THE PORTRAYAL OF WOMAN IN JANE AUSTEN'S *PERSUASION*

A THESIS

Submitted to the Faculty of Cultural Sciences, Hasanuddin University in Partial

Fulfillment of the Requirement to obtain a Sarjana Degree in English

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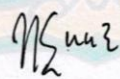
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THESIS

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BY

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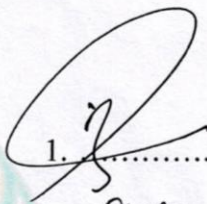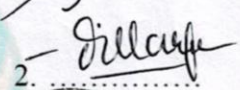
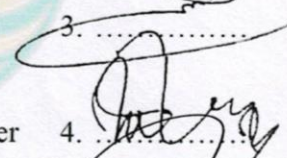## FACULTY OF CULTURAL SCIENCES

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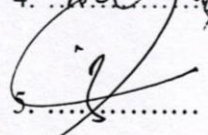
Today, 4 September 2023, the Board of Thesis Examination has kindly approved a thesis by **NUR AZIZAH (F041181022)** entitled:

THE PORTRAYAL OF WOMAN IN JANE AUSTEN'S *PERSUASION*

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Makassar, 4 September 2023

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This thesis by NUR AZIZAH (F041181022) entitled, **THE PORTRAYAL OF WOMAN IN JANE AUSTEN'S *PERSUASION*** has been revised as advised during examination on 4 September 2023 and approved by the board of Undergraduate Thesis Examiners:

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Dengan ini menyatakan bahwa skripsi ini benar-benar karya saya sendiri. Sepanjang pengetahuan saya tidak terdapat karya yang ditulis atau diterbitkan orang lain kecuali sebagai acuan atau kutipan, dengan mengikuti tata penulisan karya ilmiah yang lazim.

Makassar, 25 Januari 2024

Yang menyatakan,

Nur Azizah

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First of all, the researcher expresses her highest gratitude to Allah SWT. for the blessing and the opportunity that was given to the researcher to complete this research entitled *The Portrayal of Woman in Jane Austen's Persuasion* as a final assignment and requirement to obtain a bachelor's degree from the English Literature study program, Faculty of Cultural Sciences, Hasanuddin University.

In the process of writing this research, the researcher experienced various obstacles, starting from data search, literature collection, data processing, and the analysis stage. However, thanks to patience, strong determination, guidance, encouragement, and cooperation from various parties, as well as the blessings of Allah SWT. the obstacles faced can be overcome. Furthermore, the researcher would like to thank all parties who have helped in the process of preparing this thesis, particularly:

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ABSTRACT

NUR AZIZAH. 2023. *The Portrayal of Woman in Jane Austen's Persuasion.* (Supervised by **Fathu Rahman** and **A. ST. Aldilah Khaerana**)

This study aims to describe the portrayal of woman based on the female characters that has narrated Jane Austen in her novel, *Persuasion*, as well as to know the social condition of women in the Victorian era which is reflected in the novel.

This study used a qualitative research method by applying a structuralism genetic approach. The researcher focused on the intrinsic and extrinsic elements in the novel that described the social conditions of women in the Victorian era. The researcher used two kinds of data in this study namely primary and secondary data. The primary data were obtained from *Persuasion* novel, while secondary data were obtained from external text, which show the condition of woman in Victorian era.

The results of this study indicate that the female characters in the novel have depictions related to their attitudes as women, their powerlessness to determine the future, and also the demand to be angels in the house. Besides, Jane Austen also describes some female characters who have a brave attitude and do not submit to society's stigma about women. In addition, the researcher also concludes that the social condition of women in the novel reflects the social condition of women in the Victorian era, where it can be seen how the female characters in the novel experience unequal rights with men.

Keywords: *Jane Austen, Persuasion, Women, Social Condition, Victorian era.*

ABSTRAK

NUR AZIZAH. 2023. *Potret Wanita dalam novel Persuasion karya Jane Austen.*
(Dibimbing oleh **Fathu Rahman** dan **A. ST. Aldilah Khaerana)**

Penelitian ini bertujuan untuk mendeskripsikan penggambaran karakter wanita yang dinarasikan Jane Austen di dalam novelnya, *Persuasion*, sekaligus untuk mengetahui kondisi sosial yang dialami oleh perempuan di era Victorian yang direfleksikan dalam novel.

Penelitian ini menggunakan metode penelitian kualitatif dengan mengaplikasikan pendekatan strukturalisme genetik. Peneliti berfokus pada unsur intrinsik dan ekstrinsik dalam novel yang menggambarkan kondisi sosial perempuan di era victoria. Dua jenis data yang digunakan di dalam penelitian ini adalah; data primer dan data sekunder. Data primer diperoleh dari novel *Persuasion*, sedangkan data sekunder diperoleh dari teks eksternal yang menunjukkan kondisi Perempuan pada era Victoria.

