GENDER OPPRESSION IN ANNE BRONTE’S
AGNES GREY

AN UNDERGRADUATE THESIS

Presented as Partial Fulfillment of the Requirements
for the Degree of Sarjana Sastra
in English Letters

By

CICILIA DWI SAPUTRI

Student Number: 124214001

ENGLISH LETTERS STUDY PROGRAM
DEPARTMENT OF ENGLISH LETTERS
FACULTY OF LETTERS
SANATA DHARMA UNIVERSITY
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Approved by

A.B. Sri Mulyani, M.A., Ph.D.
Advisor

August 22, 2017

Elisa Dwi Wardani, S.S., M.Hum.
Co-Advisor

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Defended before the Board of Examiners
on September 4, 2017
and Declared Acceptable

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Sanata Dharma University
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I certify that this undergraduate thesis contains no material which has been previously submitted for the award of any degree at any university, and that, to the best of my knowledge, this undergraduate thesis contains no material previously written by any other person except where due reference is made in the text of the undergraduate thesis.

Yogyakarta, May 3, 2017

Cicilia Dwi Saputri
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Pada tanggal 3 Mei, 2017

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Cicilia Dwi Saputri
“Our Strong Points are Our Weak Points”
-Japanese Proverb-
I dedicate this thesis to my family, for their endless love and support and the source of my motivation.
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Cicilia Dwi Saputri
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ABSTRACT

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This research analyzed a novel by Anne Bronte entitled Agnes Grey. Agnes Grey is a classic novel written in the 18th century. The novel revolves around the main character, Agnes Grey. She is a young girl who had to work as a governess because of her family economical problem. The novel also shows the struggle to live as a governess at that time and the social condition in that era.

This research has two objectives. The first objective is to analyze the depiction of the main character, Agnes Grey, in the novel. The second objective is to analyze the gender oppression that the main character experienced throughout the story.

The method used in conducting this research is library research. Bronte’s Agnes Grey becomes the primary source of this research. The secondary sources come from other books and web-sources such as Barry’s and Bressler’s books about literary criticism and Tong’s books about feminism. This research used Marxist-Feminism as the approach since this research analyze about class, society and job.

The results of this research are: first, Agnes Grey is depicted as a daughter and a governess. As a daughter she is depicted as the ‘pet’ of the family. While as a governess, she is depicted as an incompetent governess since she is new in the work field. Second, Agnes Grey experienced gender oppression from her family and her employer. First, her family, they did not treat Agnes Grey equally as her sister, since they never teach Agnes how to do any work. Second, her employers, she suffered mistreatment as her employer did not give her proper holiday and low salary. They also never treat her with kindness and mentally abused her with their action.
ABSTRAK


Penelitian ini memiliki dua tujuan. Tujuan pertama adalah untuk menganalisis penggambaran tokoh utama, Agnes Grey, di novel tersebut. Tujuan kedua adalah untuk menganalisis penindasan jender yang karakter utama alami di dalam cerita.

Metode yang digunakan di dalam penelitian ini adalah study kepustakaan. Sumber utama pada penelitian ini adalah Agnes Grey oleh Anne Bronte. Sumber kedua berasal dari buku-buku lain dan sumber dari internet seperti buku mengenai kritik literatur oleh Barry and Bressler dan buku oleh Tong mengenai feminism. Penelitian ini menggunakan pendekatan feminism Marxist karena penelitian ini menganalisa tentang golongan, masyarakat dan pekerjaan.

CHAPTER I
INTRODUCTION

A. Background of the Study

People commonly associated gender as sex. People think that gender is similar to sex. However, these two terms are different. Sex is about the biological condition, something that people get when they were born. Whereas, gender is term that people use to distinguish the characteristics of men and women in society. The concept of gender was firstly used in the early 1970s. Pilcher and Whelehan explain that it was used as an analytical category to draw a line of demarcation between biological sex differences and the way these are used to inform behaviors and competencies, which are then assigned as either ‘masculine’ or ‘feminine’ (2004: 56).

Furthermore, Pilcher and Whelehan also explain that the purpose of defining gender distinction is to argue that the actual physical or mental effects of biological difference had been exaggerated to maintain a patriarchal system of power and to create a consciousness among women that they were naturally better suited to ‘domestic’ roles (2004: 56).

From the quotation above it can be seen that many times the term gender is used as a tool to control women. Furthermore, the system that people have been known also give people advantages to control and limiting women’s activity. The patriarchal system in this context is used unjustly by many people, especially men. Men then made an idea that women are supposed to work inside the house such as taking care of their child or cooking for their family. However, even though the work of a chef is cooking, which is women’s tasks, it is become the job of men
because it is done outside their houses not inside their houses. By doing so, men oppressed women through the patriarchal system. Furthermore, women especially wives, they have to obey what their husband’s command because if they disobey their husband’s command then they will be seen as ruthless wives.

Furthermore, the oppression can happen because people considered gender similar as sex. For example, people always see that every woman is feminine, while actually femininity cannot be determined by sex, even a man can also be feminine and not masculine. This stereotype exists because people hardly understand and see that gender is a human product, like culture.

Therefore, the researcher is curious in how gender can lead to oppression, especially as seen from the main character of Agnes Grey. Agnes Grey is a novel that setting takes place in the Victorian era. In the era where the leader of the country is a woman. In Victorian era, the era is also famous with its private educator which is a governess. At that time many women worked as governess, since many houses are in need of educator. In that era, only men are allowed to go to schools, while women only can get education from a private educator such as a governess. The men who go to school also limited only to those who come from a middle class to an upper class family. Those who come from a lower class family cannot go to school because education is really expensive at that time. Furthermore, at that time many middle class families used a governess a tool to expand their social status. Because many family can be considered as a wealthy family if they own a governess in their houses.
Furthermore, in the eyes of the society at that time, a governess is seen as a rule-breaker since at that time it is uncommon for women to work outside their house. However, a profession as a governess is socially acceptable by the society, since the work of a governess revolves around the household of her employer and almost similar to the work of wives inside their houses. It is also socially acceptable because, even if a woman can work outside their houses, yet they still worked inside the house of their employers, unlike men who can work outside their houses.

In addition, the researcher also wants to deepen the understanding of gender and oppression through Agnes Grey. The researcher is also interested in the main character since she is considered as the 'pet' of the family by her own family. As the result, the researcher chooses this topic as the tools to analyze Agnes Grey, as the novel shows how oppression can happen not only by men but also by women. The novel also expands the researcher knowledge about oppression, as oppression can happen in many forms such as verbal and non-verbal, physical and non-physical.

B. Problem Formulation

From the explanation above there are two questions that the researcher uses to analyze and to understand the novel. The two questions are:

1. How is the main character depicted in Anne Bronte’s Agnes Grey?
2. How does the main character suffer gender oppression in Anne Bronte’s Agnes Grey?
C. Objectives of Study

Referring to the problem formulations, first the researcher attempts to describe and explain about the character environment. From the main character’s environment then the researcher knows how the main character illustrated by her surroundings. For example, the main character’s family treatment toward the main character. From this the researcher can see how the main character develops. Whether the main character develops into an independent woman or become a dependent woman.

