

**DEPICTION OF VICTORIAN VALUES IN GASKELL'S
*NORTH AND SOUTH***



A Thesis

*Submitted to the Faculty of Cultural Sciences Hasanuddin University in Partial
Fulfilment for The Requirement to Obtain Sarjana Degree in English*

**WRITTEN BY
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MAKASSAR
2025**

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THESIS

**DEPICTION OF VICTORIAN VALUES IN GASKELL'S
NORTH AND SOUTH**

BY

NUR AZIZAH RAHMAN

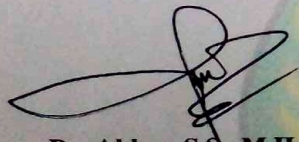
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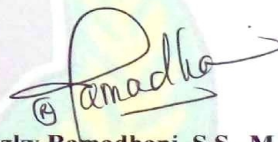
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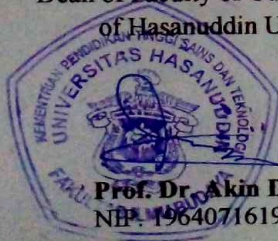
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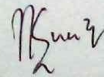
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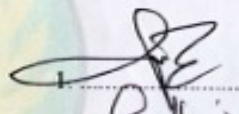
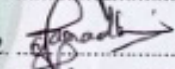
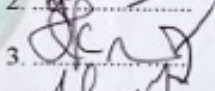
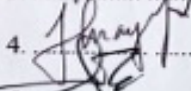
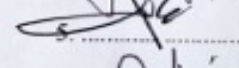

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AGREEMENT

On May 2nd, 2025, the Board of Thesis Examination has kindly approved a thesis by Nur Azizah Rahman (F041181328) entitled *Depiction of Victorian Values In Gaskell's North and South* submitted in fulfillment of one of the requirements to obtain *Sarjana* Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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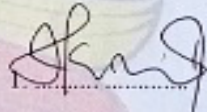
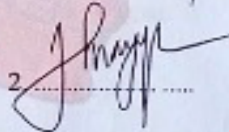
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Hereby, the writer declares that this thesis is written by himself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

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Nur Azizah Rahman

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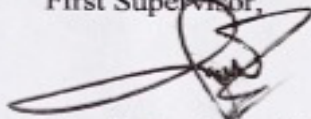
APPROVAL FORM

With reference to the letter of the Dean of Cultural Sciences Number 041/UN4.9.1/KEP/2024 regarding supervision, we hereby confirm to approve the thesis draft by **Nur Azizah Rahman** (F041181328) to be examined at the English Department, Faculty of Cultural Sciences.

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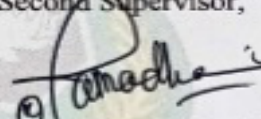
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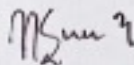
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As a writer, I am very grateful for myself who has struggled until the completion of this thesis. I am grateful for the ability to persist, keep thinking positively, and always try to believe in myself amid people who doubt me.

The writer comprehends that the thesis is not perfect. There are many shortcomings in it. The writer hopes that future researchers can give suggestions and complete the imperfections.

Makassar, 24th January 2025
The writer,

Nur Azizah Rahman

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ABSTRAK

Nur Azizah Rahman. 2024. *Penggambaran Nilai-Nilai Victorian Dalam North and South Karya Gaskell.* (Dibimbing oleh **Abbas** dan **Rezky Ramadhani**)

North and South merupakan novel yang menggambarkan kehidupan kota industri pada era Victoria. Tujuan dari penelitian ini adalah menganalisis penggambaran nilai-nilai Victoria dan pengaruh nilai-nilai tersebut terhadap tokoh utama dalam novel *North and South* karya Elizabeth Gaskell.

Penelitian ini merupakan penelitian deskriptif kualitatif dengan menggunakan pendekatan strukturalisme. Pendekatan strukturalisme menekankan pada komponen-komponen struktural internal yang menyusun karya sastra dan mengeksplorasi hubungan atau koneksi di antara elemen-elemen tersebut untuk menciptakan makna yang menyeluruh. Data primer yang digunakan adalah novel *North and South* dan data pendukung yang diperoleh dari sumber-sumber lain yang mengondisikan nilai-nilai Victoria pada saat itu.

