

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. Theoretical Framework**

The theoretical approach that will be used in this thesis is Marxist approach. This subchapter explains the theory to analyze Thomas Hardy's *Jude the Obscure*. To facilitate the readers to understand about this study, the author divides this chapter into three subchapters, namely, the concepts of Marxism, historical background of England in the nineteenth century, and Marxist theories and literature. The first part of the first subchapter will explain the concepts of Marxism that will be applied to analyze the selected texts. In the second subchapter, the author will describe historical background of England in the nineteenth century. The last subchapter will describe Marxist theories and literature.

##### **2.1.1. The Concept of Marxism**

According to Eagleton, "Marxism is a scientific theory of human societies and of the practice of transforming them" (Eagleton 7). The writer tries to use Marxist Criticism to explore more about the social class issue in this study. Specifically, the writer applies the thoughts of Karl Marx about class division in a capitalist society. As a philosopher, Marx's development has its roots in his early life. He was born in a Jewish family where his father then converted to Protestant. He studied law at the University of Bonn and then Berlin. In Berlin, Marx turned

to philosophy and joined the Hegelian. After graduating from University, Marx became a writer in the liberal radical newspaper. Marx moved to Paris after he married. Because some of his writings were disturbing the government, the French government finally expels Marx in 1845, and he moved to Brussels. After that Marx was expelled again and finally he settled in London (Giddens 26).

The reality of British industrial society in mid-nineteenth century had a profound impact on Marx; impact on the working conditions, class struggle, and capitalism (Macridis 112). Many of Marx's writings were related with the conflicts between classes, the concept of state, the class structure of capitalism, and the development of classless society, and from these a Marxian approach to class can be developed.

Marx sees that the process of class formation is part of the society and economic process and it is based on the process of production (Marx 16). In simple way, there are two classes, consisting of those who own property and those who do not. This has been the reality of social life and the basic source of conflict. In the era of manufacturing and industry, the two classes raised namely the bourgeoisie and the proletariat. The bourgeoisie is the capitalist who own the means of production and the proletariat is working class who own their labor power (Marx and Friedrich 14). The bourgeoisie are driven by competition and the thirst for profit that will exploit the proletariat. The bourgeoisie itself would reduce the cost of labor of the workers as low as possible. Conflicts arise between two classes, which then result on class struggle by the working class. The conflicts are about disputes wages, housing, unemployment, and social security.

These conflicts can be interpreted as dimensions of fundamental class struggle (Dunleavy 224). Class conflict or class struggle is one of the issues in Marx analysis. The purpose of the struggle by the proletariat is no longer a wage increase but the abolition of capitalist ownership of the means of production (Marx and Friedrich 24).

Marx sees the state as a part of superstructure. Its function is to keep the majority of the people under the control of the minority who own the property. If Hegel sees the state as the embodiment of noble purposes, as the agency of social justice and protection, but Marx sees the state as the instrument of capitalist class. It is a repressive agency.

But the state is not only agency of domination. The whole superstructure, as we have noted, is fashioned by the ruling class... No matter where they turn, the workers and their children will confront the same values and principles and many of them will be brain washed into accepting them. The peculiar characteristic of the state, however, is that it is the only part of the superstructure that can use force. Hence it is necessary to use force against it (Macridis 123).

Marx comes to an understanding that state with its apparatuses is a repressive agent. State as the repressive agent is the tool used by the dominant class to extinguish any possible opposition that may rise from the economically oppressed people. Marx support the proletariat to move and empower themselves to strive for their right, to be the opposition party for the dominant class.

Capitalism is a system of private ownership of means of production (Marx 17). The basic law of capitalism is competition. In competition, manufacturing productivity must be increased continuously. It means that the cost of production has to be reduced as low as possible in order to gain the results that can be sold as cheaply as possible. Thus, only large businesses can survive. Finally from this situation, two new classes are arise, namely the bourgeoisie and the proletariat (Giddens 31). The bourgeoisie holds a dominant position, they have working tools such as factories, machinery, and land. Meanwhile, the proletariat are the factory workers (Marx and Friedrich 24).

