

CHAPTER I

INTRODUCTION

A. Background of The Study

People who are aware since their younger life of the urgency of life value will realize the happenings occurring to them. They will count moment by moment in their life and contemplate them. Their contemplation upon all the occurrences in their life will bring them into the fact that they have to do many things. Doing many things is a manifestation of their effort to translate the result of their thinking about their life. Then, the output of their actions will tell them what the consequences are of doing this or that. Finally, they will learn what should be done in their life. They will learn that they must survive.

Generally, understanding life value needs objectivity. Human beings trade on their logic to comprehend matters. They, however subjective in their matter, are objective in their manner of treating it. They take intellectual interest in the inner life, they seek to analyze it, and to discover and exhibit the laws by which it governed. However, a number of people use their intuition to touch the essence of life moments. In fact, there is a hypothesis that intuition guides person to sensitivity. Persons like this, who rely on their intuition, seem not to analyze anything. Because this type of people does not trade much on their logic, they sometimes think differently from the people surrounding.

They only feel very strongly about everything. They are often seen as strange by others. They frequently feel unsuitable to their environment. They sometimes feel insecure in their community and, it bears negation in their mind. They consider to have new standard in their life whether it is related to idea or behavior/attitude. Their sensitivity often leads them to an invisible move of rebellion in their inner world.

Charlotte Bronte, who is called by some critics as the first subjective novelist, exposes in one of her masterpieces *Villette* (another is *Jane Eyre*) about an intuitive human being. As literature is the expression of human feeling, idea and thought; Charlotte Bronte's *Villette* is her impressions to certain reality of her life or the expression upon her hope to her life.

Charlotte Bronte was one of Bronte authors: Anne Bronte, Emily Bronte and herself. Taking as their (Brontes') starting point Branswell's twelve soldiers and a great deal of reading, they created the fantasy world of Angria and Gondal, writing annals and newspapers for these imaginary places. In 1824 the girls were sent to Cowan Bridge School, which Charlotte recreated as Lowood in *Jane Eyre*.

The time Charlotte spent at her second school, Rothead, between Leeds and Huddersfield, was far happier. Here she made one or two lifelong friends, who appear in various guises in her novels. She later returned as a teacher but gave up the post to set up her own school at Haworth with Emily. To acquire further qualifications the two sisters visited the Pensionat Heger in

Brussels, where Charlotte fell hopelessly in love with M. Heger, later satirized in *Villette*. Her first novel, *The Professor*, was rejected, but she went on to write *Jane Eyre*, which is her true claim to greatness. Charlotte refused three offers of marriage, but in 1854 she consented to marry her father's curate, A. B. Nicholls. The marriage, however, was short-lived for the following year Charlotte died from an illness associated with pregnancy.

In *Villette*, she puts Lucy Snowe, who is considered by some critics as the representation of Charlotte herself (whom they called the subjective novelist), as the heroine. She figures Lucy Snowe as a friendless and alone-in-the-world lady. Lucy is described as a solitary woman from the first time she is introduced in the first chapter of the novel until the last chapter. She gets forced by the circumstances of her life, that she must struggle alone in this world. She has no one to discuss with. She just asks her Faith, her Hope, and her Fate. She must undergo the life carefully happening by happening in order to avoid a slip though in fact she merely feels the slips.

Lucy Snowe's very first journey of life is described in a handsome house in the clean town of Bretton. Bretton is the name of a town where she always visits twice a year. After some time she does not do the visits until at last she gets an information that Mrs. Bretton and her son, Graham Bretton, are gone to London. It is the starting point of her awareness that she lives her life alone. Her lonesome awakens her image of independence. Earning life by herself must be her choice.

She, then, receives the proposal of Mrs. Marchmont, an old lady, to take care of the old lady for the rest of her life. Here, Lucy Snowe is described as learning much about her life. She often gets involved in discussion with her godmother. Left dead by her godmother, Lucy plans to move to another town to get a new place to stay. She goes to London by coach. In that new place, she decides to go far away from England. She sails over the sea on *The Vivid* (name of a boat). She reaches the land the next morning. She disembarks in the port of Boue Marine; but she takes a coach to go to Villette, a town where, her fellow traveler on the boat to Belgium says, she is probably to get a job as a nurse. She is soon promoted to being a regular teacher at the school. She again meets Ginevra Fanshawe becoming her most stubborn pupil.

After a certain time, students get their holiday, spend their day-off away home. Madame Beck and her family leave Rue Fosette, her pensionnat, the other teachers go home for holiday, and Lucy Snowe accompanied by a cook take care of a mentally-imbalance student. It is the most difficult series of Lucy's life in which Lucy Snowe first undergoes a shock being to live alone without any friends to talk about serious problem in a new environment. Furthermore, Lucy begins to realize that she is not absolutely alone. She proclaims her acknowledgement upon the presence of God more absolutely. Her sensitivity gets mixed with divinity love (human being's love to God) .