Berdasarkan hasil analisis, penulis menemukan bahwa ada nilai-nilai Victoria yang tergambar di dalam novel *North and South*. Nilai-nilai Victoria tersebut menyangkut agama dan moralitas, peran keluarga dan gender, budaya sosial dan kelas, dan yang terakhir adalah etos kerja dan industrialisasi. Nilai-nilai Victoria dapat menjadi pedoman bagi setiap masyarakat Inggris pada era tersebut. Nilai-nilai Victoria tersebut juga memengaruhi tokoh-tokoh utama seperti Margaret Hale, John Thornton, dan Nicholas Higgins dalam novel *North and South*. Sikap tegas yang mereka yakini sebelumnya dapat memengaruhi satu sama lain melalui interaksi satu sama lain dan nilai-nilai Victoria yang dianut oleh setiap karakter.

Kata Kunci: *Nilai-nilai Victoria, strukturalisme, North and South.*

ABSTRACT

Nur Azizah Rahman. 2024. *Depiction of Victorian Values In Gaskell's North and South.* (Supervised by **Abbas** and **Rezky Ramadhani**)

North and South is a novel that describes the life of an industrial city in the Victorian era. The purpose of this study is to analyze the depiction of Victorian values and the influence of these values on the main characters in Elizabeth Gaskell's novel *North and South*.

This study is a qualitative descriptive study using a structuralism approach. The structuralism approach emphasizes the internal structural components that compose literary works and explores the relationships or connections among these elements to create an overarching meaning. The primary data used is the novel *North and South* and supporting data obtained from other sources that condition the Victorian values at that time.

Based on the results of the analysis, the author found that there were Victorian values depicted in the novel *North and South*. These Victorian values concern religion and morality, family and gender roles, social and class culture, and the last is work ethic and industrialization. Victorian values can be a guideline for every British society in that era. These Victorian values also influence the main characters in the novel *North and South*. The firm attitudes that they previously believed in can influence each other through interactions with each other and the Victorian values adopted by each character.

Keywords: *Victorian Values, structuralism, North and South.*

CHAPTER I INTRODUCTION

In this chapter, the writer explains the introduction of the research, consists of the Background of The Study, Identification of The Study, Research Question, Objective of The Study, and Sequence of The Writing.

1.1 Background of The Study

The Victorian Era extended from 1837 to 1901 under Queen Victoria's reign, was a time of considerable change in England, characterized by swift industrial growth, societal shifts, and the enlargement of the Britain territory. The Victorian era had values that characterized that period. Victorian values typically refer to the set of moral, social, and cultural beliefs associated with the Victorian era, these values encompassed a wide range of principles that characterized the societal norms and expectations of the time.

Depictions of Victorian values include morality and religion, family and gender roles, Social and Class culture, Industrialization and Work Ethic. This Victorian era depicts family and domesticity as the cornerstones of Victorian society, and domestic life is idealized. Women are expected to fulfill the role of housewife and caregiver, while men are the main breadwinner and head of the household. Middle-class Victorian families were characterized by stability, civility, and a strong sense of responsibility towards spouses and children.

Moral is a word derives from Latin "Mos" (Moris) means custom, habitual, values, and role of life (Bertens, 2005: 4). He expressed that one point of view on the improvement of profound morality was that it involved the development of judgments, equity, and participation. According to Baguswaluyo (2007:28), moral

values are standards or principles in judging conducts or behavior. Victorian morality is renowned for its stringent adherence to the rules and rigid morals. Harold Perkin describes, in particular, a drastic shift in Victorian habits of behavior:

Between 1780 and 1850 the English ceased to be one of the most aggressive, brutal, rowdy, outspoken, riotous, cruel and bloodthirsty nations in the world and became one of the most inhibited, polite, orderly, tender-minded, The transformation diminished cruelty to animals, criminals, lunatics, and children (in that order); suppressed many cruel sports and games, such as bull-baiting and cock-fighting, as well as innocent amusements, including many fairs and wakes; rid the penal code of about two hundred capital offences, ... turned Sunday into a day of prayer for some and mortification for all; ... (Perkin, (n.d.):280).

Perkin illustrates various facets of Victorian morality above. Its references to a particular code of conduct ("polite, orderly, tender-minded..."), restraint ("suppressed many cruel sports...as well as innocent amusements"), intolerance for crime ("the penal code"), and religion ("turned Sunday into a day of prayer") demonstrate the Anglican Church's influence.

Morals are closely related to religion. The Bible was seen by many Victorians as the best and frequently the only source of guidance for leading a moral existence. John Dewey stated that "Religion is any activity undertaken in the name of an ideal end, against all odds and in spite of the threat of personal loss, because of the universal and eternal value it possesses." Ironically, the Victorian era was an of doubt about religion. In the Victorian era known as the "Crisis of Faith" occurred when a large portion of the middle class in Europe started to question the veracity of the information found in the book of Genesis regarding the creation of the universe.

