



**WOMEN'S STEREOTYPE IN *EMMA*,  
A NOVEL BY JANE AUSTEN**

**A FINAL PROJECT**

In Partial Fulfillment of the Requirement

For the S-1 Degree in Literature

in English Department, Faculty of Humanities

Diponegoro University

**Submitted by:**

**Vanny Putri Nur Ratnasari**

**13020114120005**

**FACULTY OF HUMANITIES**

**DIPONEGORO UNIVERSITY**

**SEMARANG**

**2018**

## **PRONOUNCEMENT**

The writer states that this project is made and complied by herself and without taking the results from other research paper in any university, in S-1, S-2, S-3, and diploma. Furthermore, the writer also explains that she does not take any material from other people's work except for the list mentioned in references.

Semarang, September 5<sup>th</sup> 2018

Vanny Putri Nur Ratnasari

## MOTTO AND DEDICATION

*“Great things come from hard work and perseverance. No excuses”*

**Kobe Bryant**

*“Work hard in silence, let your success be your noise”*

**Frank Ocean**

*“Don’t stop when you’re tired. Stop when you are done”*

**Unknown**

I dedicated this paper for my beloved parents and sisters,  
and to all people who strengthened and motivated me.

Thank you for unconditional love.

WOMEN'S STEREOTYPE IN *EMMA*,  
A NOVEL BY JANE AUSTEN

**Submitted by :**

**Vanny Putri Nur Ratnasari**

**13020114120005**

is approved by the project advisor

on September, 5<sup>th</sup> 2018

Project Advisor,

Dr. Ratna Asmarani, M.Ed., M.Hum.

NIP.196102261987032001

The Head of English Department

Dr. Agus Subiyanto, M.A.

NIP.196408141990011001

# VALIDATION

Approved by

Strata 1 Project Examination Committee

Faculty of Humanity Diponegoro University

On 24<sup>th</sup> September 2018

Chair Person

First Member

Drs. Siswo Harsono, M.Hum.

Dra. Astri A Allien, M.Hum.

NIP. 196404181990011001

NIP. 196006221989032001

Second Member

Third Member

Drs. Jumino, M.Lib., M.Hum.

Mytha Candria, S.S., M.A.

NIP. 196207031990011001

NIP. 197701182009122001

## ACKNOWLEDGEMENT

Praise be to God the Almighty who has blessed and strengthened the writer to finish this project paper “*Women’s Stereotype in Emma, A Novel by Jane Austen*”. The writer would like to say thank you for all the people who have motivated the writer in finishing this project.

The writer sincerely would like to say thank you for the gratitude and appreciation of Dr. Ratna Asmarani, M.Ed., M.Hum. as her final project advisor who has been willing to give her time, guidance, helpful correction, and advice to the writer in writing this project. The writer’s deepest thanks also go to the following persons;

1. Dr. Redyanto Noor, M.Hum. as the Dean of Faculty of Humanities, Diponegoro University.
2. Dr. Agus Subiyanto, M.A. as the Head of English Department, Faculty of Humanities, Diponegoro University.
3. All lecturers in English Department, Faculty of Humanities, Diponegoro University who have given precious knowledge and great lesson for me.
4. My beloved parents, Mr. Pudji Hartanto and Mrs. Erni Sulistiyowati and also my sisters, Venna Putri and Nur Hanifah Faadhilah who always give unconditional love, spirit, moral support and pray. Thank you for always being next to me, I love you.
5. My best friends who always support me, Melani, Shella, Rizaniar, and Windah. Thank you so much for unforgettable moment.

6. My beloved partner, Bavierando who always motivates me. Thank you for your advice, pray, and moral support. Thank you for always being next to me, for teach me everything, especially about the importance of struggling to achieve goals, thank you for being the man who is the most patient in hearing my story, who is never tired of spending your time for me, and thank you for the precious time we spend together.
7. Elvera Yuniarsih who always give me an incredible advice that nothing is impossible to reach the goal and never stop motivating me to finish the project.
8. All students of the English Department 2014 especially class A and literature class. Thank you for the great lesson.
9. My friends from another country who always support me, give me positive mind, positive vibes, David Dicosta, Giorgi Magularia, Prince, and Stefan Klassen, may we can meet in real life.
10. My friends from KKN Tim I Undip Kelurahan Petarukan, especially Nia thank you for being my best friend, thanks for the great time we spend together, thanks for sharing the story until midnight, I will never forget that moment, for all of my friends from KKN thank you for the precious moment.
11. My friends from Senior High School, Baul, Raffi, Sofyan, Devi, Erifa, Sari, thank you for the precious time we spend and good memories.
12. My childhood friends, Ghani Arauf, Luthfi, thank you for sweet experience.
13. Everyone who supports the writer in finishing this project.

