

**Social Condition of English Society In 19th Century as Reflected In
Jane Austen's *Mansfield Park* Novel**

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Submitted to the Post-Graduated Program in Faculty of Cultural Sciences
of Hasanuddin University as a Partial Fulfillment of the Requirements for
the Master Degree in English Language Studies

**ENGLISH LANGUAGE STUDIES
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY**

2024

**Social Condition of English Society In 19th Century as Reflected In
Jane Austen's Mansfield Park Novel**

A Thesis

As one of the requirements to achieve a master degree

English Language Studies

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For

**ENGLISH LANGUAGE STUDIES
POST-GRADUATE SCHOOL
HASANUDDIN UNIVERSITY
MAKASSAR
2024**

THESIS

**SOCIAL CONDITIONS OF ENGLISH SOCIETY IN 19TH CENTURY AS
REFLECTED IN JANE AUSTEN'S MANSFIELD PARK NOVEL**

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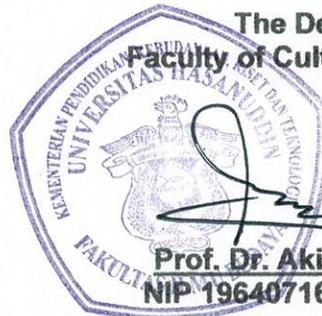
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States truthfully that this thesis was the result of my own work, and it is not the work of others. If it is proven later that either some or entire part of this thesis is the work of others, I am willing to accept any sections for my dishonesty.

Makassar, February 21st 2024



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3. The committed faculty members within the English Language Studies Program for their pivotal role in fostering the researcher's academic advancement through their knowledge and guidance.
4. The big family of 'HETERS', 'BIKINI GIRLS' and friends from the same class, friends from the English Language study program at Hasanuddin University, you are friends, best friends, thank you for the beauty of being together within the framework of this campus.

The author realizes that this research is still far from perfection, so input and suggestions from various parties that are constructive in nature are highly expected to improve the quality of the research. Finally, the author would like to express his thanks and hopes that this final assignment will be useful for both the author and the community in generally. Aamiin ya robbal lamin

Makassar, February 2024

Inka Khairunnisa

ABSTRACT

INKA KHAIRUNNISA. Social Condition of English Society In 19th Century as Reflected in Jane Austen's *Mansfield Park* Novel (supervised by M. Amir P and Fathu Rahman).

This research investigates the differences in treatment received by the upper and the lower classes as well as the social conditions of English society during the 19th century as depicted in Jane Austen's *Mansfield Park*. The study aims to identify and analyze the the disparities in treatment between the upper and lower social classes and the social conditions in Austen's novel *Mansfield Park*. Employing the qualitative descriptive method alongside Lucien Goldmann's Genetic Structuralism approach, the research seeks to address the objectives comprehensively. The findings of this study delve into the differences in treatment experienced by the upper and lower classes in the novel. Notable themes include 1) condescension towards the lower class and 2) the exclusion of the lower class from social activities. Furthermore, the study illuminates prevalent social conditions within the novel, such as 1) marriage as a financial arrangement, 2) the educational gap, 3) social stratification, and 4) indirect references to the issue of slavery. A unique aspect of this research is its comparison of these themes with those in Indonesian society, particularly regarding the concept of marriage as a financial and social arrangement. This comparison highlights the universality of Austen's themes across different cultural contexts. The research underscores the importance of understanding the social conditions of 19th-century England, not only for historical and literary insight but also for its relevance to contemporary issues. By examining the societal norms and structures of Austen's time, the study offers valuable perspectives on the evolution of social inequality and human interactions, providing critical insights for students and scholars in the fields of literature, history, and sociology. This research is expected to enrich our comprehension of the socio-cultural landscape of the 19th century and its enduring influence on modern societies.

Keywords: 19th Century, Social Condition, Genetic Structuralism.



ABSTRAK

INKA KHAIRUNNISA. *Kondisi Sosial Masyarakat Inggris pada Abad ke-19 dalam Novel Mansfield Park Karya Jane Austen* (dibimbing oleh M. Amir P. dan Fathu Rahman).

Penelitian ini bertujuan mengidentifikasi dan menganalisis perbedaan perlakuan antara masyarakat kelas sosial atas dan bawah serta kondisi sosial masyarakat Inggris pada abad ke-19 dalam novel *Mansfield Park* karya Austen. Dengan menggunakan metode deskriptif kualitatif dan pendekatan strukturalisme genetik Lucien Goldmann, penelitian ini berupaya untuk mencapai tujuan secara komprehensif. Temuan penelitian ini setelah menggali perbedaan perlakuan yang dialami masyarakat kelas atas dan kelas bawah dalam novel adalah tema tentang: 1) sikap merendahkan terhadap kelas bawah dan 2) pengucilan kelas bawah dari kegiatan sosial. Lebih lanjut, penelitian ini menyoroti kondisi sosial yang lazim dalam novel tersebut, seperti 1) pernikahan sebagai jalan untuk memperbaiki finansial, 2) kesenjangan pendidikan, 3) stratifikasi sosial, dan 4) referensi tidak langsung terhadap isu perbudakan. Aspek unik dari penelitian ini adalah perbandingan tema-tema tersebut dengan tema-tema yang ada di masyarakat Indonesia, khususnya mengenai konsep pernikahan sebagai pengaturan finansial dan sosial. Perbandingan ini menyoroti universalitas tema Austen dalam konteks budaya yang berbeda. Penelitian ini menggarisbawahi pentingnya memahami kondisi sosial Inggris abad ke-19, tidak hanya untuk wawasan sejarah dan sastra, tetapi juga relevansinya dengan isu-isu kontemporer. Dengan mengkaji norma dan struktur masyarakat pada masa Austen, penelitian ini menawarkan perspektif berharga mengenai evolusi kesenjangan sosial dan interaksi manusia, memberikan wawasan kritis bagi mahasiswa dan cendekiawan di bidang sastra, sejarah, dan sosiologi. Penelitian ini diharapkan bisa memperkaya pemahaman tentang lanskap sosio-kultural abad ke-19 dan pengaruhnya yang bertahan lama terhadap masyarakat modern.