Hasil dari penelitian ini menunjukkan bahwa tokoh-tokoh perempuan dalam novel memiliki penggambaran yang berkaitan dengan sikap mereka sebagai perempuan, ketidakberdayaan mereka untuk menentukan masa depan, dan juga tuntutan untuk menjadi malaikat dalam rumah. Namun, Jane Austen juga menggambarkan beberapa tokoh perempuan yang punya sikap berani dan tidak tunduk pada stigma masyarakat mengenai perempuan. Selain itu peneliti juga menyimpulkan bahwa kondisi sosial wanita di dalam novel mereflesikan kondisi sosial perempuan di era Victoria, dimana dapat dilihat bagaimana karakter-karakter perempuan dalam novel mengalami ketidaksamaan hak dengan laki-laki.

Kata kunci: *Jane Austen, Persuasion, Perempuan, Kondisi Sosial, Era Victoria.*

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

In this chapter, the writer provides an introduction to expected result of this study. The introduction contained in this chapter includes background of study, identification of the problem, scope of the problems, research question, the objective of the problem, and the sequences of writing.

1.1. Background of Study

Humans are born as creatures of God who endowed with reason and mind. With this gift, human can think, distinguish between good and bad, conclude and analyze what they see and think. Furthermore, human can also share information and events that occur around them. The process of sharing that human do can be in the form of pouring ideas using concrete media such as books and writings. One of the concrete media that is widely used by human is literary works.

Literary work is the result of an author's creation which does not instinctively come from the imaginative world, but it is also a reflection of social phenomena that occur around the author. Pradopo (2007:26) states literary works are a description of human life and the world, and the main benchmark as outlined in literary works is "truth", and can also be in the form of everything the author wants to convey to the reader. Therefore, in some opinions, literary works are considered as a mirror of life because what described in literary works are things that previously existed in the real world and the environment of the author's life. This was also stated by an expert who said that literary works were a social mirror that existed in certain societies at that time (Damono, 2002: 12). And because a

literary work is a social reflection, the things contained in a literary work are very credible to be a picture of the situation that is moved by the author through the characters in the literary work. One of them is in a literary work in the form of novel.

Novels are a major form of literature that are valued for their ability to tell engaging stories and explore complex themes and issues. As a long-form narrative, the novel allows for a deep exploration of characters, settings, and plot, which can make for a rich and rewarding reading experience.

Novels are typically structured around a narrative arc, which involves a protagonist (or multiple protagonists) who faces challenges and obstacles throughout the story, leading to a resolution or conclusion. This structure allows for the exploration of themes such as love, loss, identity, social justice, and morality, among others.

One of the most significant contributions of novels to literature is their ability to reflect the social, cultural, and political concerns of the time in which they are written. Novels can be seen as a mirror of society, reflecting the values, beliefs, and tensions of a particular era. The novel is created as a picture and reflection of human life in navigating his life. As Kosasih (2012: 60) says novels are fictitious literary works that are the outcome of the author's creative thinking and reveal all the difficulties that one or more characters face in their everyday lives.

Women have played an important role in literature throughout history, both as writers and as subjects of literary works. The novel, in particular, has provided a powerful medium for depicting women's lives and experiences, and many notable

works of fiction have been written from a female perspective or focused on women's issues.

Women are often marginalized and excluded from the literary canon, but their contributions to literature are significant and impactful. Oftentimes, female writers are forced to navigate patriarchal structures that seek to limit their opportunities and suppress their voices. But despite these challenges, women continued to make significant contributions to literature, often using their writing as a vehicle to challenge societal norms and advocate for social change. Many prominent female writers have made major contributions to literature across a variety of genres, including the novel, poetry, drama, and essay. Some of the most influential female writers in literature include Jane Austen, Virginia Woolf, Toni Morrison, Emily Dickinson, Sylvia Plath, and Zora Neale Hurston.

As well as being writers, women are also the subject of literary works, often reflecting societal attitudes and expectations around their gender roles. Female characters have always been an interesting topic of discussion by writers because they keep many of their characteristics secret. Kartono (2006:16) says that many things about women are still a mystery and cannot be answered. In literature, female characters have been depicted as complex and diverse, ranging from heroine to villain, from submissive to assertive, and from romantic interest to independence.