The writer realizes that this project paper is far from perfect. Therefore, the writer will be thankful in receiving constructive suggestion and comment to make this project better. Finally, the writer expects that this project paper is useful for all the readers.

Semarang, September 5<sup>th</sup> 2018

Vanny Putri Nur Ratnasari



## TABLE OF CONTENT

|                                    |     |
|------------------------------------|-----|
| TITLE .....                        | i   |
| PRONOUNCEMENT.....                 | ii  |
| MOTTO AND DEDICATION .....         | iii |
| APPROVAL .....                     | iv  |
| VALIDATION.....                    | v   |
| ACKNOWLEDGEMENT .....              | vi  |
| ABSTRACT.....                      | xii |
| 1. INTRODUCTION .....              | 1   |
| 2. BIOGRAPHY AND SUMMARY .....     | 6   |
| 3. THEORETICAL FRAMEWORK .....     | 9   |
| 3.1 Intrinsic Elements .....       | 9   |
| 3.1.1 Setting .....                | 9   |
| 3.1.2 Character .....              | 10  |
| 3.1.3 Conflicts.....               | 11  |
| 3.2 Extrinsic Elements .....       | 11  |
| 3.2.1 Stereotype .....             | 12  |
| 3.2.2 Women’s Stereotype.....      | 13  |
| 4. DISCUSSION.....                 | 15  |
| 4.1 Intrinsic Analysis .....       | 15  |
| 4.1.1 Setting .....                | 15  |
| 4.1.2 Analysis of Characters ..... | 16  |
| 4.1.2.1 Jane Fairfax.....          | 16  |
| 4.1.2.2 Emma Woodhouse .....       | 17  |

|                                |    |
|--------------------------------|----|
| 4.1.3 Conflict Analysis .....  | 18 |
| 4.1.3.1 Internal Conflict..... | 19 |
| 4.1.3.2 External Conflict..... | 19 |
| 4.2 Extrinsic Analysis .....   | 20 |
| 4.2.1 Stereotype .....         | 20 |
| 4.2.2 Women's Stereotype.....  | 20 |
| 5. CONCLUSION.....             | 24 |
| REFERENCES .....               | 25 |

## **ABSTRACT**

This writing discusses a novel "*Emma*", written by Jane Austen by using sociological approaches. The aims of this writing is to analyze and explain the women stereotype in the character of Jane Fairfax and the role of Jane Fairfax to break stereotype. In writing, the writer uses library research method to understand an object of research. Data collected through library and internet research. The theory is used in this research is the theory of stereotype. Stereotype theory used to find the women stereotype in the novel. The result of this study indicates that Jane Fairfax is presented as a female character who breaks the women stereotype.

**Keywords : The Women Stereotype, Emma, Jane Austen**

## INTRODUCTION

### 1.1 Background of the Study

Stereotypes are part of our lives and also familiar to us. Wherever and whenever we go, we often encounter stereotypes. Sometimes stereotypes come to our mind when we think that we are different from others. Stereotypes are related to negative labelling. We know someone who is given a bad nickname by a society, forever he/she will be considered bad even though he/she has done good things.

Unwittingly stereotypes affect social life in society and how people interact with their environment. For example, a fat woman wears clothes with horizontal striped pattern is seen as fatter. In fact, we wear something that we feel comfortable but indirectly it can be a stereotype given from others. Another example is that fat people are usually lazy and greedy.

Stereotypes are given for the imperfection we have. We are criticized because we look different from the person who criticizes us. There are many stereotypes phenomena in our lives. Stereotype can change our mindset and our personality. It comes when we want to show our identity, and it happens when someone comes and criticizes us. We are then influenced by their words and do not dare to express ourselves because we are afraid if we will get a bad criticism about our appearance.

Stereotypes have a huge impact on us. Stereotypes make a person lose motivation. When someone loses motivation, it will affect their lives. Another

example of stereotypes is that women are weaker than men and men are smarter than women. Surely all women will feel uncomfortable with this stereotype and if this happens continually, it can cause psychological pressure despite the fact that we know many women have higher education than men. Women are also stereotyped that they do things slowly. This stereotype is very disturbing when women want to apply for a job in companies. The way that people thinks women do thing slowly makes the companies reluctant to accept women. On the other side, this stereotype can be a boost for women to prove that not all women do things slowly. Women will show that these stereotypes are wrong, even women can get things done quickly and on time.

The novel that will be analyzed in this study is entitled "*Emma*" by Jane Austen. This novel has been adapted for several films, many television programs, and a long list of stage plays. In this study, the writer just focus on the novel analysis. The story of the novel tells about Emma Woodhouse, a young, beautiful, clever and rich, 21 years old lady who lives in an area in the United Kingdom. She lives in the elite residential Highbury village, Hartfield, Surrey, with her father, a widower.