Kata kunci: abad ke-19, kondisi sosial, strukturalisme genetik



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CHAPTER I

INTRODUCTION

This chapter contains introduction which consists of background, identification of problems, scope of the problems, research questions, objective of the study, and significance of the study.

A. Background of Study

Literature is described as a collection of literary works, containing written and unwritten texts. It means that literature is an expressiveness of a person represented by words, deeds and writings. Wellek and Warren (1956:39) affirm that literary theory is itself the study of the principles of literature, its categories, criteria, and the like, through differential studies of concrete works of art. In addition, Wellek and Warren add that "literature is a social institution which reflects the phenomena of social behavior in society by using a language as a means of expressing the author's thoughts".

In addition to the statement above, Rahman and Weda (2018) state that literature is essential for language teaching and learning, it also has a crucial role in building harmony and tolerance in certain communities. Literature holds a high place in every community from ancient to modern times. Appreciating literary works as a cultural product is essential, either as authentic material or as a tool to enhance social awareness within a community. Therefore, an author usually writes based on what has been happening around him and explores the phenomena as a theme that can be written in a literary work. From this it can be deduced that literature is a result of art in society. The indication of the social behavior in a

particular society conveys the activity of man's life, also the social, economic and political problem.

As learners of English, learners should familiarize themselves with the literary work that has been published by an author in English. Getting to know English literature teaches students social and cultural aspects of the language. These aspects could improve the students' understanding of the language. Students choose only the author of the English literature.

English literature has been through various periods from the old English period until the postmodern period. One of these periods is the Romantic period. This period exists in the 19th century (Burgess: 2018). This period began in 1785 and ended in 1832. Romantic literature is known for its personal character, heavy use of emotion and supernatural beliefs. This is the most innovative because the authors assured that literature has to be spontaneous, imaginative, personal and free. Among romantic authors, Jane Austen is popular for her work describing the romantic life of middle-class English people. Furthermore, she describes the situation and culture of the time she lived through her literary work.

According to Suaidi, Rusfandi and Wilujeng (2016), Jane Austen simply lived in communities. During her tenure, the English discriminated against one another on the basis of gender, wealth and nobility. The situation stimulated Jane Austen to produce literary works to criticize society. Jane Austen depicted the discrimination between these social statuses in one of her novels, *Mansfield Park*.

Furthermore, In *Mansfield Park*, Jane Austen described the clear enlightenment about social class that was taking place in 19th century England. She wrote that social class determines the impact on a person's life. education, health and life expectancy. The lower a person's social status, the lower their life expectancy. Children from lower social classes cannot go to school or get a better education. In *Mansfield Park* three social classes are described, upper, middle and lower. Jane Austen portrayed Fanny Price, the heroine of *Mansfield Park*, of the lowest social status (Suryanovika and Julhijah: 2018). The story began when Fanny's mother married a naval lieutenant. Jane Austen describes this lieutenant as a man without education, wealth or connection. On the other hand, Fanny's aunts married a nobleman and a middle-class man. Hence the novel has to do with social class and its effect on the character occurred in the nineteenth century.

In Jane Austen's "Mansfield Park," the distinction between the upper and lower classes is distinctly portrayed through characters who embody the economic, social, and familial attributes of their respective classes. The upper class is characterized by wealth, land ownership, and esteemed social connections. This class is primarily represented by the Bertram family, including Sir Thomas Bertram, the wealthy patriarch and owner of Mansfield Park, and Lady Bertram, his wife. Their children, Edmund, Maria, and Julia, are also key figures of the upper class, enjoying the privileges and lifestyles that come with their family's wealth and social standing. Their status is further marked by their education, manners, and the social circles they inhabit, all of which are indicative of their high position in society.

Conversely, the lower class in the novel is epitomized by Fanny Price, the novel's protagonist, who comes from a less affluent branch of the Bertram family. Fanny's father is a disabled former naval officer with limited income, and her mother, being of lower social standing, further cements Fanny's lower-class status. Fanny's life at Mansfield Park, where she lives with her wealthy relatives, highlights the stark contrasts between the classes. She is often treated as an inferior, both in terms of the material comforts she is denied and the social disregard she frequently encounters. This treatment starkly contrasts with the luxury and respect afforded to her cousins, the Bertrams. Through Fanny's experiences and interactions with the Bertram family, Austen skillfully explores themes of social mobility, class disparity, and the restrictive nature of the class system in 19th-century England.

