finances" (Murtiningrum 338).

B.1. Upper Class

According to Suaidi, et.al Society who has the materialistic nature is always obsessed with money and position (93). At that time, women from the upper class usually still followed the concept of marrying their cousin so that their wealth and class position would not change. The dialogue below states that Lady Catherine who comes from the upper class wants her daughter to marry her nephew so that their wealth and class position does not change or pass into the hands of others. In the past, society, especially from the upper class, had chosen a partner for their children even when they were babies with the aim that their wealth and class position would still be in their hands:

Lady Catherine: "... No, never **Mr. Darcy is engaged to my daughter**. Now what have you to say?"

Elizabeth: "Only this, that if he is so, you can have no reason to suppose he will make an offer to me."

Lady Catherine: "The engagement between them is of a peculiar kind. **From their infancy, they have been intended for each other It was the favorite wish of his mother, as**

well as of her's. While in their cradles, we planned the union, and now, at the moment when the wishes of both sisters would be accomplished in their marriage, to be prevented by a young woman of inferior birth, of no importance in the world, and wholly unallied to the family!”

....

Lady Catherine: "I will not be interrupted. Hear me in silence.

My daughter and my nephew are formed for each other.

They are descended, on the maternal side, from the same

noble line, and, on the father's, from respectable,

honourable, and ancient-though untitled--families. Their

fortune on both sides is splendid. They are destined for

each other by the voice of every member of their respective

houses, and what is to divide them? ...” (Austen 490 – 492)

The quote above indicates that Lady Catherine who was obsessed with money and position wanted the concept of marriage to occur so that their wealth and class position would not change hands, because at that time women's property would belong to her husband when they were married.

B.2. Middle Class

Because at that time the practice of primogeniture was in effect, only the first son had the right to inherit, but if there were no sons in the family, the inheritance went to the male relatives. It is not uncommon for

some families to marry off their daughters to their brothers to keep their property safe. According to Teachman marriage at that time incorporates the issues of property and status of family as well (as cited Murtiningrum 335). It can be seen in the quotation below:

However little known the feelings or views of such man may be on his first entering a neighborhood, this truth is so well fixed in the minds of the surrounding families, **that he is considered the rightful property of someone or other of their daughters.** (Austen 1)

These quotes show that at that time, the property would only be inherited by the first son in the family. Therefore, the Bennets wanted to set Elizabeth up with her cousin - Mr. Collins- to save the Bennet family's inheritance. But firmly, Elizabeth defended her stance not to marry Mr. Collins only to maintain the family inheritance, because according to Elizabeth the marriage happened because of love.

The practice of primogeniture also caused people at that time to be very obsessed with wealth and social class, which made them a materialistic society. This also applies to the Bennets -especially Mrs. Bennett- who forced his son to marry his cousin-Mr. Collins- so that the wealth they have remains safe. This can be seen in the dialogue between Mr. Bennett, Mrs. Bennett, and Elizabeth Bennett who comes from the middle-class family below:

Mr. Bennet: “Come here, child,” “I have sent for you on an affair of importance. I understand that Mr. Collins has made you an offer of marriage. It is true?” “Very well—**and this offer of marriage you have refused?**”

Elizabeth: “I have, sir”

Mr. Bennet: “Very well. We now come to the point. **Your mother insists upon your accepting it. Is it not so, Mrs. Bennet?**”

Mrs. Bennet: “**Yes, or I will never see her again.**” (Austen 158)

From the dialogue, it is clear that Mrs. Bennet is a woman who associates happiness with money. Mrs. Bennett showed the same view when Elizabeth refused to marry Mr. Collins. Even though he knows very well that Elizabeth has no feelings for him, he refuses to accept that Elizabeth will not marry him. Mrs. Bennett doesn't put love first; money is what she pursues, even if it results in her daughter's unhappiness. Mrs. Bennet describes a society who has a materialistic nature and is always obsessed with money and position (Suaidi, et.al 93).

In addition to the primogeniture practice, which forced women to marry because of wealth, not love, women at that time were also forced to attend parties to find partners or were called to participate in the marriage market. Women are only about joining parties, gossiping and having

dinners in order to flirt and find suitable mates and marriage settlements (Bronte as cited Murtiningrum 339). This is shown in the dialog below:

Mrs. Bennet: “Oh! My dear Mr. Bennet, we have had a most delightful evening, **a most excellent ball. Jane was so admired, nothing could be like it. Everybody said how well she looked; and Mr. Bingley thought her quite beautiful, and danced with her twice!** Only think of that, my dear; he actually danced with her twice! and she was the only creature in the room that he asked a second time. ...”