According to Waters (2005), James Mill defined a family in the early nineteenth century as "the group which consists of a Father, Mother, and Children" (Babić, 2018). Nelson (2007), the Victorian family is frequently idealized as a paradigm of parental control, affectionate bonds, inner peace, and stable ideals free from public influences. The family became "the fulcrum of a complex set of social values which comprised middle-class respectability," according to Hall, 1992.

Victoria as England's queen was a married mother with nine children who set an example for her country. With marriage as its foundation, the family appears to have served as a uniting standard and a symbol of social stability and advancement for Victorians. Claudia Nelson shows that Victorians' conception of the ideal family had a significant impact on public and political discussions, individual psychology, and the inner workings of real families (Nelson, 2007). However, the social, political, and economic climate of a nation are just a few of the many variables that affect the function of the family.

According to Steinbach (Steinbach, 2017), domestic ideology framed the home as a haven from the outside world, with its privacy and disregard for ethical and spiritual issues. As a result, it helped advance the idea that the house is a private place. During the Victorian era, rigid gender norms and stereotypes were formed. men and women were given distinct duties, men were able to exert more control over women. This ideology holds that women should stay in the home, concentrating on childcare, housework, and religion, and stay out of the public arena, which includes politics, paid employment, business, and the law (Kuersten, 2003).

According to Triandis (1994), men and women are not only biologically distinct but also play somewhat different roles and engage in slightly different activities in society. Women in this period of life must be both mothers to their children and wives. On the other hand, men must work outside the home to support the family while the women are occupied with household duties. These Victorian households were populated by ladies who encouraged and supported their husbands or other male family members. Men were viewed as superior due to their roles as "husband, father, breadwinner, and owner of all family 'property,' including his wife," according to Purchase (2006). Women were frequently viewed as "humble, self-sacrificing wives, sisters, and mothers" and placed on some kind of pedestal, though not to the same level as men (Ledbetter, 2016).

Society's structure was changing quickly since the industrial and agrarian revolutions were already underway. Many rural laborers were compelled to look for work in the new industries, mills, and mines, while machines increasingly supplanted the vast number of humans living and working in the nation. Large landowners were also overtaken by affluent individuals (Mokra, 2009).

Victorian society was stratified along class lines, with rigid hierarchies determining a person's social status and opportunities. Aristocrats and landowners occupied the highest levels of society, followed by the middle class, and then the working class. Social mobility was limited, and there was a widespread belief in the natural superiority of the upper classes. This Victorian period saw industrialization and urbanization develop quickly and bring critical changes to the economy and society.

Many people were working in the factories in unhealthy, working under very hard, and miserable conditions. They suffered from numerous illnesses brought on by vice, weariness, and starvation. This decision eventually gave rise to socialist movements that defended working-class rights before liberalism emerged, which upheld freedom, equality, religion, and the law as individual rights (Albay, 2021).

The work ethic, which emphasized the values of hard work, thrift, and self-reliance, was profoundly imbued in Victorian culture. Success and social status are often equated with perseverance and an entrepreneurial spirit. The Industrial Revolution brought about significant economic and social transformations, including a shift from land ownership to a modern urban economy.

British had several periods before and after the Victorian era such as the Georgian era and the Edwardian era. The Georgian Period in British history, which lasted more than a century and included the reigns of George I, George II, George III, and George IV, began in 1714 and ended in 1830. The American Revolution, the French Revolution, the Napoleonic Wars, the British colonial expansion into South Asia, and the Seven Years' War were all significant historical occurrences that shaped the people, governments, and events in the Georgian era (Shukla and Mishra, 2024).

The era was marked by the appearance of the Industrial Revolution. Trade increased and popular culture gained hub throughout the Georgian period, which was a time of significant change. But the Georgians were not without their evil side. The "Bloody Code," as it was later dubbed, was frequently used to punish widespread criminality during this era (Willson, 2017).

The class gap widened significantly as a result of the revolution, and those on the right now had a wide range of social entertainment options to choose from. Pleasure gardens, exquisitely carved formal gardens for the general public, massive fairs with lions and tigers, and blood sports like cockfighting and bull-baiting were all inventions of this era. A relatively tight class system with a distinct hierarchy class as the aristocracy at the height, followed by the middle class, and the working class was a defining feature of Georgian society. The aristocrat was the holder of supreme political power.