Mansfield Park itself is Jane Austen's third novel. It was first published in 1814 by Thomas Egerton which consists of 48 chapters. The novel aims to reveal the dark side of the author herself. Unlike the previous novel, which has the same main character, a heroine, Mansfield Park represents the strong and independent heroine the author desires for the time.

Goldmann (1980:11) suggests that understanding a literary work in its historical context is crucial. This connection helps reveal the text's ability to connect with people and be understood, allowing Goldmann to uncover how the work reflects the society it stems from. Essentially, a literary piece mirrors the society it represents, serving as a window into the thoughts, observations, and emotions of an author within a specific era. This approach not only aids sociology in

comprehending human behavior within societies but also sheds light on how social groups impact individual behaviors in everyday life.

Genetic structuralism looks at the different parts of stories—what they are made of inside and what's around them. It is all about understanding how a story's structure connects with how society is organized. Goldmann (1981:24) talks about how stories are super important because they show how authors use their imagination to relate to the world they live in. When a story mixes what is inside with what is real, it becomes really meaningful. The idea of being original in stories is all about the time and place they're from. Genetic structuralism does not just look at how stories are built; it tries to figure out when and why they were written. The way a story is set and described is connected to its structure. If a story talks about a certain society and the thoughts of a specific group, it gives us a peek into how they see the world.

Related to the statements above, the researcher wants to study the social condition depicted in the novel. This is important because the researcher wants to provide an example of how social condition is able to change a person's life even for a woman. The novel tells that a woman from a low social class had neither the opportunity to go to school nor the same rights as men. Therefore, it is a good example for the woman who should have a right similar to that of the man.

The title of this postgraduate thesis, "Social Condition of English Society in the 19th Century as Reflected in Jane Austen's *Mansfield Park*," is chosen to spotlight how society was in the 1800s and how it's shown in Austen's book. The

researcher picked this because the 19th century was a time of big changes in society, and understanding how people lived back then is important. *Mansfield Park* by Jane Austen is a great book that talks about things like social classes, how men and women were seen, what was considered right and wrong, and what society expected from people. This book really captures what life was like back then, so I want to study it. I'm interested in this kind of literature and how society has changed over time. By studying *Mansfield Park*, I hope to add to what we know about how literature reflects society, and show why looking at this book helps us understand what life was like in 19th-century England.

With this study, the researcher aims to uncover the social condition portrayed in Jane Austen's novel *Mansfield Park*. The researcher wants to make it known that such a social condition has a certain impact on a person's life. For example, those of lower social status could not go to school or receive adequate medical care. These social discriminations should not exist in this modern age.

As observed by Wijianto and Ulfa (2016), in Indonesia the lowest social class tends to have a lower level of education. This situation is similar to the situation described in *Mansfield Park*. They also indicated that instead of going to school to gain a higher level of education, people of lower social status drop out and work to help their parents meet daily needs.

Based on the explanation, the researcher wishes to discover the social condition represented by Jane Austen in *Mansfield Park*. Therefore, the researcher wishes to explore the reasoning behind determining such a social condition. Finally,

the researcher would like to examine how such a social condition affects the life of upper classes which are represented by the Bertram family and lower classes which are represented by Fanny Price as the main character of the novel.

B. Identification of Problem

Literary works are created as a reaction and reflection of the social events that exist in human life. In this regard, the researcher understands that Jane Austen's *Mansfield Park* is one of the depictions of social events. Based on the context, the researcher found interesting problems in this novel to analyze as follows:

- 1) Social condition of English society;
- 2) Social disparity occurred in English society
- 3) How the social disparity formed in English society
- 4) Distinction in every aspect received by upper and lower social class
- 5) Bad stigmatization for the lower class
- 6) Oppression committed by the upper class
- 7) Social discrimination received by the lower class

C. Scope of Problems

In conducting research, it is very important to make a constraint as it can make the researcher focus on a problem to be analyzed. There are several fascinating things about *Mansfield Park*, but the researcher focused on the social condition of English society by employing Lucien Goldmann's genetic structuralism approach.

D. Research Questions

The researcher formulated the problems such as:

1. What are the differences in treatment received by the upper and lower classes of English society shown in Jane Austen's *Mansfield Park* novel?
2. How is the social condition in English society depicted in Jane Austen's *Mansfield Park* novel?

E. Research Objectives

1. To elaborate the difference in treatment received by the upper and lower classes of English society shown in Jane Austen's *Mansfield Park* novel.
2. To reveal the social condition in English society depicted in Jane Austen's *Mansfield Park* novel.

F. Significance of the Study

The researcher hoped that this research would obtain fruitful knowledge and information for everyone involved in the literary world and in academic, particularly in relation to the study of sociology, literature and culture. There are two meanings of this research, the first theoretical aspect and the second practical aspect.

Theoretically, this research could help some researchers learn more about the sociology of literature. This research explained the social condition of English society portrayed in Jane Austen's novel *Mansfield Park*.