Within the Western literary tradition, the 18th and 19th centuries saw a revival of the novel as a popular and influential literary form, and many notable works by female writers focused on women's experiences and problems. Notable works written by female writers in this tradition include *Jane Eyre* by Charlotte

Bronte, which explores the challenges and limitations faced by women in Victorian England and *The Awakening* by Kate Chopin, which describes a woman's struggle for independence in the turn of the century America.

Overall, the novel has provided a powerful medium for exploring the lives and experiences of women throughout history, and many acclaimed works by female writers have contributed to our understanding of women's issues and the ongoing struggle for gender equality.

Jane Austen's novels, for example, are often centered on the lives and concerns of upper-class women in Great Britain and provide a sharp critique of the societal norms and expectations that govern women's lives. Jane Austen is a female novelist who lived in the Victorian era. Jane Austen lived in a time of great social and political change in England, particularly concerning issues of class and gender. She was born in 1775 and lived through the American and French Revolutions, the Napoleonic Wars, and the Industrial Revolution, all of which had a significant impact on British society and culture.

Jane Austen was born into a middle-class family, but her novels primarily depict the life and concerns of the upper class in England. Her novels are known for their sharp social commentary and criticism of the societal norms and expectations that govern the lives of women and the upper class. Some of her works were: *Sense and Sensibility* (1811), *Pride and Prejudice* (1813), *Mansfield Park* (1814), *Emma* (1816), *Northanger Abbey*, and *Persuasion* (1818).

One of the key themes in Jane Austen's novels is the role of marriage and social status in determining the position of women in society. Women in Jane

Austen's time are expected to marry well and secure their financial and social futures through their husbands. The pressure to marry and the limited choices available to women are reflected in many of Jane Austen's female characters, who often constrained by the social and economic structures of her time. Jane Austen is also critical of the rigid class distinctions that governed British society at her time. Her novels often depict the tensions and misunderstandings that arise between characters from different social classes, and she uses these conflicts to highlight the arbitrary and unjust nature of class differences.

Overall, Jane Austen's novels provide a vivid and insightful portrait of England, particularly concerning issues of class and gender. Her comments and social criticism of the societal norms and expectations of her time continue to be relevant and insightful today. Jane Austen is widely regarded as one of the greatest novelists in the English language. Her novels are known for their wit, insight, and social commentary, as well as their memorable characters and intriguing plots. Her novels continue to be widely read and loved today, and her influence on the English literary tradition is widely recognized and celebrated.

Persuasion is the last novel completed by Jane Austen, published posthumously in 1818. The novel is set in the early 19th century and follows the story of Anne Elliot, a young woman from a prominent family who is persuaded by her family to refuse a marriage proposal from a man who her beloved, Captain Frederick Wentworth, for his lack of wealth and social status. The novel tells the story of eight years later when Anne is still not married and lives with her family. Captain Wentworth returns to the area as a successful navy captain, and Anne finds

herself forced to confront her feelings for him and the consequences of her family's meddling in her romantic life.

Persuasion is known for its exploration of themes such as love, class, social mobility, and the role of women in Britain. It is also notable for its portrayal of the character Anne Elliot, considered one of Austen's most complex and sympathetic heroines. The novel has been adapted for film, television, and drama many times, and continues to be a beloved piece of literature with enduring appeal. It is often considered one of Jane Austen's greatest accomplishments and a powerful commentary on the societal expectations and constraints related to property ownership as well as the social class of her time. As stated by Peck and Coyle (2002:147) When Jane Austen wrote her novels, a new social order had definitely emerged and the coarser manners of the eighteenth century were beginning to fade into oblivion. She focuses on the regular interaction between a select number of middle-class and property-owning individuals.

In *Persuasion*, Jane Austen portrays women as complex characters shaped by the societal expectations and pressures of her time. The novel explores themes of social class, wealth, and gender roles, and Jane Austen uses her female characters to critique and challenge the limitations and constraints placed on women in England.

The novel's main character, Anne Elliot, is a prime example of Jane Austen's portrayal of women. Anne is intelligent, wise, and perceptive, but she is also constrained by society's expectations of her class and gender. As a single woman from a declining aristocratic family, Anne's prospects for marriage and social

advancement are limited, and she struggles to establish herself in a male-dominated society.

Jane Austen also portrays various other female characters in the novel, including Anne's sister, the proud and self-centered Mary, and her friend Mrs. Smith, who was destitute and widowed. Through these characters, Jane Austen explores the diverse experiences and challenges faced by women in Britain, and she uses their stories to critique the social and economic structures that limit women's opportunities and agency.

Overall, Jane Austen's portrayal of women in *Persuasion* is complex, insightful, and often critical of societal expectations and limitations placed on women of her time. The female characters have strong characters, and provide an overview of the experiences and struggles of women in England.