Second, this research analyzed how the main character suffered gender oppression in the novel. The suffering of the main character can also be seen from her surroundings. For example, from how her employers treat her. From her employer’s treatment, it can be seen whether she experienced an appropriate treatment or not and also whether her employer’s treatment is gendered or not.

D. Definition of Terms

This part presents some important terms that are used in this research. Understanding the terms help the reader to comprehend the analysis better.

Gardner in her book defines the word ‘gender’ as “the set of socially constructed behavioral and psychological characteristics associated with masculinity and femininity” (2006:98). Furthermore, in her book, Humm defines ‘gender’ as a culturally shaped group of attributes and behaviors given to the female or to the male (1995:106). In addition, according to WHO (World Health Organization) gender can be referred to the socially constructed characteristics of
women and men – such as norms, roles and relationships of and between groups of women and men (www.who.int, 2017). In Merriam-Webster the word ‘oppression’ defines as an “unjust or cruel exercise of authority or power” (www.merriam-webster.com, 2016).

Based on those definitions, gender oppression can be defined as an unjust or cruel exercise of authority or power to one sex based on its behavioral, cultural and its psychological traits given to female or to male.

In addition, since the word ‘governess’ is repeatedly used in the research, the researcher decides it is better to give the definition of the word to make the research understandable. In Merriam-Webster the word ‘governess’ defines as a woman who cares for and supervises a child especially in a private household (www.merriam-webster.com, 2017).
CHAPTER II

REVIEW OF LITERATURE

This chapter is divided into three sections. The first section is about the review of related studies about *Agnes Grey*. The second section is about the review of theories that are applied in this research. The last section is about the application of the theories that are used in this research.

A. Review of Related Studies

In analyzing this research there are four studies that the researcher used. These four studies are taken from three articles and one undergraduate thesis.

The first study is written by Maggie Berg (2002). In her article, Berg wrote that the whole moral scheme of the novel seemed to revolve around how animals are treated. Moreover, she also said about, “the representation of animals in Agnes Grey –as exploited and abused- is indistinguishable from its analysis of the objectification and exploitation of women” (2002:177-178). In this statement, Berg argues that the animal as a symbol of oppression is not clearly seen from the feminist perspective. However, as Adams stated in Berg’s article, she claims that, ”women and animal are having a similar position in the eyes of patriarchal society in which women are seen as an object rather than as a subject” (2002:177).

It can be seen in the novel from how Agnes Grey is treated by her employer and how the employer treats their animals. In the novel, Agnes Grey as a governess must obey her employer, she also must call her employer as master. This call indicates how her employers want to be seen as someone who has more power and
status than her. Furthermore, the first time she steps her foot inside her employer house, she was served by a cold meat that indicate she does not treat as a human but seen by her employer as an animal. Since animals will not protest to its owner about the food that they give to them and just eat the food directly.

Berg also stated that “Bronte shows that the social violence Agnes suffers is part of interlocking behaviors which maintain male domination” (2002: 180). In the novel it can be seen that she is treated badly by her pupils. The first time she takes care of them, they drag her to play where she must follow them and obey them, especially by her student Tom Bloomfield. Additionally, Tom also orders her to call her as master, not Mr. He even whips and spurs his rocking horse and ask her sister to take the rein while he whip that toy. Also if his sister does not obey him then he will punch them and make them obey by violence act. It can be seen that Tom Bloomfield, who is only eleven years old, in the story maintains his male domination by doing violent activity. For example, with his excitement at whipping and spurring his rocking horse, his tendency to threaten his sister when he is angry and in the end all of his violent behaviors will be blame to his governess, the main character. Then, the main character as a governess of Bloomfield family will be seen as an unqualified governess because she cannot take care of her students. In her article, Berg wants to say about how the society even her family treats her. She is treated as an animal not as a person, more like an object than subject.

The second study that is discussed in this research comes from an undergraduate thesis written by Silvia Lestari Handayani (2004). In her thesis she discussed the social influence of the Victorian governess in the story. Handayani
discussed how the society influenced the main character personality and she also explained that there are three forms of social influence contributing to the miserable working condition of the governess (2004: 64). In her undergraduate thesis, Handayani also discussed the condition of the main character when she worked as a governess. Furthermore, she also analyzed how the society reacts toward a governess especially to the main character in the story.

Moreover, Handayani also analyzed the impact of being a governess toward the main character personality at that time. She analyzed that when the main character became a governess, Agnes Grey, was different from the time when she lived with her family (2004: 63). She explained that when the main character worked for her employer she lived in a miserable condition. Furthermore, Handayani also stated that there were unwritten norm that forced Agnes Grey to change her behavior. Agnes has to make her class lower even though they came from the same class which is middle-class family. Furthermore, the main character also changed into an insecure girl which was indicated by her lack of confident, “she wear only homely garments. As a result when she is asked to keep her pupils away from the guests, she suddenly loses her confidence as she sees her guests with their fine clothes” (2004: 65).

The third study which is discussed in this research came from an article written by Dara Rossman Regaignon (2001). In her article she discussed the life of a governess and how the story of Agnes Grey depicted the life of governess in that era. Moreover, the focus of her study is about the contradictory desire that the governess has, “I focus on the contradictory desire that the governess be like the
mother without replacing her in the family” (2001:86). Furthermore, she also discussed that if a family have a governess it increase the family position in society

Thus the governess acted as a marker of established class position, and was also expected to provide newly wealthy family with the necessary symbolic and pedagogical credential: her presence indicated the leisure of the woman of the house, and her primary job was to train the daughter of the family to be ladies (2001:86).

From this article then it can be seen the role of governess in Victorian era is really important. As it can make the status of a family in society looked higher at that time. Employing a governess also symbolizes that the family is wealthy and educated. As the result the society will see the family as a family with higher class. Regaignon also noted that

the governess's presence made the middle-class family's social replication of itself possible; imagining her as only supplemental mitigated its dependence on such an aristocratic holdover (2001:87).

Her notion about governess then gives proof about how important governess at that time. Furthermore, she also argues that, “the presence of the governess in the middle-class household pointed out the possibility that without her, the family could not make a new generation in its own image” (2001:87). Which means that the family cannot change their status to a higher position without them. However, even though a governess is really important for a family, a governess in considered as nothing. As Regaignon wrote that, “the governess is presumed to be insignificant and blank,” (2001:94). They are considered as an audience rather than an actor or an actress, their places are only on the back of their employers. Thus, even though governess helps a family to have better position in a society, they are still considered as not an important person by the employer.
The fourth study which is discussed in this research taken from an article written by Jennifer M. Stolpa (2003). In her article Stolpa discussed that the author of the novel, Anne Bronte, challenged the Christian tradition around sermon. Stolpa noted that, “Bronte challenges traditional Christian assumptions as she enters into debates which were seen to be reserved for the clergy alone” (2003:225). Furthermore, Stolpa also wrote that the novel is a straightforward novel, with the ending that everyone can predict. Because of the ending many critics were not interested in discussing Agnes Grey. However, even though many critics were uninterested in discussing the novel, the novel Agnes Grey also shared the same social structure that is found in Charlotte’s novels (2003:226).