There is a huge difference among the bourgeoisie and proletariat. Those two sides are different because of their economic status in society. The bourgeoisie have a tendency to press the proletariat and exploited their energy for their own needs. The bourgeoisie only think of their own class benefit and do not want to change their habit of exploiting the laboures (Marx 27). In this way, they hold all the power and anything related to it. They do not want the proletariat to compete with them in any aspect of life because the bourgeoisie want to stay exclusive. The inequality of wages results on the workers dissatisfaction and feeling of oppressed. Thus, it is able to cause conflict between two classes.

Thomas Hardy lived during this period, in the second half of the nineteenth century. Through his novel, he is able to picture as well as visualize the conditions in Victorian England at that time. Through his writing, Hardy enables his readers to imagine how the society was at that time.

### **2.1.2. Historical Background of England in the nineteenth century**

In the eighteenth century all of Western Europe began to be industrialized rapidly, but in England the process was most highly accelerated (Leinwand 3). Before the industrialism, most people lived in small village. But, with the coming of industrial revolution, everything changed. There was the industrial revolution in England between the middle of the eighteenth century until the middle of the nineteenth century (Leinwand 414). Thus the industrial revolution happened in the era before the Victorian period until the early part of the Victorian period. According to Bakker, “the Victorian Period was characterised by rapid change and developments in nearly every sphere from advances in medical, scientific and technological knowledge to changes in population growth and location” (62).

There are three social classes in this period, namely the lower class (the working class), the middle class, and the upper class (Leinwand 411). The lower class consisted of working people who had low skill in jobs and live a very sub-standard life. The next class is the middle class people who owned small amounts of property. They were small farmers, storekeepers, some of the more skilled workers, and the professional men such as doctors, lawyers, engineers, and teachers. At the top was the upper class who were very rich. The upper class consisted of the nobility. They were full of great power, wealth, and distinct from the other two classes. The middle class people lived better than the lower class people. Their homes were comfortable and luxurious. They also had more leisure hours which they spent in reading, going to concerts, to operas, and to the theater.

They also wanted their children to get good education. Housing issue for the lower class people is the worst problem.

During this period, the industrial revolution had great influence in England. The industrial revolution brought changes in the country. Meanwhile, the industrialist as the middle class people increased in number and wealth. Leinwand discussed the effect of the industrial revolution which made the upper class and the middle class superior than the lower class.

The industrial revolution made possible the rise of powerful middle class which own its position in society not to birth but to its ability to gain wealth... The middle class had economic power and high hopes that they could gain political power. The workers, on the other hand, often considered their position hopeless (420).

The upper and the middle classes were enjoying their power because industrialism grew very fast. People were forced to work in some new factories in cities. It also meant that the working class got less money than before and worked for longer hours. Schivelbusch discusses the impacts of industrial revolution in England.

The factory towns of England tended to become rookery, while the mining towns became long monotonous rows of company—built cottages, furnishing minimal shelter and little more. The bad living conditions in the towns can be traced to the lack of good brick and the machinery for public sanitation (5).

Moreover, the factory owner's tendency to regard labour as commodities and not as a group of human beings. Increasing number of people was forced to work in some new factories in town. The workers includes all men, women, and children labouring in the textile mills, pottery works, and mines. They got less money, worked for long hours, with the working conditions were unpleasant and dangerous (Engels 17).

During the nineteenth century there was enormous growth in both the population and area of London. By the mid nineteenth century, London was the biggest city in the world. As the capital city, London became more unpleasant, as the consequence of the introduction of railways with the building of stations, track, warehouses, and offices for the expanding businesses (Schivelbusch 3). Housing for the poor was the worst problem. The working class is not only poor in living and working conditions but also got very little chance for education (Marx 33).

### **2.1.3. Marxist Theories and Literature**

According to Tyson, "literature is a product of the socioeconomic and hence ideological conditions of the time and place in which it was written, whether or not the author intended it so" (66). It means that the authors cannot help but create works that embody ideology in some form. Marxist criticizes that literature which grows out of and reflects economic condition are referred to as material circumstances or historical situation which includes the social, political,

and ideological atmosphere generated by material condition. This creates at least two possibilities, namely:

1. The literary work might tend to reinforce in the reader the ideologies it embodies.
2. It might invite the reader to criticize the ideologies it represents (Tyson 66).