One possible interpretation of Jane Austen's view of *Persuasion* is that she saw the novel as a critique of the societal expectations and pressures that limited women's lives in England. Jane Austen often uses her novels to challenge the limitations placed on women by social and economic structures, and *Persuasion* can be seen as a continuation of this theme. Another possible interpretation is that Jane Austen saw *Persuasion* as a reflection of the complexities and challenges of human relations, particularly in the context of class and gender. The novel explores the difficulties of communication and persuasion between characters, as well as the impact societal expectations and pressures have on individuals and relationships.

As the author of *Persuasion*, Jane Austen most likely had her own views on the novel and its themes. However, since Austen did not leave any direct comments

on *Persuasion*, readers will have to infer her views based on the novel itself and its wider literary and social context.

Overall, the novel itself offers a rich and deep exploration of themes and concerns that are important to Jane Austen as a writer and social observer. Therefore, through this research, the writer tries to see how the portrait of women depicted by Jane Austen and the social conditions of women when Jane Austen wrote this novel. The struggles of women in the Victorian era were real-life conflicts during the time this novel was published. *Persuasion* was published during the Victorian Era which explored the various experiences and challenges faced by women in Britain. In addition, this novel also shows how social and economic structures limit women's opportunities and choices.

1.2. Identification of the Problem

The writer identified several problems that can be analyzed in Jane Austen's *Persuasion,* as follows:

1. Social class condition in the novel *Persuasion*.

2. Gender inequality of women is reflected in the novel.

3. The assumption that marriage is a measure of happiness and status for women.

4. A character conflict of love between Anne Elliot and Captain Frederick Wentworth.

5. The reflection of the author's life experience in the novel.

1.3. Scope of the Problems

In this study, the writer focuses on the portrayal of woman based on the female characters that has narrated by the author in *Persuasion*. In addition, the writer also describes the social condition of women in the Victorian era as reflected in the novel. The writer chooses the genetic structuralism approach to analyze the subject of problem in this study by analyzing both the intrinsic and extrinsic elements in the novel.

1.4. Research Question

From the background of this research outlined above, the writer identifies two primary problems to be analyzed in the novel, in the following as :

1. How is the portrayal of female characters in *Persuasion*?

2. How is the social condition of women in the Victorian era as reflected in *Persuasion*?

1.5. The Objective of the Problem

Based on the research question, the writer formulates the purpose of this research as follows:

1. To describe the portrayal of female characters in *Persuasion*.

2. To elaborate the social condition of women in the Victorian era as reflected in *Persuasion*.

1.6.   The Sequence of Writing

The writing consists of five chapters. Chapter one is the introduction that covers the outlook of the whole. It consists of a background of writing, identification of the problem, the scope of the problem, research questions, the objective of the problem, and these quence of the writing. Chapter two consists of literature review which provides are view of some previous studies, applied approach to support this analysis and other references that in fluence the research. Chapter three includes the methodology; in this chapter the writer explains the methods in this research. It describes the methods used in collecting and method of analyzing data. Chapter four is analysis, where the writer explains and describes the ideas about the problems in the novel which covers the portrayal of woman in *Persuasion* by Jane Austen. The last chapter is the conclusion and is followed by suggestions. The conclusion is related to the analysis in chapter four and covers all the analysis, while the suggestion is related to this study in general with another study in the future. It becomes the closing chapter of this research.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer explains about previous studies that are considered relevant to this study, the approaches and concepts used in the research.

2. 1.   Previous Study

In completing this research, the writer has found several other studies that have previously been carried out, which also use the novel *Persuasion* or raised the portrayal of woman of the research theme. From several other studies that have been found, the writer only takes which are really suitable and relevance to this research. Several studies that have been carried out by previous researchers that are considered relevant to this research are Sri Wahyuni Wadi (2018) from Hasanuddin University, Evi Aprilia (2013) from State Islamic University of Sunan Kalijaga, and Annisa Arie Estiana (2016) from Udayana University.

Sri Wahyudi Wadi in her study entitled *The Image of Woman in The Selected Short Stories by Henry Lawson* analyzed the image of woman reflected in the selected short stories and how does the author's life experience inspire him to write about woman in the selected stories. The writer used a genetic structuralism approach that emphasizes the intrinsic element of the literary works which combines with extrinsic elements. Based on the analysis, the writer finds that the female main characters of each story that writer chose indicate the same self-image as a woman, especially the image of psychic and the image in the family. As a wife, female characters show a faithful and obedient attitude to their

husbands and patiently confront the negative attitudes of their husbands, besides that as a mother shows an attitude of sacrifice and concern for her children. As a daughter, character shows a compliant attitude toward both unharmonious relationship of both parents.