Mr. Bennet: “If he had any compassion for me, he would not have danced half so much! For God’s sake, say no more of his partners. O that he had sprained his ankle in the first place!
(Austen 15)

From the dialogue above known that in the eighteenth and nineteenth centuries, women are expected to enter the marriage market which is often held in the form of a party or ball to find a partner. This was done by the oldest child from the Bennet family, Jane Bennet, who participated in a party or ball held at Netherfield. Jane Bennet who has a beautiful face and her age skills managed to attract the attention of Mr. Bingley who finally made Mr. Bingley marry her.

Unlike Jane who accepts marriage through balls or parties, Elizabeth has always been against marriage that is not based on love.

However, his family always insisted on accepting the match even without love, because at that time society forces women to languish in the legal and economic prison of the nineteenth-century marriage (Frost as cited Murtiningrum 335). It can be seen in the dialogue between Mrs. Gardiner and Elizabeth Bennett who comes from middle-class family below:

Mrs. Gardiner: “....I have nothing to say against him; he is a most interesting young man; and if he had the fortune he ought to have, I should think you could not do better. But as it is, **you must not let your fancy run away with you. You must not disappoint your father.**”

Elizabeth: “My dear aunt, this is being serious indeed.”

Mrs. Gardiner: “Yes, and I hope to engage you to be serious likewise.” (Austen 202)

From this dialogue, Mrs. Gardiner mentioned that it was Elizabeth's duty to her family to marry a rich man. Because Mrs. Gardiner feared that Elizabeth should abandon the economy. It also shows that an "attractive" personality is not enough to make an acceptable husband. To earn money by marrying is thus a requirement if marriage is to be defined as acceptable, whereas personality comes second. In another sense don't let your fancy run away with you.

B.3. Lower Class

According to Murtiningrum, marriage based on money or financial is very common in the nineteenth century considering the difficulties women had to face (338). Moreover, marriage served at once as the only proper ‘occupation’ for a woman and a virtual life sentence to an inescapable economic and legal subjugation (Frost as cited Murtiningrum 336).

The importance of marriage for the lower class women can be seen in the quote between Elizabeth -a middle-class woman- and Charlotte -a lower-class woman- below:

Elizabeth: “Engaged to Mr. Collins! My dear Charlotte—impossible!”

Charlotte: “I see what you are feeling, you must be surprised, very much surprised—so lately as Mr. Collins was wishing to marry you. But when you have had time to think it over, I hope you will be satisfied with what I have done. I am not romantic you know. I never was. **I ask only a comfortable home; and considering Mr. Collins’s character, connections, and situation in life, I am convinced that my chance of happiness with him is as fair,** as most people can boast on entering the marriage state” (Austen 179).

From that quote, can be known that according to Charlotte Lucas marriage is founded more on finances than it is on love or physical attractiveness. It demonstrates once further that women marrying husbands to secure their financial future was a popular practice during the industrial revolution. The marriage would be very advantageous for Charlotte's and her family's financial situation. She should suffer a consequence for agreeing to this kind of marriage, one that she should have to endure in suffering silence.

Women were supposed to choose a man who could financially support them and not the one they wanted or love (Kritic 12). Because at that time many women were afraid that they would become spinsters, especially among the lower classes. Those who come from the lower classes and had no skills could only accept marriage and could not choose. This can be seen in the quote below:

Sir William and Lady Lucas were speedily applied to for their consent; and it was bestowed with a most joyful alacrity. Mr. Collins's present circumstances made it a most eligible match for their daughter, **to whom they could give little fortune; and his prospects of future wealth were exceedingly fair** (Austen 174).

From the quote above known that Charlotte's parents want Charlotte to accept Mr. Collins because they were afraid that his daughter would become a spinster. Other than that, look at Mr. Collins come from a family

of good fortune and would receive an inheritance from the Bennet family, which would be able to raise the status of the Charlotte family.