Emma found herself interested in a new hobby that is matchmaking. It happened after she introduced her former governess, Miss Taylor to a man who later becomes her future husband, Mr. Weston.

The story of "*Emma*" is related to Feminism in many aspect especially the women's stereotype. In this novel, the author uses the character of Jane Fairfax

who comes from a poor family as the focus of character. She is very independent and she is the character who breaks the stereotype.

To prove the originality of this study, the writer presents a previous study that was written by Deby (2016) from UIN Sunan Ampel Surabaya especially in analyzing the same novel. She conducted a research entitled "*The Character Study of Emma Woodhouse Through Conflict in Jane Austen*". In her study, she discusses about Emma's character in Jane Austen. She tries to analyze Emma's internal and external conflicts in matchmaking. She tells that Emma believes in matchmaking, her ability to do matchmaking, and Emma gets brave and believes that she can be a matchmaker for others.

In this study, the writer uses the same subject but different object of analysis and topic as had been discussed in the previous study. The writer analyzes about women's stereotype on *Emma* and the character of Jane that breaks the stereotypes. In this case, the writer uses Jane Fairfax as the object of the analysis.

## **1.2 Research Problems**

There are two problems that will be discussed. The problems are listed as follows.

1. How are the women stereotypes reflected in "*Emma*"?
2. How does Jane Fairfax break the stereotypes?

## **1.3 Objectives of the Study**

The objectives of the study are related to the research problem. The objectives are presented as follows.

1. To explain the women stereotypes reflected in "*Emma*".
2. To analyze how Jane Fairfax breaks the stereotypes.

## **1.4 Methods of the Research**

A research method is a systematic plan for conducting research. The writer uses two methods in conducting the analysis of the novel. They are research approach and method of data collection.

### **1.4.1 Research Approach**

The approach used in this study is sociological approach. The sociological approach focuses on the social condition in the novel. Stryker in Stets stated that a sociological approach to self and identity begins with the assumption that there is a reciprocal relationship between the self and society (2003:1).

The writer uses library research. According to Jorge Marx Gomez and Sulaiman Mouselli in their *Modernizing The Academic Teaching and Research Environment* (2018:8), library research is a type of research that is gotten principally using written materials located in libraries, World Wide Web, and in virtual databases. In this study, the writer uses books provided in the library, research journals from websites and digital (electronic) books as references.

#### **1.4.2 Method of Data Collection**

The method of data collection used in this project is close reading method. The method is done by reading the text accurately and thoroughly to understand the literary work. Beth suggested that close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc. In this study, the writer has done close reading method in order to analyze *Emma*. As data collection from the novel, the writer provides quotations as data to be used in the research.



## BIOGRAPHY AND SUMMARY

This section will discuss biography of the author of Emma, Jane Austen, and summary of the novel Emma. The writer focuses on the life and works of Jane Austen in the biography of the author. In the summary, the writer elaborates the characters and the plot story of Emma.

### 2.1 Biography

According to Parrish in *The Norton Critical Edition of Emma: Third Edition* (2000: 232), Jane Austen was born on 16<sup>th</sup> December 1775 at Steventon, in the county of Hants. She is the second daughter of The Reverend, George Austen, and his wife Cassandra. Jane Austen is a tall and slim woman. In 1783 Jane and her sister were sent to boarding school. Jane Austen left school in 1786. On the death of her father she removed, with her mother and sister, to Southampton and finally, in 1809, to the pleasant village of Chawton in the same county.

Young Austen loved writing. Based on Jane's Austen biography by Southam (2018), Jane's earliest known writings date from about 1787. She wrote a lot of short stories entitled the *Juvenillia*. About 1795 she wrote a novel entitled *Elinor and Marianne*. In the years of 1796-1797 Jane Austen wrote another novel entitled *First Impressions*. It was later called as *Pride and Prejudice*. Then in 1798-1799 Jane wrote a novel entitled *Susan*. It was published posthumously as *Northanger Abbey* in 1817.

Then in 1811 *Sense and Sensibility* was published. *Pride and Prejudice* was published in 1813. *Mansfield Park* was published in 1814. Another book entitled *Emma* followed in 1815. Then, Jane Austen wrote *Persuasion*, and it was published posthumously in 1817. In January 1817, she began *Sanditon* but this novel remained unfinished because of Austen's declining health. She died on 18 July 1817 when she was only 41 years old. She was buried in Winchester Cathedral.

## **2.2 Summary**

Emma, written by Jane Austen is a novel about Emma Woodhouse. She is a young, clever and rich, 21 years old lady lives in an area in the United Kingdom. She lives in the elite residential Highbury village, Hartfield, Surrey, with her father, a widower. Emma's friend, the only one who can criticize her, George Knightley is the neighbors of the elite residential area adjacent, Donwell. He is the elder brother of John Knightley who becomes Emma's sister's husband, Isabella.