In another study, written by Evi Aprilia with the title *The Portrayal of Woman in Jane Austen's Pride and Prejudice and Abidah El-Khalieqy's Perempuan Berkalung Sorban* analyzed the portrayal of woman in two different novel namely *Pride and Prejudice* by Jane Austen and *Perempuan Berkalung Sorban* by Abidah El-Khaliegy. The writer used feminist theory from Virginia Woolf. Based on the analysis, the writer finds that there is relation between the two novels, namely: firstly, *Pride and prejudice* and *Perempuan Berkalung Sorban* have similarities in discussing the limitation in term of marriage and education. Second, the form of Elizabeth and Annisa resistance are the same, which is direct resistance. Third, the form of Elizabeth's resistances includes in liberal feminism, while Annisa's resistances are postmodern feminism.

The last study was written by Annisa Arie Estiana, et al. entitled *Feminist Approach in Understanding the Main Character in Jane Austen's Persuasion* they conducted research using *Persuasion* novel as the main object of their research. This research focused on the problems of feminism experienced by Anne Elliot as the main character in the novel. There are several theories used by the authors in their research, to analyze characters in the physiological, psychological, and sociological aspects using the character theory of Egri, while the conflict faced by the main character was analyzed using the literary theory of Kenney. Meanwhile,

the theory of feminism by Alison Jaggar is a theory to analyze feminist problems such as equality in the world of work, in education, or political rights. The results of this study found that the main character in this novel reflects the value of feminism in her life, Anne Elliot as the main character is able to over come gender differences, gender inequality, and gender oppression. Anne Elliot's character can also be observed physiologically, psychologically, and sociologically.

After reading the previous studies, the writer states that those related previous studies are different from what will be carried out in this study. The most important difference focuses on the portrayal of woman in the novel *Persuasion* by Jane Austen. Although this study only focuses on the portrayal of woman, overall the story in this novel reflects the social condition of women in the Victorian era. This study is important because the significance of the study is clear and can complement the previous studies of Jane Austen's work, which has raised many female characters in her work in dealing within justices in her life.

2. 2.   Theoretical Background

2. 2. 1   Genetic Structuralism

The study of the development of literary works has expanded to include additional elements in addition to the intrinsic ones that make up literary works. Various elements that are implied are those outside the literary work. This is justified by the fact that literary works do not only exist as a result of the author's creative ability; other variable, such as history also play a role. A historical element must actually be revealed by the author while the work is being created. Jabrohim

(2012:80) stated that the author's background has a significant impact on the process of writing literary works, both in terms of content and structure. Thus, the author's decision to write a literary work is undoubtedly influenced by society's history and current social conditions. This tendency was founded on the notion that societal order is the norm.

The pure structuralism approach, on the other hand, emphasizes the intrinsic element as a builder of literary works so that they cannot be linked to anything other than the literary work. This is definitely in opposition to that idea. Because of that, genetic structuralism eventually emerged, which was a reaction to a purely antihistorical and causal structuralism approach.

Genetic structuralism was first put forward by a sociologist named Lucien Goldmann. Goldman explains his theory in his book, "The Hidden God: A Study of Tragic Vision in the Pensees of Pascal and the Tragedies of Racine". Definitely, this theory is concerned with the structure of the novel and the background of the social condition that is created. Moreover,

> Genetic structuralism consists of structure of acts, world vision of author and socio culture in its origin. Thus, a literary work that is analyzed with genetic structuralism approach concerns the extrinsic factors as the sociological factors to realize that the work is created by employing imagination (Taum, 1997:40).

This theory came about as a result of conflicting views on structuralism theory, which exclusively paid attention to the fundamental components of the novel. For this reason, Goldmann developed genetic structuralism, which concentrated on both internal factors such as the author's imagination and external factors such as the surroundings, history, society, culture, etc. This theory places a

strong emphasis on the connection between literary works and their social context.

The foundation of genetic structuralism is the idea of the human reality. The term "human fact" refers to all verbal and physical behaviors and activities that humans engage in that sciences are working to comprehend. In addition, humans also must contend with norms and values in society, and literary works also reflect norms and values that are actively targeted and attempted to be applied in society. Literature also discusses the concerns, aspirations, and hopes of people. Therefore, it is possible that these literary works can be used as the most effective sociological measure for measuring human responses to social forces.