Practically, this research is expected to provide the researcher with an insight into the social conditions of English society reflected in Jane Austen's novel

Mansfield Park. Importantly, the researcher awaits the next research study on the social problem in the literature.

CHAPTER II

LITERATURE REVIEW

This chapter consists of previous studies, theoretical background and conceptual framework.

A. Previous Studies

Before establishing the research, it is essential for the researcher to read some of the previous research on this problem for information and ideas that helped the researcher develop the basic concepts of this study. In addition, the researcher found three previous studies that were used as references in the development and analysis of the study.

The first research was conducted by Widya (2013) of Universitas Muhammadiyah Surakarta. Her thesis is *Social Disparity Reflected In Jane Austen's Mansfield Park (1814): A Sociological Perspective*. The research aims to understand social inequality in Jane Austen's novel *Mansfield Park* using the sociological perspective. The study therefore analyzes the novel in terms of its structural elements and from a sociological perspective. This research belongs to the descriptive qualitative study. With this method, the researcher uses the primary data source *Mansfield Park* novel and the secondary data sources are literature and sociology sources and websites related to this study. The researcher collected the data from primary and secondary data sources into a kind of documentary evidence. There is a close relationship between this novel and the social reality of England at the beginning of the 19th century. *Mansfield Park* shows that upper-class life was full of luxury, in stark contrast to the life of the lower-class, which

is shabby and uneducated.

The Second Research was done by Ardawiyah (2019) of Universitas Muhammadiyah Malang entitled *The Depiction of Social Class Conflict in Jane Austen's Novel Mansfield Park*. The researcher formulates two research problems: the social status conflict in Jane Austen's *Mansfield Park* and the consideration in determining social status. The study is a fundamental interpretive study. It provides descriptive data to understand the phenomenon in various ways. The data collection in this study is a document analysis. The researcher works text-oriented. The text-oriented approach deals primarily with the question of the "materiality" of texts. The focus of this approach is on the inner textual aspect of the literary work. Finally, Jane Austen described three social states and there are six conflicts based on the social states. The social statuses are high social status, medium social status, and low social status. The conflict is the right to study, the difficulties in finding a job, the difficulties in getting married, the difficulties in friendship, the difficulties in expressing ideas, and the limitations of dress. Furthermore, there are three considerations in determining social status. They are aristocratic status, financial stability and income.

The third research entitled *A Sociology of Literature Study: Social Condition of French Society Portrayed in Charles Dickens's "A Tale of Two Cities"* by Syawal (2022) of the Hasanuddin University. This study examines French society before and during the Revolution, drawing parallels between real history and a novel's content. Its goal is to depict the societal conditions pre and during the Revolution, comparing them to Charles Dickens' portrayal in "A Tale of Two

Cities." Using Lucian Goldmann's Genetic Structuralism Theory, the research explores how Dickens showcased the societal pressures of feudalism and republic living. It highlights the suffering pre-Revolution, the upheaval during, and similarities between the novel and the French Revolution. The study emphasizes societal distress caused by nobility and clergy, the rise of Saint-Antoine's population, and the poor's animosity toward the upper class, reflecting chaos portrayed in the novel. Dickens' work delineates three aspects: pre-revolution conditions like poverty and monarchy, revolutionary times with the birth of the Republic and violence, and resemblances between the French Revolution and his novel, showcasing events like the Bastille's attack and the abolition of feudalism.

After reviewing previous relevant research studies, the researcher found similarities and differences between the previous study and the current studies in terms of the topic and approaches. These earlier studies show that the research topics revolve around social status and social status inequality. The objectives of the studies are basically the same, especially with regard to the social conditions depicted in the novels. Although the subject of this research is similar to previous studies, the researcher used different objects and methods. In this research, the researcher analyzed Jan Austen's novel *Mansfield Park* from the perspective of genetic structuralism. The researcher analyzed the novel with the theme of inequality of social classes. Regarding the subject, the researcher did not only limit the research to the inequality of social classes, but also focused on the social status of English society as shown in the novel and the differential treatment received by the upper and lower party is experienced. Classes as reflected in the novel.

B. Theoretical Background

Background is an important point in doing research of literary work. This point was used as references in doing the research. The researcher used genetic structuralism approach in analyzing the social conditions of English society in *Mansfield Park* novel.

1. Sociology of Literature

The sociology of literature has a very long history. According to Jadhav (2012:25), it was Taine (1886) who first attempted to organize the sociological approach in a scholarly manner to fit the literature. One of his works entitled *History of English Literature* became a milestone in the history of literary sociology. Immediately afterwards, Karl Marx, Frederic Engels and their followers also contributed to the development of the sociological approach, considering literature as the economic infrastructure of society. However, the sociology of literature found its success in the history of critical theory at the end of the 20th century. It is also inseparable from the thinking of various social thinkers and critics such as Lucien Goldman, Leo Lowenthal, Robert Escarpit, Alan Swingewood, Diana Laurensen John Hall, Georg Lukacs, even Wellek and Warren (Jadhav 2012:25). The sociology of literature consists of sociology and how sociology is reflected in a literary work. Speaking of sociology, we cannot separate that due to the fact that it is related to society and learn how people in a community interact and socialize. Therefore, the sociological approach helps the researcher to see the relationship between a literary work and the society in which the story was written. The sociological approach was developed by many

experts including Georg Lukacs, Lucien Goldmann, Laurenson and Swingewood, including Wellek and Warren.