The Edwardian era began in 1901 and lasted until 1910 when Edward VII ruled as King of the United Kingdom and the British Dominions. Edward's reign was rather different from that of his mother. Renowned for his vivacious personality, distinctive fashion sense, and proficiency in multiple languages, he sparked a new identity, rose to prominence as a global fashion star, and cemented political relations throughout Europe. Some have suggested that the King's demeanor and temperament surprisingly accurately matched the generation that emerged from the Victorian era (Bishop, 1977).

All facets of British society underwent some changes under Edward VII's rule. In the political sphere, women started advocating for the right to vote, the Labour Party was founded, trade unions increased, and some Liberal party reforms brought about national insurance, the minimum wage, old-age pensions, unemployment benefits, free school meals, and medical care for schoolchildren. A highly literate society had been created by more than two decades of mandatory education, and fast industrialization had increased economic options, making "the

Edwardian wage owner better placed than his father in Victorian had been" (Taylor, 1965:130). Edwardians were able to engage in their preferred activities since they had more free time and money to spend.

By modernizing the monarchy's image and reviving its popularity, Edward VII demonstrated his effectiveness as a reforming leader. His rule was marked by significant political and social transformation, technological advancement, and cultural development. Edward was the physical representation of this new era when the old norms that the people had initially been terrified to forsake gradually grew to be disliked and abandoned. He was viewed as a sign of fun and joy as well as of creativity and advancement (O'Hagan, 2018).

In the Victorian era, Elizabeth Cleghorn Gaskell was known as a novelist and socialist. Most children reflect a portrait of social life in British society. One of Gaskell's works in *North and South* (1854-1855) describes the situation and social conditions in that era through the differences in lifestyle between British people living in the South and British people in the North. The novel *North and South* represents the background of people living in mid-nineteenth-century England. It tells the story of Margaret Hale. Her father was a pastor in the South who decided not to serve the Church of England anymore because he felt the teachings in it were not by his conscience. They moved from the picturesque, merging village to Milton-North, the dirty, smoky town in the north, where cotton-making was the main industry. Margaret learns to sympathize with the town's workers and their families struggles. Meet with Mr. Thornton who is the owner of the main factory in the town

of Milton; controversy between them and the relationship between workers and factory owners.

Gaskell's *North and South* opening chapters show how Margaret's life growing up in London and then returning to Helston was a comfortable and stable life. Then her move to Milton and this sudden change of circumstances were still incomprehensible to Margaret because she was not used to interacting with people with personalities like those in the north.

North and South has its inception in London, though only for a chapter, to besides transfer us to an idyllic parsonage in Helstone. The setting in *North and South* could be considered as important as the protagonists themselves. Each location portrays characters and classes, the Shaws in London, the Higgins and Thornton from Milton, and the Hales from Helstone. In discrepancy to this portrait of Helstone, Gaskell presents another perspective through Margaret in a situation where she finds herself opposed to Higgins on the subject of him moving to the South.

Life and characteristics in London which mostly consists of upper-class society depict a life of sufficiency and ease. Frequent dinner parties and hedonistic living are also characteristics of London's upper-class society. Helstone is described as a village that has natural beauty with shady trees and blooming flowers, as well as a peaceful and calm atmosphere. But behind the calm character, sometimes the atmosphere there feels monotonous. And Milton is a rapidly developing area with its industrialization. The many factories and machines make the air quality in Milton very bad. Milton is represented as a fast-paced, rushed, and rough life.

The writer decided to choose this novel for research because the writer was interested in its depiction of Victorian values. The writer chose the novel *North and South* set in the Victorian era because that era made many significant changes in Britain. Values are taken into account when behaving, the considerable growth of the middle class, the rapid development of technology and science, as well as the increasing development of industrialization which is increasingly changing the structure of society which was initially largely an agrarian society then shifted and moved to dominated by industry and machine manufacturing.

1.2 Identification of The Study

Novel *North and South* by Elizabeth Gaskell has some problem between the characters after read the novel, the writer found some problems in Gaskell's *to North and South*, as follows:

1. The difference in conditions experienced from values that reflect the Victorian era.
2. There was a change from traditional to modernity in the Victorian era.
3. Exploitation of workers in the Victorian era.
4. The division of social classes that existed in the Victorian era.
5. There was doubt and a crisis of faith in the Victorian era.
6. The rapid development of industrialization in the Victorian era.
7. The conflict between classes that occurs among the characters in the novel *North and South*.

1.3 Scope of Problem

Based on the identification of problems found in the novel *North and South*, the writer focuses her research on Victorian values in general which are shown through the characters in the novel *North and South*.