A response to pure structuralism, which disregards the background of history and the background of other literature, is the approach known as genetic structuralism in the research literature. According to Faruk (2015: 159), genetic structuralism sees everything in our world as a fabrication, including literature. In order to comprehend literary works, genetic structuralism attempts to build the structure of the work. The author's characters, who are influenced by the social, cultural, political, and philosophical context as well as their interactions with one another, form the framework of the literary work. Literary works, authors, readers, and societal systems are all included in genetic structuralism. The only method thought to be capable of reconstructing the author's worldview is genetic structuralism theory. That is, with this theory, literary works are studied not just by talking about the natural components of literary works but also in combination with investigations of other interrelated classes.

In conclusion to what has been mentioned above, in light of the foregoing, the researcher concluded that when studying literary works, genetic structuralism refers to both intrinsic and extrinsic factors. Genetic structuralism treats external components as an integral component of literary works. To help readers understand that some difficulties are genuine and to enable the author to express their thoughts about what occurred when possibly some individuals were ignorant, it is crucial to relate literary works to real life.

a. Intrinsic Elements

1. Character and Characterization

Characterization is a strategy used by writers to create convincing fictional characters for readers, who are the main subject of a story. Characters are the people who show up in stories. There are numerous definitions of characters. Nonetheless, a few of them have the same significance and intent as a character—someone who acts in a story. Kennedy (1991:47) stated that a character is most likely an imagined person who lives in a story. Because characters are the occupants of the story, their growth will enliven the plot, keep the story moving, provide conflict, and serve as a bearer of the story's resolution.

Characters can play a variety of various functions in novels. They have an important role to play in the plot, and some of them are referred to as key characters or central characters. At specific periods in the plot, these characters are used to drop hints to the audience by their words and deeds. Those characters who support the main protagonists are known as minor characters.

2. Plot

One of the fundamental components that creates a literary piece is the plot. The plot is frequently thought of as a straightforward component of a novel, however this is not always the case. The events in a story are organized by the author based on their historical relevance.

A plot is the arrangement of events that occur in a story. DiYanni (2001:42) stated that plot is the order of events that are arranged to make a whole story. Because it incorporates every occurrence in a story, from the conflict to the resolution, the plot is essential. The components of a plot contain five elements, such as:

a) Exposition

The exposition is where a story often begins, after the introduction. During the exposition, each of the important characters in the story is introduced. It illustrates their interactions with one another, their motivations and goals, and the characteristics that make them who they are. Situation is another name for the exposition. Exposition also known as the situation on stage or phase, primarily consists of portrayals of the situation and the introduction of the backdrop and characters. Supporting the explanation, Barnet and Burto (2008:1578) state that exposition is an introductory material in introducing characters and the situation.

b) Rising Action

The appearance of an issue or the beginning of conflicts between the characters

in the stories are indicators of rising action. Rising action typically consists of a number of sustained conflicts. It starts to give hints as to what the climax will be. Rush (2005:52) states that the rising action pointed the problem which the protagonist has been through and achieve the goals.

c) Climax

Climax is the turning point of the story. The main character suffers enough in this phase as problems keep cropping up, usually starting out small and growing. According to Rush (2005:58), climax is the major conflict or the biggest conflict when the protagonists faced the final problem and they had solved the problem in the story.

d) Falling Action

The falling action is the section of the story where the issue starts to get better since the protagonist has discovered solutions. According to DiYanni (2001:45) that falling action is the stage when the tension of the story calms down. The descending action continues towards the climax. The readers can now tell if the winning character is the good guy or the bad guy. This is the turning point in the story.

e) Resolution

Resolution is the end of a story. DiYanni (2001:45) states that resolution happened when the action falls off as the plot's complication are sorted out and

resolved. The story comes to a close after numerous solutions have been found and all issues have been fixed. In this situation, we may determine whether a narrative has a happy, sad, or hanging ending by looking at how it finishes.

3. Theme

The main idea of a story is its theme, which serves as the author's starting point when describing the fictional works he or she writes. Fananie (2000:84) explain that theme is ideas, opinions, and views of life that lay behind the creation of literary works. It is similar to Stanton (2007:70) that theme is the meaning of a story that specifically explains most of its elements in a simple way. The theme plays a crucial role in the story, just like other elements do, because without a theme, the plot would not have life and would not have a clear path. Because the theme is not explicitly stated in the story, we must comprehend and identify messages in the story and its constituent parts in order to identify the theme.

4. Setting

The setting serves as the story's background. Setting is crucial because it helps the reader feel more comfortable using their imagination. As pointed out by Stanton (2007:35) that the setting can also intangible fixed time (day, month, and year), the weather, or a period of history.