Moreover, Stolpa quoting Eagleton wrote that Anne’s works is simpler than her sister’s works. She also wrote that Agnes Grey can be categorized as religious novel as she said, “her novels openly espouse Christian principles” (2003:226). She also argues that Anne Bronte’s involvement in writing a novel with religious theme can be seen as an opportunity for Victorian woman to use novel as a way to enter into forbidden zone. The zone that usually only man can enter which is theological commentary. Furthermore, she also wrote that, “the Victorian novel was, for many women an opportune “pulpit” from which to preach moral lessons” (2003:227). Which means that because of Bronte’s action, Victorian woman has the opportunity to do activity like men which is preaching.

In the first study, the writer focuses on how women in the novel seen as an animal. From the way how they treated and from the interaction between the male characters and female characters. The second study focuses more the social
influence of the Victorian governess in the story. The third study focuses more about the life of governess and how the story depicted the life of governess in that era. The last study focuses on the author of the novel, Anne Bronte, in which she discussed how Bronte challenge the Christian tradition about sermon. The similarity these four studies with the research is that it has the same object with the research which is the novel *Agnes Grey*. However, the topic of this research is different from the rest studies as this research focuses more on the main character and the gender oppression that the main character has to suffer in the story.

B. **Review of Related Theories**

In analyzing this research there are several theories that the researcher used, namely:

1. **Theory of Character and Characterization**

   Character is one of the most important elements in a story. Without a character, a story will become dull and not interesting. Thus, Abrams in his book defines character as, “the name of a literary genre; the name is usually short, amusing, and depicted in a prose as a distinctive type of person” (1993:32). Furthermore, he also explains that a character is a person written in a dramatic or a narrative work. For example, the character of Achilles and Hector in the story of Troy.

   Moreover, he also explains that the character in a story or works usually is being interpreted by the reader. Sometimes, in the eyes of the readers, the character has a significant moral, intellectual and emotional quality, in which these qualities
can be seen from how the character interacted in the dialogue, action and description. He also explains that there are two types of characters which are flat and round.

A flat character (also called a type, or "two-dimensional"), Forster says, is built around "a single idea or quality" and is presented without much individualizing detail, and therefore can be fairly adequately described in a single phrase or sentence. A round character is complex in temperament and motivation and is represented with subtle particularity; such a character therefore is as difficult to describe with any adequacy as a person in real life, and like real persons, is capable of surprising us (1993:33).

One example of a flat character is the minor character in the story such as the character of Lavender Loire in *Harry Potter*, she is a flat character because her character does not develop throughout the story, unlike the round character which mostly is the main character of the story. For example, Edmund Pensive in *The Chronicles of Narnia*. He is called as a round character because of his personality and trait development, he also can surprise the reader with his action in the story which make story becomes more interesting.

Furthermore, in order to make a character understandable by its reader, Murphy also formulated nine ways to analyze characters in a novel. First, personal description, it refers to the way of the authors describe the characters through its appearance such as the color of their skin, eyes or hair and its clothes such as the clothes of a sailor, a maid or even a priest. Second, character as seen by another, it refers to the way of the authors describe a character through another character opinion or eye. Third, speech, it refers to the way of the authors describe a character through her/his speech, dialogue or conversation. Fourth, past life, it refers to the way of the authors describe a character by letting the readers know the past of that
character through the authors’ direct comment, the character’s personal thought, or the character’s conversation to other character. Fifth, conversation of other, it refers to the way of the authors describe a character from the conversation of another character to another character and the things that they said about that character. Sixth, reaction, it refers to the way the authors describe characters through their reaction in many situation and many events. Seventh, direct comment, it refers to the way the authors describe characters through the authors’ direct comment about their characters. Eighth, thought, it refers to the way the authors give the readers direct knowledge of what a person is thinking about. Last, mannerism, it refers to the way the authors can describe a person’s mannerism, habits or idiosyncrasies which may also tell the readers something about the characters of the story (1972:161-173).

In addition, Holman also explains that there are three essential methods of characterization in a fiction which are: first, the explicit presentation by the author of the character through direct exposition, either in an introductory block or more often piecemeal throughout the work, illustrated by action. Second, the presentation of the character in action, with little or no explicit comment by the author, in the expectation that the reader will be able to deduce the attributes of the actor from the actions. Third, the representation from within a character, without comment on the character by the author, of the impact of actions and emotions upon the character’s inner self with the expectation that the reader will come to clear understanding of the attributes of the character (1985:75).
2. Theory of Setting

M. H. Abrams defines setting as

The overall setting of a narrative or dramatic work is the general locale, historical time, and social circumstances in which its action occurs; the setting of a single episode or scene within such a work is the particular physical location in which it takes place (1993:284-285).

In which that the theory can be used to analyze the social condition and even the working environment in the story. Furthermore, from his explanation he points out that setting is one of an important element in a literary work. As it describes about time, place and condition in a novel.

Holman also describes setting as, “the physical, and sometimes spiritual, background against which the action of a narrative (novel, drama, short story, poem) takes place” (1985:413). He also explains that there are four elements which can form a setting. First, the actual geographical location, its topography, scenery, and such physical arrangements as the location of the windows and doors in a room. Second, the occupation and daily manner of living of the characters. Third, the time or period in which the action takes place, e.g. epoch in history or season of the year. Last, the general environment of the character, e.g., religious, mental, moral, and emotional condition through which the people in the narrative move (1985:413).

3. Gender Oppression

In analyzing the research it is important to understand what gender oppression is. Ritzer defined gender oppression as an oppression that is associated with the gender norm, relations and stratification (Ritzer, 2007). He also explained that while masculinity was associated with public sphere, femininity was associated
with private sphere. Furthermore, people also linked gender with sex that masculinity is for men and femininity is for women. This view of gender and sex then can lead to what people say as taken for granted. People always considered that if a person was born as a female then she is feminine and vice versa. Ritzer also noted that

the gender oppression embedded therein is associated not only with the category with less power in the binary (femininity), but also with subjects that somehow deviate from either category (2007).

His notation then proof that gender oppression is commonly happen to women rather than men. As people usually linked gender and sex as the same thing. Thus, the high chance of gender oppression mostly happen to woman rather than to man. Furthermore, in some cases the oppressor of an oppression itself comes from the same sex, such as woman to woman. Which means that oppression can also happen because of woman not only man.