Because of the Charlotte family's fear that their daughter would become a spinster, they want their daughter to accept any proposal from any rich man without thinking about happiness or love, as quoted:

The whole family, in short, were properly overjoyed on the occasion. The younger girls formed hopes of COMING OUT a year or two sooner than they might otherwise have done, and the boys were relieved from their apprehension of Charlotte's dying an old maid. Charlotte herself was tolerably composed. She had gained her point, and had time to consider of it. Her reflections were in general satisfactory. Mr. Collins, to be sure, was neither sensible nor agreeable, his society was irksome, and his attachment to her must be imaginary. But still he would be her husband (Austen 174).

The quotation above shows that Charlotte's family is very grateful because Mr. Collins proposed to Charlotte and she accepted his application. At that time women were very afraid to be a spinster or old maid, especially women in the middle class and lower classes. Therefore Charlotte considers by receiving Mr. Collins could raise her social status in society and avoid being a spinster. Because at the time they believed that by

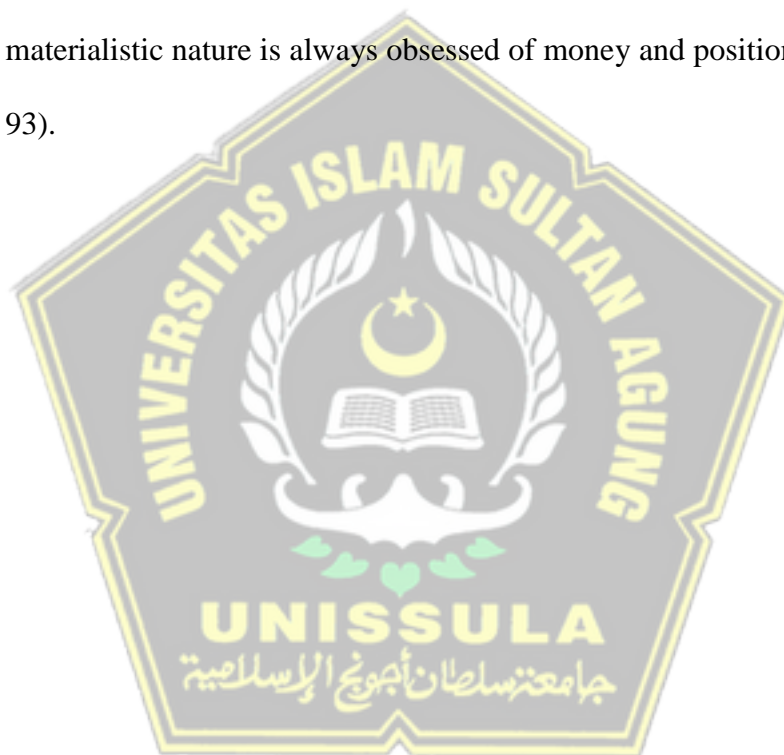
marrying someone, a woman could raise her social status in the society and avoid being a spinster (Murtiningrum 336).

Therefore, Charlotte chooses to accept Mr. Collins to follow the rule of society that if a woman marries a rich man it guarantees a better life, as quoted: “Without thinking highly either of men or matrimony, **marriage had always been her object; it was the only provision for well-educated young women of small fortune, and however uncertain of giving happiness, must be their pleasantest preservative from want.**” (Austen 175). From this quote, known that without thinking highly about happiness or love, Charlotte tries to follow society's rules to marry a wealthy man who can guarantee her life and her family's future. Finally, she accepts Mr. Collins and it brings her to a better life. Charlotte can make her family better through her marriage to Mr. Collins. Society forces women to languish in the legal and economic prison of the nineteenth-century marriage (Frost as cited Murtiningrum 335).

Charlotte didn't care about her feelings. After marriage, she will live in a good house, which consists of some furniture that will show that she is not a weak woman anymore. She can make her family better after her marriage to Mr. Collins because Mr. Collins is a man of good fortune, he had a position in society, plus he inherited Mr. Bennet's house. Certainly, it will raise her social class. It can be seen from the quote below:

“...Charlotte’s first letters were received with a good deal of eagerness; there could not but the **curiosity to know how she would speak of her new home, how she would like lady Catherine, and how happy she would dare pronounce herself to be...**” (Asuten 205)

This quote shows that Charlotte describes a society who has the materialistic nature is always obsessed of money and position (Suaidi, et.al 93).



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter concludes the explanation of the analysis result described in chapter four and suggests further analysis that can be done in the same object of the study or additional object that can be analyzed using the same hypothesis and theory.

A. Conclusion

The data obtained from the novel *Pride and Prejudice* shows that there have been differences in the conditions of women and men that occurred at the end of the eighteenth century in Britain society. These differences are also influenced by social class status and how marriage is a way out to increase wealth.