Goldmann (1980:11) affirms that a literary work must be related to its historical background. Therefore, the conviviality and communicability of the text can be grasped, allowing Goldmann to find the relationship between the literary work and society. The literary work turns out to be a reflection of how this society lives, the creation of a researcher who relates his thinking, seeing, feeling and feeling to the real state of a society in a certain period of time. Sociology also learns about human behavior in everyday life as they interact in their group or community. Therefore, the sociological approach is an appropriate approach to study not only human behavior in society, but also how social communities influence or influence their behavior in daily life.

Literary sociology is a literary theory that analyzes a literary work from its social relationships. Literary works are also considered an expression of the author. The basis of this theory is the sociology of literature. The sociology of literary research is more devoted to national literature and modern literature, especially novels. Roucek and Warren (2009:18) affirm that sociology is the study of the relationship between people in groups. This research is of great interest to researchers who want to see literature as a mirror of people's lives.

It can be concluded that the sociology of literature is a study of a literary work through its relation to society, namely society as readers of literary works, society as creators of literary works and the public acceptance of a literary work.

The sociology of literary research examines the relationship between the author and social life both in terms of form and content of literary works.

The sociology of literature is the science of group relations in human life. The goals of sociology are the same as other social sciences, but you see social events in your own way. From understanding the material and culture to the essence of formation, cooperation and life of all groups. Soekanto (in Santosa, 2011:21) shows that sociology works to understand human behavior because the role of human life is influenced by its social subsystem. Basically, the social subsystem that includes elements of society and the life they produce. What really matters is your dominant position in the analysis so that the expected goals can be optimally achieved.

Furthermore, Wellek and Warren (2014: 3) show that literature is a creative activity and a work of art. Literary works are essentially created from the realities of people's lives and created by the author to be enjoyed, understood and used by the community. Accordingly, literature is a task of conveying messages through language. The basis of this theory is the sociology of literature.

Literary works have a social function corresponding to the social conditions at the time the work was created. In other words, the extent to which the social values in the literary work relate to existing social values. The social function has three important things to consider, namely, literature acts as a reformer of society, literature acts as a means of entertainment, and the relationship between literature as an educator through entertainment (Damono, 2002:4). Furthermore, it can be concluded that the belief in the cultural and social environment needs

to be analyzed analytically in the historical context, since the sociology is not explained in detail and leads to ambiguous opinions in certain contexts.

Endraswara (2011:26) states that literary sociology is applied by merging two distinct disciplines, sociology and literature, it should literally be based on two different concepts, namely the concept of sociology and literary concepts. Their dominance in the analysis must be taken into account so that the intended goals can be optimally achieved. In the sociology of literature, it becomes clear that literature-related concepts should dominate, while sociological concepts function in a complementary manner. It would be even more acute if the researchers were more specific, so that the sociology of poetry, the sociology of the novel, the sociology of drama, etc. would emerge.

Furthermore, the author of a literary work is affected by the situation and condition in which the literature is being written due to the author is also a part of society. Laurenson and Swingewood (1972:17) propose that this approach is concerned with the social background of the author and how the researcher himself reacts and responds to the system constructed by the society in which he has lived. An author must be more sensitive to social phenomena because an author always produces a literary work inspired by what has happened in society. Reading a work of literature gives readers information about the cultural background of a story in which the characters live and describe their feelings, thoughts, beliefs, traditions, customs, etc. (Arafah 2018:29). Therefore, literature cannot develop the reader's knowledge only about the the literary work itself, but also the socio-cultural background in which the story takes place was written.

Of all the thoughts of the experts mentioned, the researcher focused on using Lucien Goldmann's theory of literary sociology and then attempt to uncover the social condition of English society known as genetic structuralism. Therefore, a literary work can never be separated from the social environment it contains. Readers who also read the literary work can gain further explanations by examining the extrinsic elements of the literary work.

2. Lucien Goldmann's Genetic Structuralism

Genetic structuralism is a result of intrinsic and extrinsic elements of literary works which make the literary work as an essential structure in genetic structuralism. Furthermore, it seeks to find structure in the novel along with the structure in society. Goldmann (1981:24) affirms in his book: "The literary work is critical in that it shows the creativity and originality of the author in his relation to society." There is a relationship when the intrinsic parts with the extrinsic parts as reality are combined. The significance of originality is related to the socio-historical context. Genetic structuralism does not only find structure in the novel, but also when and why the novel was written. The previous structures relate to what the novel is set in and what the description of the novel is. If the novel describes a society of the time and presents the thoughts of people of the same class, it will produce a vision of the world.

Goldmann (1980) defines that novel is a story about seeking for genuine values within the world. It explains the meaning of the literary work in general in the context of genetic structuralism. First, the literary work is an expressiveness of worldview, and second; To inoculate the worldview, the

author has to produce characterizations, objects, and connections between them.