4. Patriarchy

In her book, Tong described patriarchy as the source of women oppression (2009:4). She also argues that the patriarchy system oppressed women in many ways, for example by not allowing women to work outside their houses or make women become the leader in society. Not allowing women to work outside in this context means that women cannot work as in the professional area, for example as a doctor, chef or clerics. Women also cannot become the leader in society in general, for example become a leader in a company or a group. Women only can work inside their houses, such as taking care of their children and providing their
husband with what they need. Wives also bound to their husbands and obey what they command. Furthermore, the system also determine the role of women, in what part should they take and not. The system the limiting women’s movement in many aspects and only allowing women to work inside their houses.

French in Wilson gave a more complex definition of patriarchal as “the manifestation and institutionalization of male dominance over women and children in the family and the extension of male dominance over women in society in general” (2000:1494). Furthermore, according to Tyson, she explains that patriarchy also gives men power by promoting traditional gender roles. She also explains that patriarchy men and women believe that anyone who violates traditional gender roles is in some way unnatural, unhealthy or even considered immoral (2011:142). As the result, many women at that time are afraid to do something or against the patriarchy system.

C. Social and Cultural Background of Victorian Era

Since Agnes Grey is a classic novel that is written in 1847, it is important to understand the social and cultural background of its era. The setting of Agnes Grey takes place in England specifically in Victorian Era. It can be seen that the novel reflects the situation at that time, the social condition of the people especially toward women. In that era people are also categorized based on their status, whether they come from a lower, middle or upper class family. Thus, brief history of Victorian era is provided below.
It is commonly known that Victorian Era is the time where England is prosper. It is also the time where many people can read and write. The industry in England also grown rapidly. However, even though Victorian era is one of their glorious age, people at that time is divided into several categories or status such as working class, middle class, and upper class. Furthermore the middle class also divided into two categories which are the upper middle class and the lower middle class. The people with the highest social are the professionals within the middle class. This part of middle class usually called as the upper middle class (www.classicbookreader.co.uk, 2016). This group of middle class included the Church of England clergymen, military and naval officer. Another percentage of upper middle class is consist of those whose success is the direct result of industrial revolution such as a large-scale of merchants, manufactures and bankers.

Furthermore, the lower middle class consisted of small shopkeepers and clerical worker. To be able to work they needed to be literate, but they do not need to have higher education. In Victorian era, a man’s status depend mostly on his occupation and the family he was born into. While a married woman’s status comes from her husband. The clergymen of the Church of England in minor parishes might have a very small incomes, but they are still considered gentlemen because of their education, values and his position in community (www.classicbookreader.co.uk, 2016). As the result, at that time a job also has an important role to determine the status of a person.

Furthermore, there is also a familiar figure in Victorian era that has an important role in that era, that figure is a governess. A governess could be described
as a woman who taught either in a school or in a private home, whether on a daily basis (a "daily governess") or as a live-in employee (web.standford.edu, 2017). People who employ a governess usually come from an upper class family, since they need someone to educate their young children. A governess also responsible to educate the upper class girls before they are ready to “come-out” into the society (web.standford.edu, 2017). Furthermore, it is explained as a profession, a governess is socially acceptable by the society since the work of a governess is considered as very similar to those expected of wives and mothers (web.standford.edu, 2017). Even though at that time it is difficult to determine the class of governess since as Eagleton states in Spivak (1985:248) that a governess can be categorize as “the ambiguous class position” since a governess is woman and woman at that time only can work inside their house not outside their house.

D. Theoretical Framework

In this research, the researcher focused on the main character and the environment around the main character, in which the main character suffered gender oppression. The theory of character, characterization, and also the theory of setting are used to answer the first question in problem formulation.

In this part, the writer tried to understand the characteristic of the main character first. After understand about the characteristic of the main character, then the writer use the second theory which is the theory of setting. The theory of setting is use to connect the main character with the environment where the main character works. The
last theory, the theory of gender is used to answer the second question. This second theory is used to show the oppression that the main character gets from her environment. The theory of gender and the theory of patriarchy are suitable to answer the second questions in the way that the oppression that the main character experienced from her environment is not only from man but also woman. As the result theory of gender and theory of patriarchy are needed.
CHAPTER III

METHODOLOGY

A. Object of the Study

The object of this research is a novel entitled Agnes Grey. The novel Agnes Grey is written by Anne Bronte in 1847. The novel consists of 189 pages and divided into 25 chapters. The first edition of the novel was published in 1847. While this research used the novel published in 2010 by Arcturus Publishing Limited. Agnes Grey is the first novel that Anne Bronte published. After publishing Agnes Grey, she wrote and published another novel which titled is The Tenant of Wildfell Hall in 1848.

Agnes Grey is a novel that tells about the life of Agnes Grey, the main character in the novel. She is a daughter of a clergyman, Richard Grey. She lives with family which consists of her father, mother and sister. Her mother, Alice Grey, was a squire’s daughter who is married to Richard against her family and friends wishes. Agnes’s sister Mary is a fine young lady who can paint and does domestic work inside the house. The problem arises when her father invests all of the family’s wealth to a merchant, but unfortunately the merchant gets an accident and the merchant died along with all the money in the accident. As the result, The Grey’s family has to live in a very decent life. Her father also becomes ill as he cannot accept the tragedy like the rest of the family members. As the result the women in the family have to work to substitute her father. To help her family then Agnes decided to work as a governess. Even though her family objected her decision but
in the end she can work as a governess. After becoming a governess then, she realized that the world outside is not as easy as she thought. When she is working as a governess, Agnes works for two families which are the Bloomfields and the Murrays. As the story flows, Agnes then realize that being a governess is not an easy job and she also realize that society is a harsh for the people who do not have status and class.

B. **Approach of the Study**

The approach used in this research is Marxist – Feminist approach. As Madsen stated in her book that, “Marxist feminism is organized around the basic conflicts between capitalism versus patriarchy and class versus gender oppression” (2000:65). She also argues that, “Marxist feminism combines the study of class with the analysis of gender” (2000:65). In addition, Marxist – Feminist also concerns in women’s oppression. As Tong stated that women’s oppression is strongly related to the fact that women’s work, be it at home or outside the home, is still unpaid, under-paid, or disvalued, a state of affairs that largely explains women’s lower status and power nearly everywhere (2009:119).

Furthermore, Bressler also stated that, “in writing feminists believe that their place is a male-dominated world” (1999:189). In which, “Man is the subject, the one who defines meaning; woman is the object, having her existence defined and determined by male” (1999:189). However, even though men are the one who rule women, women must break free from men’s domination. As feminist critics state that, “women must break free from such oppression and define themselves” (1999:189). Which means that woman has to stand and fight back by “analyzed and
challenge the established literary canon that has helped shape the image of female inferiority and oppression ingrained in our culture” (1999:189).