Jane Fairfax is an orphan whose only family consists of an aunt, Miss Bates, and a grandmother, Mrs. Bates, is regarded as a very beautiful, clever, and elegant woman, with the best of manners, and is also very well-educated and exceptionally talented at singing and playing the piano; in fact, she is the sole person whom Emma envies. She has little fortune, however, and seems destined to become a governess – a prospect she dislikes.

Jane Fairfax is a niece of Emma's poor neighbor, Miss Bates. Jane is very talented in music so that Emma gets jealous of her talent. Even if she knows Jane

in her life, she never really likes Jane personally. Emma annoys because all environment, including Mrs. Weston and Mr. Knightley, praise Jane.

Jane Fairfax serves the role as Emma's rival, and possibly a second heroine in the novel. Unlike Emma, Jane is private with her affairs, mainly to keep her secret engagement a secret.

At that moment, come the news that Frank Churchill's aunt is dead and the shocking news that Frank and Jane has been secretly engaged since the first time they meet. They keep the engagement because they know that Frank's aunt will not accept it. Emma regrets once again that she has been wrong about many things. Jane and Frank go to their wedding and live with his uncle in Yorkshire.

## THEORETICAL FRAMEWORK

In analyzing *Emma*, the writer uses two elements that are essential to support the analysis. They are intrinsic elements and extrinsic elements. The theory of intrinsic elements contains setting, character and conflict to help the writer analyze the novel. Because the writer focuses on the stereotypes in this study, the extrinsic theory uses stereotype theory to analyze the novel from extrinsic perspective.

### 3.1 Intrinsic Elements

The intrinsic elements are the internal elements of literary works that serve to build the story on the novel itself. The intrinsic elements of the novel consist of theme, character, plot, conflict, language style, setting and point of view. In this paper, the writer just focuses on the setting, the character and conflict.

#### 3.1.1 Setting

Abrams in *Glossary of Literary Terms 7<sup>th</sup> edition* explains that the overall setting indicates where the action occurs by looking at the general location, historical time and social circumstances (1999: 284).

According to Kennedy, setting is divided into three types, namely setting of place, setting of time, and setting of social. Setting of place refers to the location where the event occurs. Setting of time relates to the time when the event occurs in the novel, and setting of social refers to the situation of society, and lifestyle of the character in the novel (1987: 68).

Meyer in *Literature to Go* says that setting indicates the activity of character that occurs in the story. The major components of setting are time, place, and the social environment that outline the character's actions (1988: 115).

In other words, setting is an important element in a literary work. Setting is a representation of the time, place, and atmosphere of the events that take place in the story.

### **3.1.2 Character**

Kennedy states that character is “presumably an imagined person who inhabits the story” (1987: 45). Bennett in *An Introduction to Literature, Criticism and Theory 3<sup>rd</sup> edition* explains that character is a part of the literary life which is an object of our curiosity and attraction, affection, dislike, admiration and curse. Character is portrayed through sympathy and antipathy in a literary work (2005: 60).

Holman in *A Handbook to Literature* explains that character is divided into two types, namely static character and dynamic character. Static character is a character that do not change in the course of a story or a novel while dynamic character is a character that change in the course of a story or a novel that is modified by the action he/she passes (1980: 76).

Therefore, character is the important element in the story. Character is the people who build the story.

### **3.1.3 Conflicts**

Coser in *The Function of Social Conflict* says that conflict decides the boundaries between groups in a social system by strengthening group consciousness, determining the identity of groups in a system (2000: 34).

Arp in *Perrine's Literature: Structure, Sound and Sense* states that conflict is a clash of activities, craves, thoughts, or objectives in the plot of a story or dramatisation that may exist between the primary character and a few outside strengths, physical nature, society or destiny; or between the primary character and a few destructive components. Perrine explains about how the conflict in a story is created and the main character faces some kind of conflict which he or she has to overcome on the plot of the story (1988: 1408).

Littlejohn and Domenici in *Engaging Communication in Conflict: Systematic Practice 1<sup>st</sup> edition* explains that conflict occurs when there is a difference in opinion between someone and others. Littlejohn and Domenici explains about how conflicts are made, who is involved in the conflict, what factors trigger conflict with each other, the types of conflicts that occur and how we deal with conflict (2000: 3).

In conclusion, conflict is a contradiction that arises within a person (internal problems) with other people (external problems).

### **3.2 Extrinsic Elements**

Extrinsic elements are the literary aspects or factors which can be found outside the story. According to Wellek and Warren (1977) extrinsic elements discuss

about background of the author, biography of the author, and social condition of the author.