As strengthening fact of God's love, She finds Mrs. Bretton and her son, Graham Bretton, in Villette; a place far away from Bretton. Mrs. Bretton

and her son then become Lucy Snowe's main friends in her next steps. However, Lucy still chooses to live her life alone, not depending on others' goodness. She refuses wisely their offer to join in La Terrasse, Bretton's house and keeps teaching and living as a girl-school teacher in Madame Beck's pensionat.

Lucy Snowe also meets a man, who at the beginning is very critical to her, and becomes her lover. She gets involved in an unrequired relation by Madame Beck with him. In fact, Lucy makes much progress on her maturity.

Lucy has to face problems in her next steps. In her solitary life, Lucy has to be able to solve all problems by herself, and here she finds her maturity upon life by her own way. People perceps she is alone in the world but she acknowledges the presence of God.

B. Statement of the problem

From the description above, the writer derives some matters to discuss.

The discussion will refer to the questions below:

1. What does Lucy Snowe gain by her intuition?
2. What is the impact of people's behaviour toward Lucy Snowe?
3. How did Charlotte Bronte express her life experience in her story, *Villette*?

C. Objective of the study

The analysis of the story will be completed to answer the questions above. It is aimed:

1. To look for Lucy Snowe's intuition and how it gives impact to her life.
2. To find out people's behaviour and how it affects Lucy Snowe.
3. To get the information how Charlotte Bronte built her story as an expression of her life experience.

D. Significance of the study

By analyzing the story of *Villette*, the writer expects herself and the readers to get something more interesting about Charlotte Bronte's novels especially *Villette* in which she pictures her heroine, Lucy Snowe. Analyzing this novel is also to improve analysis ability of the writer on the literary works. Moreover, the writer expects the readers to see the life value especially the life episode as depicted in *Villette*, the story about the life of a solitary woman.

Hopefully, the writer and the readers will learn more about independence, love and friendship; and, this thesis would give useful contribution for the next research concerning the related matter in the novel or the life, idea and thought of the author.

E. Scope and limitation

In this study to avoid a broadening analysis the writer concentrates on the subject matter by limiting only on the main character's problems. The analysis will be emphasized on the characterization, plot, and setting. Those three elements will help the writer to finish her work in describing the development of Lucy Snowe's maturity upon her solitary life particularly in the correlation with independence and love.

F. Theoretical Background

Charlotte Bronte's *Villette* is assumed as an autobiographical novel by *the critics*. However, the writer has different assumption. It is the embodiment of her attempt to create imaginative truth out of her actual truth of her own life. She expressed her thought, idea and dreams through *Villette*.

That is why, the writer applies expressive theory to analyze her work. At the same time, intrinsic elements are used. Character and characterization is used to understand what the main character, Lucy Snowe, is like. Then, setting will help the writer make deeper comprehension about the mood, the situation, and the personality of the character. And, plot will give a lot of information about the psychological development of Lucy Snowe as the main character within the story.

To support this, having to do with the topic of the analysis, the writer uses psychological approach and sociological approach. Psychologically and

sociologically, Charlotte Bronte will be seen to measure how far she involved herself in her works, especially *Villette*.

G. Method of the study

In working this thesis, the writer reads and re-reads Charlotte Bronte's *Villette* as the main material of her analysis. She also reads books, articles, encyclopedias, and other printed materials related to the work and life of Charlotte Bronte. The writer also attempts to find information from many particular books dealing with the literary theories and approaches that will be used in the analysis. Last but not least, the writer also makes informal discussions with certain people who are interested in Charlotte Bronte's works or in this thesis.

With regard to the subject of the study, descriptive analysis is used. So, it is applied to give explanation by describing the problems of the work through dialogues, events, and actions of the story. The descriptions of the problems are clarified by the data from research in libraries.

G. Definition of Key-terms

Defining some key words will enable readers to understand this thesis more easily. The readers will meet some topics having to do with words below

❖ **Image** : a pattern of someone that are scrutinized as his or her characterization/ identity .

- ❖ ***Solitary*** : living or being alone characterized by loneliness or lack of companions
- ❖ ***Independence*** : the state or quality of being free from the influence, control, or determination of another or others but God
- ❖ ***Love*** : a deep and tender feeling of affection for or attachment or devotion to God that are manifested by human being into the caring for other creatures of God whether the biotical (man, animal, plants, etc) or abiotical (stones, soils, woods, etc) things
- ❖ ***Intuition*** : the direct knowing or learning of something without the conscious use of reasoning as the bless of God to certain people who is close to Him.

CHAPTER II

THEORETICAL FRAMEWORK