Furthermore, the Marxist – Feminist criticism in this research is used to explain and analyzed the main character roles in her family and her workplace. In this research, the criticism also contributes to identify the gender oppression that the main character suffered in the novel. Moreover, the criticism also helps the writer to understand the way the main character’s behave toward her surroundings. Furthermore, as the novel deals with a society that consider a governess as a tool to expand a family status, it makes Marxist – Feminist criticism a suitable approach for this research.

C. Method of the Study

The method used to analyze the research is the library research method. Since most of the data are taken from the book and the source of the theory also come from the book. The main data is taken from Anne Bronte’s *Agnes Grey*. The secondary data are the theory from books, internet articles, and other studies related to the research.

In analyzing the novel, the researcher used several steps. The first step is closed reading. The second step is collecting the data or information about the topic that is analyzed by the writer. The data are collected from many sources such as books and internet sources. The third step is analyzing the elements from the novel. The fourth step is examining the elements from the novel with feminist approach. The final step is drawing conclusion from whole analysis.
CHAPTER IV
ANALYSIS

Based on the problem formulation in chapter one. The researcher divides this chapter into two parts. The first part is used to answer the first problem formulation and the second part is used to answer the second problem formulation. The first part analyzed the depiction of the main character in the story. For this part, the researcher uses the theory of character, setting and characterization to determine the characteristic of the main character from her depiction in the story. The second part analyzed the gender oppression that the main character suffered throughout the story. In this part, the researcher uses the theory of gender oppression and patriarchy to answer the second problem formulation.

A. The Depiction of Agnes Grey in Bronte’s Agnes Grey

This part discussed the depiction of Agnes Grey in Bronte’s Agnes Grey. In Agnes Grey, the author provided many women characters that can be found in the story such as Agnes’s mother, sister and employers. However, in this research the researcher only focuses in analyzing one woman which is Agnes Grey, the main character. She is important since she represents the idea on how a woman suffered because of gender oppression. To analyze the main character the researcher uses the theory of character, characterization and setting to determine the characteristic of the main character from its depiction in the story.
Commonly there are several ways to understand the characteristics of a main character and to obtain the quality of a main character. In *Agnes Grey*, the characteristic of Agnes Grey can be known from her interaction and dialogue toward other characters. While, in term of quality, Agnes Grey can be categorized as a round character. She can be categorized as a round character since she has the quality to develop her character and surprise the reader through her development, and motivation, just like what Abrams said in his theory. In his theory Abrams said that a “round” character has a complex nature that can surprise the reader with its attitude and behaviors, which Agnes Grey possesses in the novel (1999: 33). Furthermore, through the setting and the time where the novel takes place, it can be seen how Agnes Grey is portrayed at that time. The setting and time can show the reader what her occupation is and how she is depicted through her family.

Hence, the depiction of Agnes Grey is divided into two parts. The first part is her depiction as a daughter and the second part is her depiction as a governess.

1. **Agnes Grey As a Daughter of an “Upper-Middle Class” Family**

   In *Agnes Grey*, the setting of the novel is the Victorian Era. In which a social status was very important for people at that time. People at that time considered that those who belonged to an upper social status were worthy than they who belonged to the lower one. For example, those who lived as an upper class family will have a better life such as jobs and house, rather than they who belonged to the lower class. In the novel, the main character, Agnes Grey can be categorized as a member
of an upper-middle class family. It is because her father works a clergyman which at that time a job can be the indication of status and class.

In the novel, before married to Richard Grey, Agnes’s father, Alice Grey, Agnes’s mother, is a squire’s daughter. It means that Alice is a part of a middle class family. Alice also comes from a wealthy family. Richard also comes from an upper-middle class family, he is a clergyman’s son. However, even though Richard is also a member of an upper-middle class family, he is not come from a wealthy family. Thus, when Alice married to Richard, she has to lose all of her family fortune because her family does not approve her marriage to someone who is less wealthy than them. As the result, all of her family wealth goes to Alice’s sister who married to a rich family. However, after marrying Richard, Alice status elevates from a middle class family to an upper-middle class family.

From above explanation, based on the theory of patriarchy it is shown how Richard as a man affects Alice’s status in society. By marrying Richard, Alice’s status elevates from middle class to upper-middle class. It shows that at that time status can be changed through marriage.

Furthermore, from all of the six children that Richard and Alice Grey have, only two children survive, which are Mary and Agnes. It makes her become protective toward her children, especially the youngest, Agnes. Furthermore, Alice also the one who is providing her two daughters with education, by teaching them inside their home.

My mother, being at once highly accomplished, well informed, and fond of employment, took the whole charge of our education on herself, with the exception of Latin – which my father undertook to teach us – so that we never even went to school (2010:10)
From the quotation above it can be seen that Agnes never received any formal education from school. However, she gets an informal education from her mother and father, thus makes her know how to read and write. Furthermore, Agnes also lives in a place quite far from the city and her only social interaction that she has is with the farmers, tradespeople in her neighborhood and her family. Just like she said in,

as there was no society in the neighborhood, our only intercourse with the world consisted in a stately tea party, now and then, with the principal farmers and tradespeople of the vicinity (just to avoid being stigmatized as too proud to consort with our neighbors), and an annual visit to our paternal grandfathers (2010:10).

As the result, her experience regarding social interaction is limited only to those around the village. However, being the youngest member of family does not make Agnes becomes a spoiled child, even though her family spoils her with all of the kindness. However, her family treatments toward her make her become a dependent person and cannot do any kind of job.

I, being the younger by five or six years, was always regarded as the child, and the pet of the family: father, mother, and sister, all combined to spoil me – not by foolish indulgence to render me fractious and ungovernable, but by ceaseless kindness, to make me too helpless and dependent – too unfit for buffeting with the cares and turmoils of life (Bronte, 2010:10).

After that, even though Richard does not earn much, as the head of family, he always tries to make his family living in a comfortable situation. For example, rather than saving his salary for the future, Richard chooses to buy fine clothes for his family or he uses the money to make his house comfortable for his family. but saving was not my father’s forte. He would not run into debt (at least, my mother took good care he should not), but while he had money he must spend it: he liked to see his house comfortable, and his wife and daughter well attended; and besides, he was charitably disposed, and liked to give to
the poor according to his means: or, as some might think, beyond them (2010:11).

However, Agnes’s family living in prosperity does not last long. Richard loses all of his money when the merchant that he trusted the money died because of an accident. Knowing the fact that he loses all of his money and fall into debts makes him ill. Because of his illness Richard cannot work as he used to be and due to this event all of the works go down to his wife and his daughters. Thus, it makes them live in a poor condition even though they come from an upper-middle class status, such as not owning a maidservant or pony.

The useful pony phaeton was sold, together with the stout, well-fed pony – the old favorite that we had fully determined should end its days in peace, and never pass from our hands; the little coach house and stable were let; the servant boy and the more efficient (being the more expensive) of the two maidservant were dismissed (2010:13).