1.4 Research Question

From Identification of the study above, the writer emphasizes the analysis to answer these questions as follows:

1. What are the depiction of Victorian values in the novel in *North and South*?
2. What is the influence of Victorian values towards main characters in the novel *North and South*?

1.5 Objective of The Study

Based on these research question statement above, the writer determines two objectives of the study as follows:

1. To identify the depiction of Victorian values in the novel in *North and South*.
2. To describe the influence of Victorian values towards main characters in the novel *North and South*.

1.6 Sequence of The Writing

This research consists of five chapters. Chapter one is an Introduction consists of Background, Identification of The Problem, Scope of Problem, Research Questions, Objectives of The Study, and Sequence of The Study. Chapter two is Previous Study which provides an overview of several Related Research, and

Structuralism Approach that contains intrinsic elements of the novel which is character, plot setting, and theme. Chapter three is Methodology which contains Methodological Design, Method of Collecting Data, Method of Analyzing Data, and Research Procedure. Chapter four discusses the results of research related to *North and South* novel by Elizabeth Gaskell. The last chapter five is the closing chapter that consists of a conclusion of the research and suggestion from the writer.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer discusses Literary Preview, which consists of Previous Studies, the Structuralism Approach, and Victorian Values.

2.1 Previous Studies

The previous study indicates the research or academic work carried out before the current study. It includes all the pertinent inquiries, experiments, analyses, and discoveries that have been published or recorded in the past about the subject or area of focus. The writer uses pertinent research to explore the theses connected to their thesis. It is possible to gather data from related or similar previous research. This research uncovers both likenesses and distinctions.

Maya Lestari (2023) wrote a thesis entitled *The Economic Oppression of The Working Class People in the Novel North and South by Elizabeth Gaskell*. This research focuses on the economic oppression experienced by the working class and the impact of economic oppression experienced during the rapid industrial era. The writer uses a mimetic approach and sociological theory of literature to illustrate the results of her research.

Ilham Amir (2023) *The Social Discrimination in Larsen's Passing* uses the structuralism approach and discrimination theory to support the research. The thesis describes and identifies the discrimination carried out by the character John Bellew towards black people in the novel and the impact that will be caused to the characters Irene Redfield and Clare Kendry because of the discrimination that happened to them.

The third research conducted by Elene Soler Huici (2015), explores *Victorian England in Lewis Carroll's novel, "Satire in Wonderland."* This essay was written to show that the novel exists to critique and satirize Victorian life during that era. This essay analyzes Lewis Carroll's *Alice's Adventures in Wonderland*, a fantasy world ruled by nonsense and incoherence. The novel reflects elements of Victorian Britain, aiming to satirize the Victorian era. The essay provides historical and political background, as well as the social and cultural background of the Victorian era. The novel exposes British imperialism, ethnocentrism, and the rigid educational system of Victorian Britain, as well as the social conventions and etiquette of the Victorian era through Alice's interactions with Wonderland creatures.

After reading the previous studies above, the writer can conclude that these studies have similarities and differences with the thesis that the writer write. The first researcher, Maya Lestari (2023) analyzed a novel that was the same as the writer's research novel, namely *North and South*, but she took the working class as the main object. Maya Lestari focused her discussion on economic oppression and the impacts caused by using a mimetic approach and the literature of sociology theory.

The second is Ilham Amir (2023) with the work *The Social Discrimination in Larsen's Passing*. Larsen's second novel explores the intricacies of identity in 20th-century America which was obsessed with race. His research used a structuralism approach which is the same as the writer used in this study. Ilham Amir (2023) focused on discussing discrimination and the impact of John Bellew's behavior on other characters.

The last researcher, Elene Soler Huici (2015) writes how Lewis Carroll's *Alice Adventures in Wonderland* novel is a criticism and satire of Victorian life at that time. This research wants however to show the Victorian values in the novel which discusses how ethics and behavior should be applied in that era.

Through the researchers above, the writer discusses the focuses especially in the portrayal of Victorian values in the novel *North and South* with the title *Depiction of Victorian Values in Gaskell's North and South*.

2.2 Structuralism Approach

The Structuralism approach involves interpreting and analyzing elements of language, literature, and society by focusing on contradictory ideas or structural components and demonstrating their relationship to the overall structure.

The studies of structuralism encompass the analysis and debate of plot, character, setting, grammar, and events within novels. To begin with, the examination of novelist plot narratives frequently draws upon concepts from Aristotle's plots, conventional plots, and classical plots to evaluate the distinct plot characteristics of specific novelist works. This research aims to generalize the universal principles of the literary plot through a series of comparisons between the elements of the poetic plot and those found in novelistic, prose, and dramatic plots, based on chosen textual analysis.