It means that the worldview makes the structure consistent with each other. The

worldview is virtual in the social group, which has the same feelings and ideas when judging something that, because of the social conditions faced by a collective subject, can evoke a different perspective than that of another group.⁵

Genetic structuralism in literary sociology has done much work in the search for the particularly human. The theory compares the structures of the novel with the reality unfolding in the novel, as explained by Goldman (1981:24). Genetic structuralism tries to find the structure of the text in its meaning. Goldman (in Asha, 2022) believes that the literary work is a structure; it means that the literary work is a historical product and a continuous historical process. Genetic structuralism describes a life system that exhibits regularity and integration.

Analysis of genetic structuralism approach must find not only an intrinsic element but also the background of social as an extrinsic element in the making of the novel. It is necessary to examine the social background in connection to the common consciousness that bolster the human fact, this is because the seek for the human fact is important as a first step in finding the common theme in the novel. According to Faruk (1988), in the elaboration of the novel, a significant structure is built on the basis of knowledge and science. The relevant structure here is the structure of the novel, which shortly defines the relation between literary work and society, but is scientifically inseparable. A structure of meaning is affected by human thinking and the conscious behavior of an author in composing the novel. The structure can be transformed by some factors

such as environment and knowledge. Knowledge often influences the way of thinking. The theory of genetic structuralism helps to analyze a structure in the novel for its meaning, as Goldmann (1982) explains in detail below:

a. World View

In genetic structuralism there is a connection between a literary work structure and society structure. Sometimes the literary work differs from the society, but both possess the identical structure. The structure cannot be detached from the worldview which plays as the whole ideas, feelings, and aspirations that associated with the members of the groups. Therefore, one group is not similar from another social group (Faruk in Asha, 2022). For genetic structuralism, the worldview is an environment, style, and mentality of a social group that marks it off from another social class.

The worldview evolves in the society as an impact of social status. As the structure of literary works is unrealistic and imaginative. The problem emerges in the literary work depicts the problem of society as reality mirror. The world view hooks the social structure in society with the social structure in the literary work. In order to find the worldview in society, an author must find the human fact that is being described in the novel, because the worldview is a coherent entity and the connection determines what worldview the author is demonstrating in the novel. The picture of the world basically has the content of history and social fact. The subject of the social fact is a collective subject. When developing the worldview, you need to know all the parts that help form the worldview by seeing the human fact,

the transindividual subject, and the meaningful structure (Faruk in Asha, 2020).

1) Human Fact

In the seek for the vision of the world, the human fact turns out as a significant part to preserve the social fact in the formation of the social structure. Human facts mold to all behaviors of human that is characteristic of human needs. Everything that man require in social life, conveyed in the shape of hope, stimulus, or criticism, in order to shift social relations (Goldmann, 1981). Indirectly, the shift in social status also affects the change in social status within the literary work. This means that the social structure and the literary structure will change. The human fact is closely related to the vision of the world. The human fact goes through individual aspects such as politics, economics and others. The individual subject can change the social condition if the individual subject becomes a trans-individual subject after the world view reform. Worldview is an aspiration of a social group that shares the same ideas that explain how people express their opinions on the world problem. An author is solitary person who turns as a collective subject because the author represents a group of people. Human thought forms the human social structure, which grows in society as the collective subject's response to social conditions. The human fact represents the equivalence between human life and the world that surrounds it.

2) Transindividual Subject

The analysis of the literary work helps to the search for the meaning of the work. An important part is a subject as an actor in the social community. Transindividual subject is a collective subject that is part of a specific community. This means that the author writes as an individual, but what the author writes is carried by the social group. The author is member of the community and the author has the idea of judging something against another group, which is also the idea of the group of authors.

Goldmann (1981: 20) affirms that the collective subject can explain a set of mental categories that make up culture in the production of labor. The literary work as a result of human activities and their environment, Goldmann (1981:97). Humans always have behavior. Through behavior man can change social class in society. Every class has the same feelings and thoughts. Furthermore, Goldmann (1981:41) proposes that when the community can create a new and universal perspective on human life, the social community appropriates itself as a collective subject. It can be proven in social history and is similar to the members of the community, it is called social class.

b. Significant Structure

The essential structure is how social history is presented in the form of a literary work. Man, reforms socio-history from time to time through continuous processes. The transformation of sociohistorical is influenced by the humanities. The structure of meaning, in turn, is a tool for understanding

the humanities (Goldmann, 1981:14). It signifies the extent to which science emerges from the changing social history. Based on the above statement, social history is made by people and it is always changing along with knowledge of societal change. Knowledge is also influenced by human thinking. The literary work itself presents human thoughts that illustrate human social structure. Significant structure can be modified by human social structure. Although the content of the literary work differs from reality, both have the same structure.

The literary work builds a world view that reflect the problem between the relationship of human and their environment. The problem is dynamic because it depicts the realily. The structure of history creates social history. In the relationship of humans and their environment, two processes take place between them. The equivalence and coherence between humans and the environment through the continuous process of structuring (assimilation) and destructuring (accommodation) (Goldmann, 1981:16). Structuring is the act of conscious behavior that an author performs in writing a literary work. Conscious behavior here is the actions that an author has done or simply wanted to do in the literary work. People are really conscious of how they interpret their position in society and how they aspire and feel in relation to others and the environment.