Moreover, because of her father debts now Agnes and the rest of family has to live in poverty and they need to work in order to get some money. The duty as the head family then change to her mother, as her father cannot work anymore because of his illness. As the result, Agnes who is a woman has to move beyond her boundaries to work and start to get money.

However, even though her family condition is not in a good situation Agnes still cannot do anything since her mother never teaches her how to make something such as making a complex sewing. Rather than teaching Agnes how to sew, Alice prefers Agnes to study or practice her music. Moreover, if she wants to help her mother or sister, they always reject her offer.

so that whenever I offered to assist her, I received such as an answer as – ‘No, love, you cannot indeed – there’s nothing here you can do. Go and help your sister, or get her to take a walk with you – tell her she must not sit so
much, and stay so constantly in the house as she does – she may well look thin and dejected’ (2010:14).

Quotation above shows how Agnes’s mother does not believe in Agnes ability to help her. Instead, Alice asks her to go to her sister and play with her. Based on the theory of characterization from its explicit presentation. It can be seen how Agnes is portrayed by her mother, she is considered as an unskilled person since her mother does not want her help. Furthermore, when Agnes does as her mother asked, her sister Mary rejects Agnes wish to play with her. Instead of playing or walking with her, Mary then asks Agnes to practice her music or playing with her kitten because she is too busy to play with her.

‘Help me you cannot, Agnes; and I cannot go out with you – I have far too much to do.’
‘Then let me help you.’
‘You cannot, indeed, dear child. Go and practice your music, or play with the kitten.’ (2010:14).

Furthermore, Alice also never teaches Agnes how to make a complex sewing, such as making a shirt or dress. As the result even though there are many textile around her house that can be sewed, Agnes cannot do anything. It is because she does not know how to make complex clothing. She only can do simple things like plain hemming and seaming. As the result when all of the process of hemming and seaming are finished she cannot help her mother or sister more. Furthermore, they preferred Agnes to study or playing rather than seeing her helping them with their job. All of these treatments make Agnes feels useless. She even feel that her kitten are much more useful than her. It is happened because every time she offered her mother and sister some helps. They directly reject her offer and ask her to play with her cat. Agnes then feels oppressed by her mother and sister treatment toward her.
She feels oppressed in the way that she thinks she is useless and her family do not need her. She also thinks that she is not better than her kitten. As the result, Agnes then determines to work as a governess as a way to escape from her family oppression.

Furthermore, her family also reject the idea of Agnes becoming a governess. As can be seen from above quotation.

‘I should like to be a governess.’ My mother uttered an exclamation of surprise, and laughed. My sister dropped her work in astonishment, exclaiming, ‘You a governess, Agnes! What can you be dreaming of?’ (2010:15).

It shows how her family surprised with her decision to be a governess. They also think that being a governess is not a suitable job for Agnes since she is still young and do not have any experience in teaching younger children. Her mother also thinks that she is not mature enough to work as a governess. “But, my love, you have not learned to take care of yourself yet: and young children require more judgment and experience to manage than elder ones” (2010:15).

Furthermore, even if her father think that her time to leave the house is coming, he still cannot bear to see her daughter leaving him and it makes him to support his wife and forbid Agnes to work as a governess. Just like can be seen from,

“But, my darling, we could not spare you.” And a tear glistened in his eyes as he added – “No, no! afflicted as we are, surely we are not brought to that pass yet”

“Oh, no!” said my mother. “There is no necessity whatever for such a step; it is merely a whim of her own. So you must hold your tongue, you naughty girl, for though you are so ready to leave us, you know very well we cannot part with you” (2010:16).
Her father is reluctant to let Agnes go to pursue her wish. He also feels that Agnes should stay with them since he thinks that the time where Agnes must leave them are have not come. It is shown that inside her family, Agnes is considered as someone who is precious for them. As the result, she cannot do anything according to her own will because they are limiting Agnes activities. Consequently, she cannot help her mother and sister. She also cannot do any kind of housework’s since her mother never teach her how to do it. Therefore, she does not have any skill to work and can only watch her mother and sister while they are working.

However, being the youngest does not make her become a spoiled child. In fact she is determine to help her family even though she can only earn little. As the result she is determine to become a governess to support her family, even though her family does not like that idea. For example, when she is convincing her family to become a governess. ‘But, Mamma, I am above eighteen, and quite able to take care of myself, and others too. You do not know half the wisdom and prudence I possess, because I have never tried’ (2010:15-16).

Quotation above shows how serious she is. She is also convincing her mother by telling that if she never tries to become a governess, they will not be able to know how far she can go. From its direct command it can be seen the depiction of Agnes Grey as rebellious person. She rebels from her family rules and makes her character develop as an independent character. Agnes also said that she is quite mature to work and can take care of herself and her family should not worry about her. Furthermore, even though she knows that it will break her family’ hearts, she keeps telling her family that she wants to work as a governess. Agnes determination
can be seen from her act to persuade her mother to allow her. As can be seen from above quotation

Influenced by so many inducements, I determined still to persevere, though the fear of displeasing my mother, or distressing my father's length, again, I mentioned it to my mother in private and, with some difficulty, got her to promise to assist me with her endeavors. My father's reluctant consent was next obtained, and then, though Mary still sighed her disapproval, my dear, kind mother began to look out for a situation for me (2010:17).

Agnes is determined and serious in becoming a governess. Even though she knows that her family against that idea, she still tries many ways to convince her family. In the end, after all of her struggle to convince her family, she gets the permission to work as a governess. Agnes’s family allows her to become a governess with some requirements such as that it is her mother who chooses her employer and her mother is the one who decides Agnes salary.

Based on Agnes and her family direct interaction and Agnes inner dialogue, it can be seen how her family treats her. Even though her family treats her with kindness. Agnes feels that she is a useless person as she cannot do anything to help her mother or sister. She also feels that she does not have any skill because of the rejection that she experienced when she says that she wants to become a governess.

Furthermore, from the point of the theory of character it can be seen the development of Agnes Grey as a round character. At first she is scared to show or to express her feeling about becoming a governess but as the time goes by she finally can convince her family to let her become a governess. Her character also develops to the point can express her feeling and tell her family what she wants and what she can do as a family member.
2. Agnes Grey As a Governess

In the nineteen century, England is famous with its literate people. Many people at that time can read and write. However, who is the person behind all of this development? It is the duty of a teacher and a governess to educate people at that time. For women at that time, school is not really necessary, even though there are some school only for women. As the result, it is usually men who are sent to attend the school since in the future they will become the head of family. Thus, the only option for women to get an education is by hiring a private educator, which at that time is a governess.

Furthermore, at that time it is difficult to determine the class of a governess, since a governess is a woman who is working to take care children. While at that time women are not allowed to work outside their house. However, when a woman becomes a governess, it means that she has a job and can work outside her house. Even though the place where she works is also in someone else’s house, but she is still working outside her own house.