### **3.2.1 Stereotype**

Schneider in *The Psychology of Stereotyping* explains that stereotypes and behaviour are related because they can influence one another (2004: 150). Stereotypes are often viewed badly, negatively, improperly and unfairly. The notion of a good stereotype depends on how we react to it (2004: 8).

McGarty in *Stereotypes as Explanations: The Formation of Meaningful Beliefs about Social Groups* explains that stereotype is a different view or perception that arise from one group to another because of differences in characteristics, conditions, values and beliefs with others. Stereotype arises because of group perception. A group perception is essential to understanding the social world (2002: 1).

Nelson in *Handbook of Prejudice, Stereotyping, and Discrimination 1<sup>st</sup> edition* explains stereotypes as characteristics of social groups, individual members of the group, and members who differentiate groups from each other (2009: 2). Nelson explains stereotypes represent the traits we perceive as social group characteristics, stereotypes can affect the way members of one group treat other groups and it can lead to changes in group behaviour. Stereotypes are important because they can influence our behaviour and our judgment of individuals often occurs beyond our consciousness (2009: 9).

According to Andersen, stereotypes are classified into three social classes; namely, upper class, middle class and lower class where they have different views

about each class. Stereotypes of upper class are snooty, aloof, condescending and phony. Stereotypes of middle class are ambitious, striving, and full of obsession. Whereas, the stereotypes of lower class are inherently violent, dirty and incapable (2008: 276).

Stroebe in *Stereotyping and Prejudice: Changing Conceptions* explains the relationship between stereotypes and prejudices. Stereotypes and prejudices are social problems that occur within a group. Both are interconnected with each other. Stereotypes and prejudices lead to hostility towards a group, Stereotypes are beliefs or opinions about social group attitudes, whereas prejudice is usually associated with negative group attitudes (1989: 8).

From those explanations we can conclude that stereotype is the judgement of a person only on the basis of perception of a particular group. Stereotypes can also be called negative prejudices.

### **3.2.2 Women's Stereotype**

The nineteenth century is an age where the impact of industrial revolution causes a sharp differentiation between the gender roles, especially of the upper and middle class. A journal published by Matthew Helmer explained that the middle class consisted of newly educated experts in industrial technologies, along with other college-educated professionals like doctors, engineers, and lawyers. It also included people who worked as teachers, governesses, clerks and other white-collar workers who were not paid so much.

Because of the differentiation between the gender roles, women's stereotype was something unbearable to happen. Moreover, Radek-Hall added that women



were thought to be purer, innocent, and morally superior to men; however, they were also more easily corrupted (2017). She also listed some of the stereotypes of women in that century. Those are weak, passive, timid, domestic, illogical, emotional, dependent, unable, pure, content and not sensual.

Women were generally expected to marry and perform household and motherly duties rather than seek formal education. Even women who were not successful in finding husbands were generally expected to remain uneducated, and to take a position in childcare (as a governess or as a supporter to other members of her family).

## DISCUSSION

### 4.1 Intrinsic Analysis

The intrinsic analysis of this writing is to discuss how the intrinsic elements of *Emma* support the story of the novel. The intrinsic elements that will be discussed contain setting, character and conflict in *Emma*.

#### 4.1.1 Setting

Setting is a representation of place, time and atmosphere of the events that take place in the story. Setting is more than simply a geographical location or time period that serves as a backdrop to characters' actions. It can help set the mood, influence the way characters behave, affect the dialog, foreshadow events, invoke an emotional response, reflect the society in which the characters live, and sometimes even plays a part in the story

The setting of *Emma* takes place in Hartfield. Emma and her family live in a large house in the village of Highbury. "Highbury, the large and populous village almost amounting to a town, to which Hartfield, ..." (Austen, 1988: 2).

Another setting takes place in Randalls where Mrs Taylor lives there. Miss Taylor is Emma's former governess. From the conversation with Emma and her father, Mr. Henry Woodhouse, Emma and her family want to visit Mrs Taylor but Mr Woodhouse cannot walk.

'My dear, how am I to get so far? Randalls is such a distance. I could not walk half so far.'

'No, papa, nobody thought of your walking. We must go in the carriage to be sure' (Austen, 1988: 3).

The nineteenth century is an age where the impact of industrial revolution causes a sharp differentiation between the gender roles, especially of the upper and middle class. The social classes presented in *Emma* are middle and upper classes. The characters in *Emma* are from the people from middle and upper social classes. One character, Jane Fairfax is from middle class while another character, Emma Woodhouse, lives in an upper class society.

#### **4.1.2 Analysis of Characters**

There are two major characters that build the story of *Emma*. Those characters are Jane Fairfax and Emma Woodhouse. These characters have their own personalities that function as the materials of the story. However, the focus of character in this study is Jane Fairfax because Jane is the one who faces the stereotyping problem in the novel.