According to Williams, Marxist criticism analyses the literature in terms of the historical conditions which produce it.

A Marxist critic typically undertakes to explain the literature in any historical era, not as works created in accordance with timeless artistic criteria, but as products of the economic and ideological determinants specific to that era (Williams 49).

Marxist theory is one of literary theories which started to appear in the middle decades of the nineteenth century. According to Castle, "Marxist literary theory is predicated on the idea that literature is a product of social forces and ideology" (108). According to Eagleton "Marxism is the term for ideology about the relation between economic, social, and political concept" (Eagleton 5). Marxist criticism is part of a larger body of theoretical analysis which aims to understand ideologies, the ideas, values and feelings by which men experience their societies at various times. To understand ideologies is to understand both the past and the present more deeply.

According to Eagleton, "Marxism is a scientific theory of human societies and of the practice of transforming them" (7). It has to deliver the story of the



struggles of men and women to free themselves from certain forms of exploitation and oppression.

## **2.2. Reviews of Related Studies**

There are some related studies done before this study is written. One of them is a research of Samuel Adi from the outside of this University, entitled *The Cause and the Effects of Jude Fawley's Depression in Thomas Hardy's Jude the Obscure*. Samuel's research is similar with this research in several ways. Firstly, both researches use the same novel entitled *Jude the Obscure* by Thomas Hardy as their main source. Secondly, both researches also use the main character, Jude Fawley, as the main focus of the analysis. Lastly, both of the researches agree to the basic idea that Jude's life was unhappy.

Aside from the similarities, the important distinction which differ Samuel's research with this research is the theory applied. He uses theory of characterization and theory of conflicts to analyze the main character, Jude Fawley, but he does not mention whose theory he is using. He focuses on Jude's depressions which become the root of the character's negative behavior. His research analyzes cause and effects of main character's depression. He focuses on the characterization of Jude Fawley and the conflicts in his life. On the other hand, this research focuses on Jude Fawley's pressure and his reaction against the oppressions. This research clearly applies Marxist theory. Therefore, the result of this research also includes the great gap between the upper class and the lower

class during Victorian period in England. It is the barrier that prevents the lower class to gain a better life, knowledge, education, and occupation.

The second research from English Department, Faculty of Humanities Universitas Airlangga of Surabaya which deals with the same issue, entitled *The Psychological and Sociological Effect of Family Pressure on Anne Elliot in Jane Austen's Persuasion* by Betty Yunita. This research attempts to analyze the class difference in a society. The research sets two objectives: the first is to describe the condition of the society in which the major character lives, and the second is to discuss the main character's feeling and reaction due to the pressure from her family viewed from psychological and sociological view points. In analyzing the data, Yunita's research uses intrinsic and extrinsic approach. The similarity between Yunita's research and this research is both of research puts the class issue as the main element to analyze the main character. In Yunita's research, she explains the class issue in which the main character belongs to the upper class. The main character suffers from the rules of the family, which forbid her to make a relationship with a man from different class. Meanwhile, the writer's analysis explains the class issue which the main character belongs to the lower class. The main character is oppressed by society to realize his dream to study at the university. He cannot study at the university because he is from the lower class. As the lower class, he cannot make his dreams come true. This research applies Marxist theory.

The third research from English Department, Faculty of Humanities Universitas Airlangga of Surabaya, entitled *Criticism toward Classism of*

*Victorian Period in Oscar Wilde's Fairy tales: a Marxist Criticism* by Anastasya. Anastasya's research has the same theory with the writer's research. The similarity between Anastasya's research and this research is both research show the gap between two classes, namely the upper and the lower classes. The differences between the writer's and Anastasya's analysis is that she applied the theory to analyze fairy tales, whereas the writer's analysis applied the theory to investigate a novel *Jude the Obscure*. However, the previous study will be used as comparative and supporting elements in conducting this study. It is also as evidence that the idea contained in this research is original.