Goldmann (in Asha, 2020) states that the structuring process is a result of the subject's (individual and trans-individual subject) relating to its environment in order to provide coherent responses. Referring to the prior

statement, the literary work depicts human action and human relationship to something else in life that surrounds it. It could happen because society and the literary work possess a similar origin but different form. Man tries to adapt his thinking and behavior to the conditions of his environment. People consciously attract the influence of knowledge and science. So the story can be changed based on the mindset of a certain group of people and the new ideas of the social community. It means that the historical process of life is changing. The conscious aspect of a group's life turns out to be the essential factor that transforms cultural and historical life.

3. 19th Century England Social Life

To understand a 19th-century English novel, the researcher must understand the social life at a given point in time. This era began when England was experiencing the Industrial Revolution (Khan Academy: 2017). England was the leading industrial nation among all other nations in Europe. The progressivism of wealth, politics, society and economics changed the standard of the English. Because of this development and changes, all classes of society in England had changed. For example, there was a new job or field of work that had never been accessible before.

English society was formed by a hierarchical structure. At that time there were three social classes, the upper class, the middle class and the working class (Khan Academy: 2017). The distinction in social class could be discovered in inequalities in wealth, education, work and living conditions. Thus, the basic

quality of life in English society was the social class to which they belonged. In addition, the social classes lived in a separate area.

The working class was the lowest layer of the social class. The lowest social class lived in a slum area, where they migrated from the farming village or the city to become industrial workers. They were found to be skilled or unskilled workers in industry. They usually set out to stay alive and fight poverty and disease. Their children never went to school and female workers were in poor condition.

The working class consisted of unskilled laborers working in brutal and bad conditions (social hierarchy in Victorian England). They had no access to clean water and food, education for their children, or proper clothing. They often lived on the streets and were isolated from any job they could get, so they had to walk where they had to go. Unfortunately, there are several workers were trapped to drugs such as opium and alcohol to cope with their difficulties (Edwards, 1987).

Furthermore, according to Landow (in Syawal, 2022), the lower classes were those who were helpless and dependent on the support of others. Poor and orphaned youth depended on donations to survive (Social Hierarchy of Victorian England). Some women, unskilled and unable to find work, became prostitutes to earn a living. Highly controversial, Parliament voted to pass the Contagious Diseases Act (1864, 1866, 1869), which permitted prostitution in military towns but meant that all women had to be compulsorily screened for diseases. The act was intended to protect the men from disease; not women from harm.

According to Ardawiyah (2019), The middle class is the emerging class made up of bankers, businessmen, doctors, lawyers, clergy and the military. They were separated from the working class. With the industrial revolution, the middle class grew with the rise of industrialists and factory owners. Middle-class women used to work as housekeepers or maids in their relatives' households and did not go to school.

Furthermore, Ardawiyah (2019) states that the upper class was wealthy and dominant. Nobility and nobility were affected by these changes. The upper class has the most political power. They were mostly landowners who controlled most of the agricultural land. They live happily and comfortably in a large, elegant house and many servants. His income came mainly from the hacienda. The upper-class woman did not work and had the opportunity to go to school. Child labor became a common problem in the early 19th century due to a lack of effort by the upper classes to improve working conditions. As the government was swayed by the wealthy to invest in luxuries rather than promoting labor protections, many children suffered in the workplace. The most brutal form of child labor took place in the coal mines. The children were forced to work 12-to-18-hour days in mines, which were riddled with rats and disease and poorly ventilated. These harsh working conditions in led to the development of respiratory problems and an increase in mining accidents/victims (Ardawiyah, 2019). Finally, it was not until at least thirty years later that reformers began to take action against child labor. In 1875, the New York Society for the Prevention of Cruelty to Children was founded as the world's first child protection agency.

This organization set the tone for social reform and eventually saved children from a life of cruelty and hardship.

4. All About Jane Austen's *Mansfield Park*

Mansfield Park is the third published novel by Jane Austen, first published in 1814 by Thomas Egerton. John Murray published a second edition in 1816 while Austen was still alive. The novel did not receive any public criticism until 1821. From the beginning, the critical interpretation of was varied, differing particularly in relation to the character of the heroine, Austen's views on theatrical performance, and the central or other importance of ordination and religion, and on the issue of slavery. Some of these issues were highlighted in various later stage and screen adaptations of the story.

Although *Mansfield Park* was initially ignored by critics, it was a huge hit with audiences. The first printing in 1814 sold out within six months. The second, in 1816, was also sold out. The first critical review in 1821 by Richard Whately (in Waldron, 2005) was positive. Critics initially praised the novel's healthy morals. The Victorian consensus treated Austen's novels as social comedy. In 1911, A.C. Bradley restored the moral attitude, praising *Mansfield Park* for being artistic and having "deep in his heart the importance of certain truths about conduct". Edwards (1965) argued that there was more shade of gray in *Mansfield Park* than in his other novels, and that those who yearned for a simple dualistic worldview might find it off-putting. In the 1970s, Duckworth and Butler (in Fergus, 2005) laid the groundwork for a fuller comprehension of the novel's context and historical allusions. In the 1970s, *Mansfield Park* was

considered Austen's most controversial novel. In 1974, American literary critic Joel Weinsheimer described *Mansfield Park* as perhaps the most profound of his novels, certainly the most problematic.