##### **4.1.2.1 Jane Fairfax**

The character to be discussed is Jane Fairfax. Jane is the major character in *Emma*. Jane is very pretty, elegant and her figure is graceful. Jane is also an independent girl.

Jane's only family is her aunt, Miss Bates, and her grandmother, Mrs. Bates. It is because her parents died when she was three years old. An army friend of her late father, Colonel Campbell, felt responsible for her. He shares his home and family since Jane's parents died. When Jane was nine years old, he provided her with an excellent education. Jane likes to spend time with the Campbell's family since Colonel Campbell has a daughter of Jane's age.

Due to her family's financial situation, Jane decides to leave the Campbell's home. Jane has to work as a governess to get money for herself. Before she works as a governess, Jane comes to Highbury for few months to see her aunt. The coming of Jane in Highbury irritates Emma Woodhouse, a neighbor in Highbury. Emma gets jealous on Jane's talent in music. One day, when Jane plays piano better than Emma, Emma tries to stop the focus of attention on Jane.

“But Emma's friendly feeling did not last long. The evening was like so many former occasions when Jane was there. Miss Bates spent much time praising Jane, and then told them at great lengths of her anxiety about Jane's health and how little she would eat. Later on they had some music. Emma played the piano then had to listen while Jane played and gave a better performance” (Austen, 1988: 58).

#### **4.1.2.2 Emma Woodhouse**

The next character to be discussed is Emma. Emma is the protagonist in *Emma*. She is twenty-one years old, a young and independent girl. Her mother died when she was a kid. She comes from a wealthy family, so whenever she wants something, it gets fulfilled. Although she lives without her mother, she gets the affection from Miss Taylor. Miss Taylor is a governess in Emma's family.

“Emma Woodhouse was handsome, clever and rich. She had comfortable home and had lived for twenty-one years, her mother had died when she was very young and she had no clear memory of her. Miss Taylor had been engaged to act as governess” (Austen, 1988: 9).

In the novel, it states that Emma was handsome, clever and rich. According to New Webster's Dictionary and Thesaurus of the English Language, handsome for woman is beautiful in a way which commands admiration. This phrase is very dated and rarely used in today's English. Those who do not understand the term

could almost be insulted by the word "handsome" being applied to a woman, mistakenly thinking it is saying she is masculine.

At the beginning of the novel, Emma just attends the wedding of Miss Taylor, her good friend and former governess. Miss Taylor introduces Emma to her future husband, Mr. Weston. Emma plays a role in their marriage. After Miss Taylor marries to Mr Weston, Emma feels sad and lonely, Miss Taylor has lived in Mr. Woodhouse's family for sixteen years and Emma's relationship with Miss Taylor is no longer that of governess and friend, but rather that of friend and friend. "Her first sorrow came on the day that Miss Taylor married, the event promised every happiness for her friend" (Austen, 1988: 9). The quotation is expressed by Emma as a description of her feelings. It is because Emma is a kid until she grows up, she lives with Miss Taylor. Since her mother's death, she loses the figure of a mother and misses the cares of a mother. Miss Taylor comes and indirectly replaces her mother's place.

#### **4.1.3 Conflict Analysis**

*Emma* consists of many conflicts among characters to adjust the tension of the story. The main characters in the novel are experiencing internal conflicts and external conflict with the other characters that develop the interaction among the characters and the plot of the story itself. Because the focus of the character in this study is Jane Fairfax, the writer presents the internal and external conflict of Jane Fairfax as reflected in *Emma*.

#### **4.1.3.1 Internal Conflict**

In this novel, Jane Fairfax experiences the internal conflict with herself. Jane Fairfax is from middle class whose only family is her aunt and her grandmother living in Highbury. Because of her family's financial situation, Jane has to work as a governess. She comes to her own judgment that she needs to begin living for her family.

“... she had now reached the age which her own judgment had fixed on her beginning. She had long resolved that one-and-twenty should be the period. With the fortitude of a devoted novice, she had resolved one-and-twenty to complete the sacrifice, and retire from all the pleasure of life ...” (Austen, 1988:106).

#### **4.1.3.2 External Conflict**

The external conflict happens between Jane Fairfax and Mrs. Churchill. When Jane in Highbury, she meets Frank Churchill, a son of Mr Weston who is a neighbor of Jane's aunt. Frank is raised by her aunt, Mrs. Churchill. Jane and Frank love each other. However, Mrs. Churchill disapproves on Jane and Frank's relationship. Because Jane is a middle class woman, Mrs. Churchill thinks that Jane is not good for her son. “The contrast between Mrs. Churchill's importance in the world, and Jane Fairfax's, struck her; one was every thing, the other nothing - ...” (Austen, 1988: 252).