Structuralism originated in France and was introduced by the social anthropologist Claude Levi Strauss, who credited the true founding figure of the movement, Ferdinand de Saussure. Sanusi (2012) quoting Bello-Kano's (2002) writing on structuralism is treated as a science of signs, a framework of codes, and

the conceivable conditions of the capacities of that framework. Saussure was not interested in what individuals say but in the structure which permits them to say it. He succeeded in bracketing the address of reference, the connection between word and concept.

The theory of literary structuralism is an approach to literary texts that focuses on the overall connections between the different elements of the text. This relationship can take the form of repetition, gradation, or contrast and parody (Hartoko, 1990: 135-136)

Structuralism focuses on investigating and describing the real condition of objects, uncovering their inherent properties that are not limited by time, and establishing the connection between facts or elements of the system through analysis. Structuralism points to uncovering the widespread structure of dialect as the built framework of rules. Saussure was not interested in what individuals said but in the structure which permitted them to say it.

Structuralism argues that an objective reality in literature does not exist. It is essential components, phonemes, or rudimentary discourse sounds of a dialect that do not have changeless or self-evident meanings. Meaning is made by inner connections, stresses, and designs that they set among themselves. Key definitions in the hypothesis are the signifiers of meaning made by the signifier. Structuralism therefore "*perceives some differing levels of meaning and interpretation: each level up organizes the lower level into complex combinations and functions*" (Stephen 2000:360).

The structuralism approach considers the intrinsic components of literary works to be essential for identifying, evaluating, and describing a literary work. These intrinsic components can exist independently and perform their functions separately. Each component plays a unique role and function that supports and connects with others. This approach also allows readers to interpret a literary work based on their perspectives, without being influenced by external factors such as the background of the literary works' creation, the authors, and societal issues. This notion is supported by Abrams' concept that said:

In his later writings, Barthes abandoned the scientific aspiration of structuralism, and distinguished between the "readerly" text such as the realistic novel that tries to "close" interpretation by insisting on specific meanings, and the "writerly" text that aims at the ideal of "a galaxy of signifiers," and so encourages the reader to be a producer of his or her own meanings according not to one code but to a multiplicity of codes (1999: 302).

Based on the explanation provided, it can be inferred that structuralism is the method utilized to examine a piece of literature by analyzing its content and form, specifically focusing on its intrinsic elements (character, plot, setting, and theme). This approach concentrates on the text itself, aiming to uncover the interrelation of core elements that constitute the work internally.

The Structural approach is also termed the intrinsic approach, which discusses the work on the elements that develop literary works from the inside. It could be said that the intrinsic elements are elements of the story itself. Some elements build a novel, namely character, plot, setting, and theme. It is essential to look deep element by element and see the relations in between to understand what is in the author's mind. As Tyson said, "*For structuralism sees itself as a human*

science whose effort is to understand, in a systematic way, the fundamental structures that underlie all human experience and, therefore all human behavior and production” (Tyson, 2006: 209).

Based on the structuralism approach above, the writer understands that structuralism is an approach to literature that analyzes the structural elements that build literary works from within and analyzes the main components of literary works such as characters, plot, setting, and theme, as described by the writer briefly.

2.2.1 Character

A character is an individual, creature, being, animal, or thing in a story. Scholars utilize characters to perform the activities and talk discourse, moving the story along a plot line. A story can have as it were one character (hero) and still be a total story. This character’s struggle may be an internal one (inside him/herself), or a struggle with something normal, such as climbing a mountain. Most stories have numerous character associations, with one of them as the opponent, causing strife for the hero.

According to Abrams (1981, as cited in Nurgiyantoro, 2013), characters are individuals shown in account work, or drama, which the user deciphers as having certain ethical qualities and tendencies communicated in discourse and what is done in activity. In some films, activities and exchanges, the fundamental center, lies in the clear delineation of a one-of-a-kind character. Even though the plot is considered important in movies, what happens is an imperative plot since it helps us to get the character that is being created (Boggs & Petrie, 2008).

The characters of an anecdotal story can be separated into several sorts of naming based on the point from which the naming is done. Like the primary and extra characters, the hero and the antagonist, the straightforward and circular figures, the inactive and developing figures, and at that point the final the normal and unbiased figures. "*Varieties of characters: stock characters and generalizations, inactive versus dynamic characters, and level versus circular characters.*" (Nurgiyantoro, 2013).