As a governess, Agnes Grey is considered as an unskilled and incompetent governess. It is because she is new and does not have any experience in the governess world. She also does not have any experience in interacting with people that she is not familiar with, since her only encounter to the outside world is only with the people that she knew.

At first she has an expectation that being a governess is an easy job and she is ready to become a governess. She also feels that since she is an adult she can help
her family financially by working as a governess. Furthermore, she also feels that she knows how to handle all of the pupils just like she said in

And then, how charming to be entrusted with the care and education of children! Whatever others said, I felt I was fully competent to the task: the clear remembrance of my own thoughts in early childhood would be a surer guide than the instruction of the most mature adviser. I had but to turn from my little pupils to myself at affections; how to waken the contrition if the erring; how to embolden the timid and console the afflicted; how to make Virtue practicable, Instruction desirable, and Religion lovely and comprehensible (2010:17).

Based on the theory of characterization from its representation through the character, it can be seen that Agnes is a naïve person since she has a high expectation about becoming a governess even though she is new and do not have any experience in that field. Above quotation also portrays the naivety of Agnes because she thinks that her experiences are enough to teach her pupils. However, things are not going as she thought and as she planned. In fact all of the things that she knows in the past nearly cannot be applied to her pupils. It is because most of the type of punishments do not work for her pupils.

In the novel, Agnes works for two families, which are the Bloomfield and the Murray. Her first pupils come from the Bloomfield family. The Bloomfield family has three children, Tom, Mary Ann and Fanny. However, she only teaches Tom and Mary Ann, because Fanny is still too young to be taught by a governess.

When she is working at the Bloomfield family she has difficult times in dealing with her pupils and her employer. One of the reasons is that because they never listen to her and always do anything as they wish. They also never respect Agnes as their governess, instead they thinks Agnes as their slaves rather than their teacher. At first, Agnes thinks that it is usual for children in their young age to be
naughty. However, the Bloomfield family children are different, they are really
difficult to teach and to control. Agnes even feels really hopeless when she teaches
them. Especially, the only son of Bloomfield family, Tom. He is really different for
a boy in his age. For a boy in his age he is really violent. For example, he does not
hesitate to kill a bird and torture them for his own amusement. “Different things.
Sometimes I give them to the cat; sometimes I cut them in pieces with my penknife;
but the next, I mean to roast alive” (2010:25). This quotation shows how cruel Tom
is. He also answers Agnes without respect or fear, even though Agnes is her
governess.

Furthermore, Mary Ann, the second child of Bloomfield family, is not
different from her brother. Even though she is still young, she is difficult to teach.
Especially since Agnes is new with her work and her experiences in dealing with
children are also few. She only know how to handle them with her limited
knowledge, such as giving them punishment. However, the punishment that she
gives to them are not effective to make the Bloomfield children wary, fear or respect
her. In fact, they do the opposite things as Agnes expected. For example, when
Agnes threatens Mary Ann that she will not give her kiss before bed. Unfortunately,
this punishment is not effective for Mary Ann does not care whether Agnes will
kiss her or not.

‘Now, Mary Ann, just tell me that word before I kiss you goodnight. You
are a good girl now, and, of course, you will say it.’
‘No, I won’t.’
‘Then I can’t kiss you.’
The response from Mary Ann surprises Agnes, because for her the idea of not getting a kiss before bed is horrible. Since in the past when Agnes was a child, she is scared with this kind of punishment, for her this kind of punishment is the ultimate punishment. As it can be seen from the point of theory of characterization based on the explicit presentation from Mary Ann, Agnes can be considered as an unskilled character. Agnes also depicts the bitterness of becoming a governess, where a governess has to stay calm despite her students’ behaviors and a governess also has to hold her anger within herself and do not show it to her students.

Furthermore, Mary Ann also difficult to teach because she likes to play rather than studying, most of the time Mary Ann just want to play and disobeyed Agnes. Moreover, Mary Ann also loves to see Agnes in difficult situation. For example, sometimes Mary Ann preferred to roll on the floor rather than to study, or she likes to refuse to pronounce some words in order to make Agnes angry.

However, Agnes does not work for Bloomfield family for a long time. She then works for the Murray family. The Murray family has four children, two boys and two girl. They are Richard, Charles, Rosalie and Matilda. However, Agnes only teaches the girls. Since Richard and Charles are already old enough and they do not need a private educator anymore.

Agnes also has a hard time in teaching the Murray family. At first she thinks that since her new pupils are older than the previous one, it will not be difficult to teach them. However, once again Agnes is wrong. In fact they are much more difficult to teach, since they have their own things to do. However, having an experience from her previous family, Agnes now know how to handle her pupils in
the Murray family. For example, Rosaline, at first when the first time Agnes teaches her, Rosaline was cold and arrogant. She is also “insolent and overbearing” toward Agnes (2010:63). However, as the time goes by, Rosaline becomes attach to Agnes. It can be seen now Agnes can handle her pupils and make her listen to what she said. She also accomplice to make them obey her.

Furthermore, being a governess is not as easy as Agnes thinks. She feels lonely every day since there are no one to talk to. Like can be seen from this quotation, “It was with a strange feeling of desolation, mingled with a strong sense of the novelty of my situation,” (2010:61). It shows the feeling Agnes when she is living with her employer. Moreover, her employers do not treat her well. She cannot get proper holiday when the Christmas come. She also do not get high salary from her employer. As the result when she becomes a governess, she has a hard life and she also feels lonely and alone. Furthermore, Agnes character as a governess develop from an incompetent governess to quite competent one. Her experiences from the two families help her to make her develop as a character. Thus, her character develop throughout the story.

B. Gender Oppression Experienced by Agnes Grey in Bronte’s Agnes Grey

The previous part of the analysis discuss the depiction of Agnes Grey. The depiction can be seen from two aspects which are her as a daughter and a governess. This second analysis deals with the gender oppression that Agnes Grey experience presented in Agnes Grey.
There are two aspects that cover the gender oppression in the novel, specifically which Agnes suffered throughout the story. The aspects can be seen from her family and her occupation as a governess.

1. **Gender Oppression Experienced by Agnes in Her Family**

In the novel, Agnes Grey is repeatedly called as the ‘pet’ of the family by her family, it is because she is the youngest in her family. Even though the word ‘pet’ has a positive or good meaning for her family but not for Agnes. For herself, she thinks that being a pet means that she does not have any freedom. As it can be seen pet usually refers to animal that a person has. Usually the use of pets are to accompany a person and to entertain that particular person. However, Agnes is person, she is a human being who wants someone to listen and respect her especially from her own family.