The American scholar Halperin (1975) was particularly negative, describing *Mansfield Park* as the "most eccentric" of Austen's novels and their greatest failure. He attacked the novel for what he saw as its goofy heroine, pompous hero, heavy plotting, and "wicked satire". He described the Bertram family as hideous characters full of self-righteousness, debauchery, and greed whose sole interest was personal financial gain. She complained that the Portsmouth scenes were much more interesting than those at *Mansfield Park* and that Austen, having consistently portrayed the Bertram family as greedy, selfish and materialistic, in the later chapters portrayed life at *Mansfield Park* in idealized terms.

C. Conceptual framework

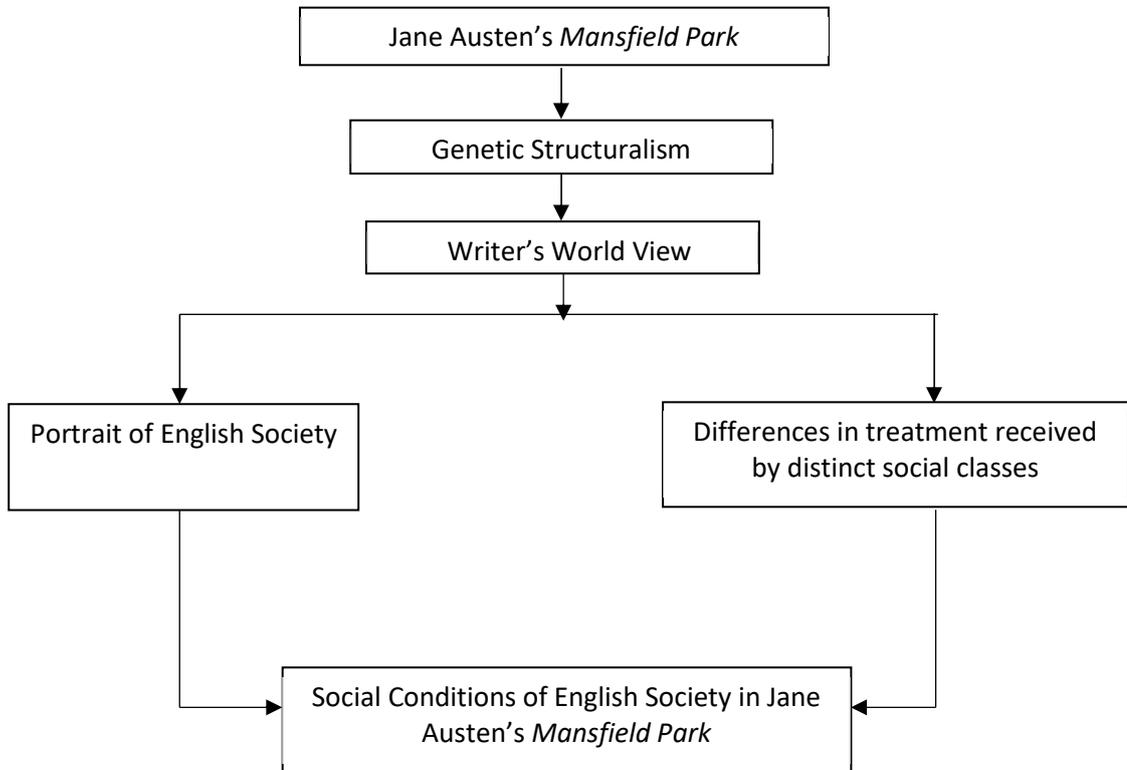


Figure 1: Conceptual Framework

Through Jane Austen's *Mansfield Park*, the researcher used Lucien Goldmann's genetic structuralism approach to conduct this research by reading and analyzing the plot and each dialogue in Jane Austen's novel. This led to the social conditions that emerged, as well as the differences in treatment of the upper class and lower class, seen in Jane Austen's *Mansfield Park*.

Genetic structuralism highlights a parallel between the structure of a literary work and that of society. Although there may be differences, both share a similar underlying structure. This structure is inseparable from the worldview, which encompasses the collective ideas, emotions, and ambitions of a group's

members. Consequently, each group has a distinct worldview, setting it apart from other social groups (Faruk in Asha, 2022). In this context, a worldview represents the environment, style, and mindset unique to a social group, distinguishing it from other social classes.

In addition, the worldview within a society evolves as a result of social status. Literary works, being imaginative and often not realistic, reflect societal problems as if they were a mirror of reality. This worldview connects the societal structure to the structure seen in literature. To uncover the worldview in society, an author must explore the human reality depicted in their work, as the worldview forms a coherent whole and its connection indicates the specific worldview presented in the novel. This worldview essentially contains elements of history and social reality, with the subject of this reality being a collective one. In constructing a worldview, it is crucial to understand all its components by examining the human reality, the transindividual subject, and the meaningful structure (Faruk in Asha, 2020).