Because of the disapproval, Frank Churchill and Jane Fairfax secretly engaged and the death of Mrs. Churchill provides the chance for the secret to be revealed as they soon will marry. It can be seen from the conversation between Emma and Miss Taylor, Emma's former governess. “There has been a solemn engagement between them ever since October – formed at Weymouth, and kept a

secret from everybody. Not a creative knowing it but themselves -..." (Austen, 1988: 259).

## **4.2 Extrinsic Analysis**

The extrinsic analysis of this writing examines Jane Fairfax through extrinsic aspects of literary works.

### **4.2.1 Stereotype**

In Emma, stereotypes are presented among two social classes, middle class and upper class. Upper class people is represented by Emma Woodhouse and middle class people is represented by Jane Fairfax. Upper class people looks down on middle class people and keeps on negative stereotypes on them.

### **4.2.2 Women's Stereotype**

The middle class women are seen as dependent, cannot get along with upper class people, incapable, uneducated and has low self-esteem. In this novel, these stereotypes are expressed by the way Emma thinks of Jane. However, Jane Fairfax breaks those stereotypes with her positive sides.

Emma thinks that Jane, who is from middle class, is dependent. It can be seen from Emma's thought of Jane. "She was sorry that she could think of no young man in Highbury who might want to marry her and so make her independent" (Austen, 1988: 58).

However, Jane is an independent girl. She has to work hard to support her life. She has to work as a governess to earn money because she realizes she is not from a wealthy family. "She was now a young lady of twenty and as she had no

money of her own she had decided that she must soon leave the comfort of the Campbell's home and earn her living as a governess" (Austen, 1988: 56).

Emma also thinks that Jane cannot get along with people from upper class in Highbury. Because Jane is very reserved girl and talks very little. "Emma found her reserved, and very difficult to know, for, in contrast to her aunt, Jane talked very little" (Austen, 1988: 58).

In fact, Jane actually can break that stereotype. This can be seen from Emma's opinion about Jane. Jane, whom Emma thinks is a reserved girl, actually can get along very well with the Eltons. The Eltons is a family where Jane works as a governess. They are from upper class who lives in Highbury.

"Emma was greatly surprised that Jane should accept their attentions and be with them so much. She heard of Jane walking with the Eltons, sitting with the Eltons, dining with the Eltons, spending the day with Eltons. She could not have believed that Jane could endure such society" (Austen, 1988: 88).

Another stereotype from Emma's thought is that the poor (middle class people) is incapable and uneducated. It is stated in the novel from Emma's thought. "She understood their ways, could allow for their ignorance and their temptations, had no romantic expectations or extraordinary virtue from those, for whom education had done so little, ..." (Austen, 1988: 57).

However, many people from upper class praise Jane for her beauty and cleverness in playing the piano, which makes Emma who is from upper class, jealous of Jane. It can be seen from the conversation between Emma, Emma's father and Mr. Knightley. Mr. George Knightley is Emma's friend, a neighbor of the elite residential area adjacent, Donwell.



‘We had a very pleasant evening’ he said to Emma and her father, ‘and I am glad, Emma, that you were able to persuade Jane Fairfax to play your piano. There is no piano at her grandmother’s house, so I am sure she enjoyed playing yours’ (Austen, 1988: 59).

Another proof of Jane’s beauty is seen from Emma’s description of Jane that she admires Jane’s beauty. “Emma had to admit that she was very pretty and elegant, her eyes were a deep gray with dark eyelashes and her complexion, which Emma remembered as pale was clear and delicate” (Austen, 1988: 58).

We can also see another proof of Jane’s cleverness. “Emma played the piano and then had to listen while Jane played and gave a much better performance” (Austen, 1988: 58). It can be said that Jane is very talented in music, especially in playing the piano, even better than Emma.

Emma thinks that because Jane is very reserved, she has low self-esteem to live in Highbury which is the residence for upper class society. She thinks that Jane will not be able to attach to people there. She feels jealous because actually Jane is very confident to meet people in Highbury. “Emma was surprised and annoyed at Jane’s apparent indifference to the young man whom she had wanted to meet for so long” (Austen, 1988: 59).

Jane Fairfax, who is not from a wealthy family, is very confident and is able to prove that love does not look at social status. She gets along very well with the people in Highbury and in love with a man from there, Frank Churchill. This can be seen from the conversation with Emma and her best friend, Harriet about the engagement of Jane Fairfax and Frank Churchill.

‘Well, Miss Woodhouse,’ said Harriet coming eagerly into the room.  
‘What news do you mean?’ asked Emma.

‘About Jane Fairfax. Did you ever hear anything so strange? Mr Weston just told me.’

‘He told me that Jane Fairfax and Frank Churchill are to be married and that they have been engaged for a long time. How very odd’ (Austen, 1988: 138).