To be curious, characters must appear genuine, justifiable, and worth caring about. The protagonist is the character whom the reader admires, sometimes called the hero of the story. This is the personification of norms and values which are ideal for the reader character protagonist is always shrouded with problems and usually becomes the main character. On the other hand, an antagonist is a figure that has evil, envy, and resentment properties. These figures are related to the protagonist and always create problems or lead the main character into trouble (Altenberd and Lewis in Nurgiyantoro, 2007: 178).

The writer concludes that the character is an individual who offers their test to make or create the conflict in the story. Therefore she/he is one of the things that is exceptionally important in fiction since it is inconceivable to have a story without a character who makes the storylines. All clashes or occasions in the fiction are extended through the activities of the figures.

2.2.2 Plot

Plot is a literary term that describes the events that make up a story, or the main part of a story. The occurrence of these events is connected in a pattern or sequence. How a novel is structured relies on how events are organized within the plot of the story.

According to Stanton (2007), a plot comprises a sequence of occurrences within a story. How a certain event affects another event cannot be ignored, since the event will affect all stories. The plot consists of a series of events in a narrative, spanning from the start, through the middle, and concluding at the end. With the plot, the audiences know how a dramatic storyline is delivered.

Aristotle Culler (2000:84) said that the plot is the most basic feature of narrative, that good stories must have a beginning, middle, and end, and that they give pleasure because of the rhythm of their ordering. According to Bordwell and Thompson (2008:76), that plot is used to describe everything visibly and audibly present in the film before us. The plot encompasses the initial depiction of all the story events.

Freytag's Pyramid categorizes the plot into several segments: Exposition, Rising Action, Climax, Falling Action, and Denouement. During the Exposition phase, the author presents the characters, setting, time, and circumstances.

1. The first stage of Freytag's pyramid phase is the exposition, which serves to introduce the characters, particularly the main character, and depicts their relationships, objectives, and motivations.

2. The second phase, based on Freytag's five-phase structures, is known as the rising action phase. It begins with a disagreement. During this stage, the protagonist recognizes and starts working toward their objective.
3. The highest of the narrative is reached in the climax. The climax occurs when the escalating events (complication and conflict) result in further progress and a crucial moment. One major choice made by the protagonist determines not just the course of the narrative but also the character's identity. The climax, according to Freytag (1984), is the third of the five dramatic stages that take place amid the narrative.
4. The falling action stage encompasses events leading to the resolution. During this phase, the story's conflict is resolved, or the main character finds a solution to their dilemma.
5. The denouement is the phase in which the protagonist and antagonist resolve their issues, culminating in the victory of either party. It marks the official conclusion of the conflict, and in some stories, it portrays the characters' lives after the conflict, offering insight into their future.

The writer concludes that a plot is the sequential organization of events, with the story unfolding and concluding. A plot consists of a series of events that create a story. It is the storytelling of events. An author constructs a plot by organizing the events of a story or novel.

2.2.3 Setting

The time and place of a story's unfolding is referred to as the setting, encompassing the time(s) and place(s) where the plot occurs, as well as the

surrounding environment(s). This can encompass physical settings, historical eras, social or cultural backdrops, weather patterns, and even the overall atmosphere or mood of the surroundings.

The story's setting is based on a real place or time, and it can also be set in a specific time or a completely imaginary place. The setting provides the backdrop against which the characters interact and the events unfold contributing to the overall engagement and impact of the narrative.

Setting refers to the point in time and place at which events or the plot occurs that involve the characters (Kenney, 1966). Setting reveals the place and time of events in the story. (Kenney, 1966: 38) The description of the setting that includes the location and time in a story is a vital thing because the physical details of time and place often have metaphorical values. The setting pertains to values, ideals, attitudes, and beliefs. The setting reflects the characters and embodied themes.

The setting also conveys the eleven emotional or psychological states of the characters. Barnet (1993: 67) states that the detailed representation in the process fiction of the setting is dialect, custom, dress, and way of thinking and feeling which are distinctive of a particular region. He suggests the importance of choosing a setting that whether your novel is set in a real place or a fictional one the most important thing is that it is believable.

2.2.4 Theme

The author's ideas, concepts, main ideas, and thoughts are explicitly and implicitly conveyed through the theme, forming the work's basis. A novel must begin with an idea that will be developed into a complete story. Ideas that will be

poured into the story, namely ideas about social backwardness, educational backwardness, religion, and human rights issues. The theme functions as the basis for developing the story as a whole.

As a result, the theme pertains to every aspect of the story. In principle, there are two types of themes, namely the main theme which is an additional meaning that supports and represents the main meaning of the story.