According to Abrams in glossary of literary term (1999:284) divided setting into three, namely: Setting of Place, Setting of Time, and Setting of Society.

b. Extrinsic Element

1. Social Condition of Women in Victorian Era

In British history, the Victorian era is the period of Queen Victoria's reign, which refers to the nineteenth century in Great Britain. The Victorian era, according to Mitchell (1996:13), was extraordinarily complicated and marked by profound developments in nearly every aspect of politics, law, economy, and society. This era was marked by a society divided into classes, peace and prosperity, and Britain's international prominence. In the Victorian era, England became a powerful and culturally rich country despite the fact that most of the population was working class.

Class and gender evolved into universal human concepts in the Victorian era. Nearly every aspect of a person's potential and character are determined by their gender, which is taken into account based on biology. According to Tyson (2006:85), because it is founded on biological distinctions between the sexes that are viewed as being part of our unchanging identity as men and women, this belief in the inborn inferiority of women is referred to as a type of biological essentialism. Women are weak physically, while men are strong. Women depend on men, while men are independent. Men act publicly, whereas women act privately. Men must work and participate in politics, while women must manage the home and start a family. Similar to this, the Victorian legal system held that women had no legal rights and that, in the event of an issue of law, justice should be served in accordance with a male interpretation of her rights and appropriate behavior. It seems appropriate that justice be represented as a blindfolded woman since that aspect of

justice tends to lean heavily toward men (Perkin, 1993:113).

In the social environment, women experience many injustices, one of which is the opportunity to get an education. Women had very little access to education throughout the Victorian era. In fact, Lukacova (2016: 61) explains that the educational requirements and opportunities for men and women to learn are different, especially at the university. It can be said that gender played an important role during the nineteenth century even with regard to education. Furthermore, gender still had an impact on individuals of high status, as wealthy parents sent their kids to fee-paying schools or hired governesses. Wealthy families may pay governesses to educate their daughters, but this was typically the only type of education that women would receive. Women did not obtain the same education that men did, and their courses were more centered on practical female skills like sewing, French, and music. But as time went on, families realized how important it was to teach their kids how to read and write. On the other hand, women are considered to have other knowledge for the future of their household. As stated by Demir (2015: 57) that "In those times, Victorian ideology always imposed the idea that women must have knowledge about art, music and language to be angels of the houses".

In Victorian England, public education underwent substantial change, yet there were still large gender and social class inequalities. In Digby (1992:199), Hall says that Gender roles were revised during the transitional era of the late eighteenth and early nineteenth centuries, when men were firmly established in the newly defined public worlds of business, commerce, and politics while women were positioned in

the private world and familial spheres. Man education was prioritized, and men were taught academics and practical skills, while women were taught weaving, embroidery, sketching, and singing.

The idea of separate realms for men and women emerged throughout the Victorian era. Men's spheres were the public, while women's spheres were the private or the home. The woman had a specialty in the home, where she was a devoted domestic, a mother, and a homemaker. With the division of sphere between men and women, it shows that society in this era does not allow women to make any progress because their position is below men. In Barrett (2013:6) Gallager confirm "Whatever their social rank, in the eyes of the law women were second-class citizens".

In Victorian England, it was frequently difficult for women to pursue an education. However, advancements in education permitted women from lower socioeconomic strata to get a degree. Despite these obstacles, the Victorian era witnessed a significant advancement in women's education, allowing them to access knowledge and education that had previously been barred to them.

Apart from education, marriage is also a problem of injustice experienced by women. In the Victorian era, women frequently viewed marriage as the main objective of their lives, and unmarried women were despised and attracted societal condemnation. Marriage remained the fundamental objective of a woman's life, and it was assumed that women would get married and have kids. The mainstream mindset holds that women were made for domestic work and child care. Demir (2015:55) says "Victorian families raised their daughters in such an atmosphere that

submission to men, being good at housework and looking after children were the fixed gender roles imprinted on their memories at their early ages". Women were confined to the house and they were to serve as the angels of their homes. In the home, a woman's angels are responsible for overseeing the general well-being of the family as well as providing support and care for her husband and children. In a study stated that "As the Angel in the House, women were supposed to maintain the moral purity of the household and because of this she was regarded by her husband with a sense of religious reverence (McDonnell, 2018:11). The attributes a woman as the angles of their homes requires are innocence, virtuous, negotiable, submissive, and indifference for intellectual opinion, in addition to being able to sing, play an instrument, and speak French.

Regardless of whether they were married or not, Victorian women were viewed as helpless, fragile flowers incapable of making any decisions except from selecting a menu and making sure their numerous children learned moral principles. Demir (2015:56) says "According to patriarchal mentality, women should be good at home duties and pleasing their husbands." A lady must ensure that her home is a peaceful haven free from the pressures of British Industry for her husband and family.