## CONCLUSION

Based on the research discussion, Jane Fairfax is a character who is able to break women's stereotypes. In that era, there is a sharp differentiation between gender roles especially between middle and upper class. In this novel, these stereotypes are expressed by the way Emma Woodhouse thinks of Jane Fairfax.

In Emma's opinion, Jane is seen as dependent. However, Jane Fairfax actually is a very independent girl because she has to work as a governess to earn money. Because of the gap between middle and upper class and Jane is very reserved girl, she was thought to be impossible to get along well with upper class people. In fact, Jane Fairfax can get along very well with a family who is from upper class.

Jane is also seen as incapable and uneducated. Breaking the stereotype, Jane Fairfax is presented as a character whose skill in playing piano is outstanding that makes Emma jealous.

In addition, Jane is stereotyped as having low self-esteem. Again, she is a character who can break the misconception. Jane is not from a wealthy family. However, she is married to a man who is from upper class family. She is a confident girl who believes that love isn't based on social status or class.

## REFERENCES

- Abrams, M. H and Geoffrey Galt Harpham. *Glossary of Literary Terms 7th Edition*. Boston: Wadsworth, 1999.
- Andersen, Susan M. , S. A. Saribay and C. S. Kooij. *Contextual Variability in Personality: The Case of The Relational Self and Transference*. In J. V. Wood , A. Tesser& J. G. Holmes. *The Self and Relationship*, 2008 : 231-253.
- Arp, Thomas R. and Greg Johnson. *Perrine's Literature: Structure, Sound and Sense*. Boston: Cengage Learning, 1988.
- Austen, Jane. *Emma*. London: Macmillan Education Ltd, 1988.
- Bennett, Andrew and Nicholas Royle. *An Introduction to Literature, Criticism and Theory 3th Edition*. London: Routledge, 2005.
- Burke, Beth. *A Close Look At Close Reading: Scaffolding Students With Complex Texts*. [https://nieonline.com/tbtimes/downloads/CCSS\\_reading.pdf](https://nieonline.com/tbtimes/downloads/CCSS_reading.pdf). 23 July 2018.
- Coser, Lewis A. *The Function of Social Conflict*. New York: The Free Press, 2000.
- Gómez, Jorge Marx and Soulaiman Mouselli (Ed.). *Modernizing the Academic Teaching and Research Environment: Methodologies and Cases in Business Research*. Switzerland: Springer, 2018.
- Helmer, Matthew. "19th Century England: Society, Social Classes & Culture". Study.com. <https://study.com/academy/lesson/19th-century-england-society-social-classes-culture.html>. 5 July 2018.
- Holman, C. Hugh and William Harmon. *A Handbook to Literature*. London: Pearson/ Prentice Hall, 1980.
- Kennedy, X. J. and Dana Gioia, *Literature: An Introduction to Fiction, Poetry, and Drama*. New York: Pearson, 1987.

- Lexicon Publications Inc. *New Webster's Dictionary and Thesaurus of The English Language*. New York: Lexicon Publications Inc., 1991.
- Littlejohn, Stephen W and Kathy Domenici. *Engaging Communication in Conflict: Systematic Practice 1st Edition*. California: Sage Publication, 2000.
- McGarty, Craig. *Stereotypes as Explanations: The Formation of Meaningful Beliefs about Social Groups*. Cambridge: Cambridge University Press, 2002.
- Meyer, Michael. *Literature to Go*. Boston: Bedford/St.Martin's, 1988.
- Nelson, Todd D. *Handbook of Prejudice, Stereotyping and Discrimination 1st Edition*. New York: Taylor & Francis, 2009.
- Parrish, Stephen M (Ed.). *A Norton Critical Edition of Emma , Jane Austen: Third Edition*. New York: Norton & Company Inc., 2000.
- Radek-Hall, Kimberly M. "Women in the Nineteenth Century". *Women in Literature*. 11.1(2017).  
[http://www2.ivcc.edu/gen2002/women\\_in\\_the\\_nineteenth\\_century.htm](http://www2.ivcc.edu/gen2002/women_in_the_nineteenth_century.htm).  
 5 July 2018
- Schneider, David J. *The Psychology of Stereotyping*. New York: Guilford Press, 2004.
- Southam, Brian C. "*Jane Austen Biography*". Britannica.com. 14.7(2018).  
<https://www.britannica.com/biography/Jane-Austen>. 30 August 2018.
- Stets, Jan E and Peter J. Burke. *A Sociological Approach to Self and Identity*. Washington: Guilford Press, 2003.
- Stroebe, Wolfgang. *Stereotyping and Prejudice*. New York: Springer Science+Business Media, 1989.
- Wellek, René and Austin Warren. *Theory of Literature*. California: Harcourt, 1977.
- Wulansari, Deby. "The Character of Study of Emma Woodhouse Through Conflict in Jane Austen Emma". Digital Library UIN SunanAmpel, 2016.