The theme is the result of the conclusion of various events related to characterization and setting. It can be concluded that the theme is the main or core problem that underlies a story. To find the theme in a work of fiction, it must be concluded from the whole story, not only based on certain parts of the story (Nugiantoro,1995:68).

The theme includes the main topic or topic discussed by someone. The theme of a story is a general idea or insight expressed by the entire story in literary fiction, the theme is rarely so clear. The theme is not always a moral or message; the theme can be what happens in the story or what the story is about. Literary fiction sometimes describes one main idea as the purpose of the fiction created by the author.

However, sometimes the theme in fiction is implied in a series of events, therefore the reader needs interpretation, and perception and is careful to capture what the author wants to convey to the reader. From the results of the reading, the reader tries to find out the theme of the story. Because the theme is generally neutral, meaning the author does not mention it directly, the reader is free to determine it

himself. Himself from the story according to the understanding of the fiction (Hariratul,1988:20).

2.3 Victorian Values

The British Victorian Era encompassed the time when Queen Victoria reigned, beginning on 20 June 1837 and ending with her passing on 22 January 1901. It was marked by a long period of peace, prosperity, British glory on the international scene, and the high level of national self-confidence of British citizens. Some scholars suggest that Britain's political triumph in the Victorian era began with the passage of the Reform Act of 1832. This era was preceded by the George era and continued by the Edwardian era. Half the period of the Victorian era coincided with Europe's Belle Epoque era and the United States Gilded Age.

The emphasis on morality in the Victorian era had been a concern for Victorians and litterateurs. M. H. Abrams states that the term Victorian, and especially Victorianism, is often used negatively, implying narrow-mindedness, sexual prudishness, an insistence on preserving feminine 'innocence' (meaning sexual ignorance), and a strong emphasis on social respectability (1999: 329).

Schmidt and Seibert (n.d.) classify Victorian moral standards into different role expectations for men and women. Men were expected to be the focal point of family life and hold an honorable position, while women were encouraged to marry, provide emotional support for their husbands, and raise the family's children (Schmidt & Seibert, (nd): 9-10). Wohlfarth describes this period as characterized by prudery, puritanism, sexual restriction, and moral rigidity (Wohlfarth, 2003: 4). He also notes that values such as cleanliness, health, sincerity,

earnestness, morality, and manliness were highly valued traits in the society, particularly among the aristocracy (Arenas, 2014: 5-6).

Women in Victorian society were required to take part in their husbands' interests and businesses. The women in that era were required to learn housewife skills such as weaving, cooking, washing, and cleaning before they married unless they came from wealthy families. If they were wealthy, they did not always learn these tasks because their servants mainly took care of the household chores. Typically, women were also not allowed to get an education or gain knowledge outside the home because it was a man's world.

They imposed rules of conduct for women that defined every aspect of their lives from appropriate dress to speech. The role of women was primarily defined as the maid of the household. Women did not have many career choices because they were either the caregivers of wealthy families or teachers. As a result, they were financially dependent on their husbands and fathers which led to the institution of marriage.

Victorian society held strong beliefs in biblical teachings, which also played a significant role during this period. Dominik Wohlfarth (2003) suggests that as religion's influence increased, societal moral expectations also changed rapidly. Wohlfarth (2003) stated that the British High Church used the Bible and the Prayer Book to advocate for virtues that provided guidance and required obedience. Victorian Society embraced these virtues and adhered to them strictly.

During the period, there was a lack of wars and internal conflicts. The peaceful nature of the era led people to embrace tradition rather than desiring

revolution or significant changes. It was a time of scientific progress and the nurturing of a scientific mindset. However, it posed a challenge to traditional life values and the Christian way of life, causing doubts about concepts such as genesis, redemption, and salvation. The Industrial change advanced commerce and trade significantly, but it also resulted in a social and economic change with the emergence of a new class of factory owners and the widening gap between the classes. The factory owners acquired riches beyond their wildest imaginings, while another social class consisted of workers and laborers. This led to the exploitation of the poor class.

This era is referred to as the Age of Compromise because, in the 18th century, religion played a central role. Strict adherence to the rules governing religion and the church was observed. The church's authority was very powerful. During the Victorian Period, scientific advancements were taking place. On the one hand, 50% of the English were believers of the Christianity and the Bible and the other 50% of the English were under the influence of the advancement of science. Science had challenged the old order of living life, the Christian way of life, values, and assurance regarding redemption and salvation by doubting church teachings. That is why this Age is called the Age of Compromise which was between religion and science.