In the novel *Pride and Prejudice* there are three divisions of social class, namely upper class, middle class, and lower class. The upper class is described by Lady Catherine, Caroline Bingley who has good artistic abilities and looks very elegant. Middle class is described by Elizabeth Bennett, Jane Bennett, and other Bennett families who have only some artistic ability. Then lower class is described by Charlotte Lucas who does not have any artistic ability and can only cook.

In that era, the condition of women was formed through their social class, ability, and physical form. A woman who has a high social class, ability that exceeds others and has noble looks will be positioned as

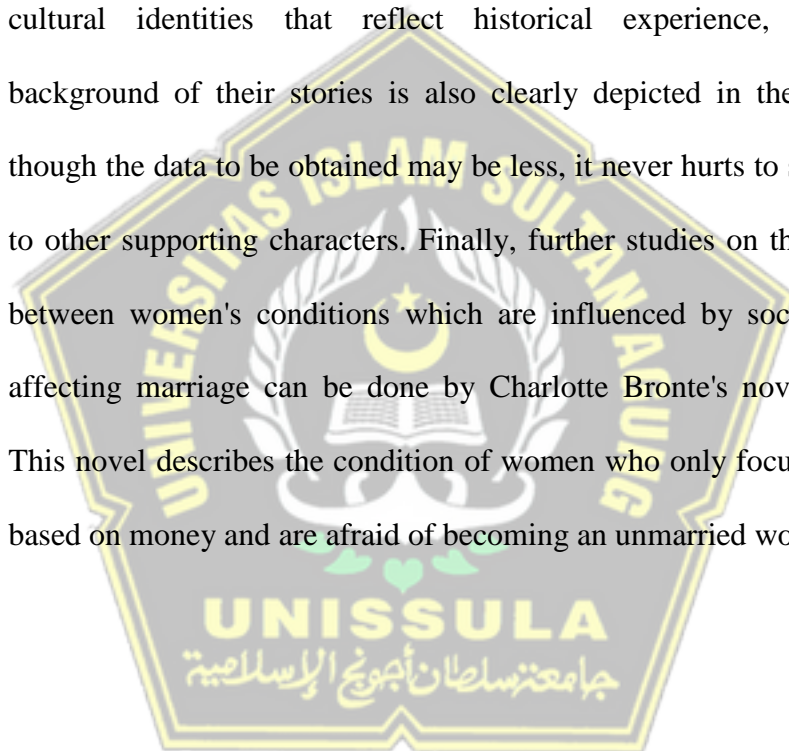
someone who is prioritized, as happened to Jane Bennett who has a prettier face and has better dancing skills than her sister, making her noticed and chosen to be Mr. Bingley's partner. In addition, women who come from a high social class are also able to receive the best education and artistic ability training, as happened to Lady Catherine and Caroline Bingley who received the best education through private tutors.

The novel *Pride and Prejudice* also describes that in that era women generally did not have as many rights as they have today, they also did not have personal property, and because they did not want to give up their social status, the only way to maintain and even increase their social status was through marriage and marrying a man with the same social status or a higher one, like what Jane Bennett -comes from a middle-class family- did who accepted Mr. Bingley -comes from an upper class family- to maintain her social status.

B. Suggestion

The analysis of this research leads to several suggestions for further study which can be used through the lens of socio-cultural studies or applying other theories to analyze the same subject. To begin with, further study of the novel *Pride and Prejudice* can place a focus on the conditions experienced by all characters based on their social status using the sociological theory developed by Richard Osborne and Borin Van Loon in 2005. This theory can be used to highlight practices and how to do

things in a certain society that happens to almost all of the main female characters in the novel. Secondly, the main character in this novel can also be analyzed using a feminist theory approach by Julia Kristeva, by analyzing Elizabeth's rebellion against the culture that occurred in that era. Third, other characters in this novel can also be analyzed using the Cultural Studies theory approach by Stuart Hall, namely by analyzing cultural identities that reflect historical experience, because the background of their stories is also clearly depicted in the novel. Even though the data to be obtained may be less, it never hurts to shift the focus to other supporting characters. Finally, further studies on the relationship between women's conditions which are influenced by social status and affecting marriage can be done by Charlotte Bronte's novel *Jane Eyre*. This novel describes the condition of women who only focus on marriage based on money and are afraid of becoming an unmarried woman.



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