It should be mentioned, that marriage was seen as a necessity that forced a woman to submit her individuality to her husband's will. Because men frequently control all the wealth and women do not have independent means of support, they must submit to men. However things are different for unmarried women, they have complete legal control over their own property with the help of their legal guardian. In contrast to men, unmarried women gave preference to their female relatives when

dividing their property in their wills, which makes this distribution of property different from men's (Erickson: 1999:67).

2. Biography of Jane Austen

Jane Austen was born on December 16, 1775, into a happy household in Steventon, Hampshire. Jane Austen was the seventh child of six brothers and one sister. Her parents, George Austen and Cassandra Leigh married in 1764. They both moved to Steventon in 1765, after George Austen was appointed chancellor. Although Jane Austen's father was an orphan, he was able to attend Oxford with the support of a wealthy uncle, and her mother was a witty aristocrat. Austen was more educated than most young girls of her time since she was free to read from her father's collection of 500 books. As a family, the Austens were highly educated and creative. Under the circumstances, 12-year-old Jane Austen began writing her own novels. Vřetionková (2010: 14) says:

> "When was Jane Austen only eleven or twelve years old she started to write stories and plays which were dedicated to the members of family and were meant for her amusement as well as of the family and close friends. Those writings were inspired in her own reading of popular fiction. She was collecting these stories and made transcripts of them and later they were put into publication as Volume the First, Volume the Second and Volume the Third. These writings called Juvenilia were written somewhere between years 1787 – 1793".

In 1801, after George Austen's retirement, the family moved to Bath. Jane accepted the wealthy man who proposed to her in 1802, however she immediately rejected the proposal the next day after she accepted it due to the fact that she had no feelings for the man. She made this difficult choice because she firmly realized

that the only route to social progress for women was through marriage. She also recognized the vulnerability of unmarried women who relied on wealthy relatives for a place to live but lacked family properties. After her father passed away in 1805, Jane Austen's mother, Cassandra, and she stayed in a small house in the Chawton village. In 1811, Jane Austen completed the final drafts of "Sense and Sensibility" and "Pride and Prejudice". Both novels were published soon after, and Jane Austen immediately began work on "Mansfield Park" which was published in 1814.

Jane Austen wrote Persuasion during the later years of her life. She started showing symptoms of illness while she was working on her last novel. Austen began working on the novel shortly after the publication of her novel "Emma" in 1815. In December 1817, two more books—"Northanger Abbey" and "Persuasion"—were released posthumously. Jane Austen's health started to deteriorate in 1816, and she passed away on July 18, 1817, at the age of 41, likely from Addison's illness. The novel Persuasion was released after Austen's passing. Henry Austen, Jane Austen's brother, was responsible for Persuasion and Northanger Abbey's two-volume publishing. Henry Austen also entitled the novel as Persuasion.

Austen wrote Persuasion between 1815 and 1816. John Halperin had traced Austen's location to the year she wrote Persuasion, she was in Chawton in August when she began writing it, and then moved with Henry to London in October to take care of publishing Emma (Emsley, 2018). This is in line with what Vřetionková (2010: 8) stated "Jane Austen spent her childhood and her early adult life in the

country in the village of Steventon in Hampshire and her last years and days in the village of Chawton." Her close family and the neighborhood played a large role in her social life. Her social activities frequently revolved around private get-togethers and familial occasions. Dinners, excursions to nearby estates, strolls, and even trips to Bath—a bustling social center at the time—could be included in this list.

Jane Austen can be described as a middle-class woman from an honorable and well-educated family in 1815. Her family belonged to the gentry, a social class that was superior to the general working class but beneath the aristocracy. The gentry class lived comfortably during this time, frequently earning their living from land ownership and the professions. The Austen family, who had a poor living, resided in a rectory, a sort of housing reserved for pastors. Despite not being wealthy, they belonged to a respectable social elite.

Jane Austen was well conscious of the status of independent, single women in her society. Unmarried middle-class women frequently turned to their families for assistance or looked for marriage as a way to secure their financial futures. Despite being single herself, Austen depicted and criticized these social norms and constraints in her works. Peck and Coyle (2002:147) stated when Jane Austen wrote her novels, a new social order had definitely emerged and the coarser manners of the eighteenth century were beginning to fade into oblivion. She focuses on the regular interaction between a select number of middle-class and property-owning individuals. Despite her writing ability and ambition, Austen encountered several obstacles because of her gender and social standing. Several of Jane Austen's works that she published in 1815 received considerable notice and praise from critics, but

because Austen wrote under a pseudonym, the general public was unaware of her authorship. Austen's works weren't considered to her as the author until after she passed away.