Furthermore, the way her family expresses their love toward Agnes is also odd. They only want Agnes to study or practice her music rather to help them to do some works. Their treatments toward her make her vulnerable. Since their affection make her become useless and unskillful. She feels that she is the burden of the family since she cannot do anything while her family is in trouble. It can be seen unconsciously her family makes Agnes to become a dependent person. Unconsciously, they oppressed Agnes. According to the theory oppression, oppression can be physical and non-physical. The one that Agnes suffered from her family is the non-physical one, since they unintentionally attack Agnes pride rather than her body. Furthermore, though the oppression is not the physical one, but it
attacks her in different way. For example, making her become a dependent person and limiting her right to make any decision.

Furthermore, her family also forbid her to make her own decision. For example, when she asks her mother permission to become a governess. Rather than listening to her explanations about why she wants to become a governess, her family directly reject the idea. They even tell her that she is not suitable for the job, and she is not mature enough to work. At that time Agnes is nineteen years old, which means that she is already considered as a woman at that time. However, for her family her age is not enough, since for them she is still too young to work. She can go to work only if her family allow her to work. Furthermore, she cannot have her own decision, it is her family who make the decision for her and she has to obey it. It shows how her freedom as a person is limited since she cannot do what she desire. She also lose her right to do as she please, since her family is the one who have the control of her.

In her family, she suffered from her family treatments toward her. First, they called her as the pet of family. As the pet of family, she has to obey what her family command. She cannot have her own decision and has to act according to her family. Even though she is a person, her freedom is limited. Her family also treats her unjustly such as never teach her how to do some works. They only want her to study and practice her music. Even Agnes feels that she is useless, compare to her real pet a cat, the cat is much more useful that her. In her family, unintentionally her family oppressed her with their action. They never think about the effect of their
treatments toward Agnes. They never realize that their treatments can shape Agnes character which later affect her job.

Furthermore, the one who oppressed her the most in her family is her mother. Her mother is key person who holds Agnes freedom. Because of that without her mother approval, she cannot do anything and has to wait her mother command. Moreover, in many events, the one who is usually oppressed woman is man. For example, in term of wage or salary, men will get higher salary or wage than women, even though their job and work time are the same. However, in this text most of the time it is woman who oppressed woman. In this story especially it is the mother and the sister who oppressed Agnes continuously. Even though her father also oppressed her, but it is her mother and sister who oppressed her most of the times. From the theory of gender it can be seen that women also can oppressed women. Sometimes, women oppressed other women harder than men, just like what Agnes mother and sister did to her. Even if the oppressions are non-physical, it is still an oppression, since the other party get negative effects from others actions or treatments.

2. Gender Oppression Experienced by Agnes Grey While Working as A Governess

In the time when Agnes is working as a governess, she works for two families which are the Bloomfield and the Murray. Most at the time, her first employer, the Bloomfield does not appreciate Agnes hard work. They also consider that she is an incompetent governess because for them, she cannot teach their
children properly. The Bloomfield also gives Agnes little income. The income that she gets from them are not equal with what she have been through. Furthermore, when it comes to Christmas holiday, she only gets little time off from her employer. Just like she said in, “About Christmas I was allowed to visit home; but my holiday was only a fortnight’s duration” (2010:37).

Furthermore, the reason why Mrs. Bloomfield gives her only four days it is because, “I thought, as you had seen your friend so lately, you would not care for a longer stay” (2010:37). Agnes feels really sad because she cannot meet her family and friend for a long time after parting with them for almost six months. Rather than being happy with her work, she feels very lonely as she cannot meet her family and does not have any friend in her employer’s house. It can be seen that her employer oppressed her by not giving her proper holiday. Mrs. Bloomfield also oppressed Agnes by only giving her small salary. It can be seen how her employer playing with Agnes’ feelings. They oppressed her by limiting her right as an employee. It also can be seen in term of class, Mrs. Bloomfield oppressed Agnes because she is her employers. She thinks that she has more power than Agnes, she also never consider Agnes as her governess, and instead she assumes Agnes as her slaves.

Furthermore, Mrs. Bloomfield also treats her very badly. One of the example is when Agnes firstly arrived in the Bloomfield manor. Rather than giving her warm meals after her long journey to their home, Mrs. Bloomfield only gave her a cold meal and hard meal.

In fact, my attention was almost wholly absorbed in my dinner: not from ravenous appetite, but from distress at the toughness of the beefsteaks, and
the numbness of my hands, almost palsied by their five-hours’ exposure to the bitter wind (2010:21).

Quotation above shows how Mrs. Bloomfield treats her the first time she arrives at her employer’s house. Because of the coldness that she received from her trip, Agnes cannot eat her meal properly. In addition, rather than giving Agnes a warm meal they give Agnes a cold steak instead. It can be seen that her employer does not treat her properly. Even though they know that the weather and the trip are not very smoothly and friendly, they still give Agnes a cold meal. Mrs. Bloomfield also very cold toward Agnes, it is different from Agnes perspectives about her before. Agnes thought that Mrs. Bloomfield is a warm and nice person because her aunt knows her, however her expectation about her is wrong.

Furthermore, her pupils also never appreciate her as their governess. They never listen to her and they are always trying a new way to make Agnes angry. When Agnes is angry they will be happy, her pupils always considered that when Agnes is angry it means they are winning against her. Because as a governess, Agnes must control her emotion and do not let her angry taking control when she is educating them. Her pupil, Tom and Mary Ann also treat her badly. One of the example, Tom always drags Agnes to go with him as he likes. Even Agnes feels that it is she that has to go with them as not the other way around.

There we got along tolerably together, except that I found they had no notion of going with me: I must go with them, wherever they chose to lead me. I must run, walk, or stand, exactly as it suited their fancy (2010:37).

It can be seen how her pupils treat her. Rather than treating her as an educator, they treat Agnes as their pet. Agnes has to obey what they want and she has to always agree with them. Furthermore, they always force Agnes to witness
how they abuse animal around them. One of the example is when they are playing together and suddenly he hits a bird. After hitting a bird, rather than feel guilty he just laugh and torture the bird. This kind of acts surprise her, because he enjoys killing an animal for his amusement. By doing so, her pupils then mentally oppressed Agnes with their behavior, because if they do not have any regret in torturing an animal, then they will not be hesitate to torture other people. It makes Agnes scared and wondered with what her pupils can do to her.

Another family that Agnes works with is the Murrays. In the Murrays, Agnes job is only teaching the girls, she is in charge to prepare the girls to be ready in society by teaching them some manners and skills. However, her pupils’ attitude toward her is impolite. They always considered Agnes as someone lower than them, even though they have the same class. They treat Agnes that way because they feel since they are the one who give her money, they can do whatever they want. It can be seen from the way they treat Agnes when they are riding a horse carriage, “my position in the carriage was to be crushed into the corner farthest from the open window, and with my back to the horse: a position which invariably made me sick” (2010: 69-70). Agnes has to sit on the most uncomfortable situation because she has no choice and as the result Agnes always end up sick every time they go to the church.

Another example that her pupils are seeing Agnes as a person who is below them. It is from the way they talk about a ball to Agnes by saying, “I’m going to tell you about the ball. You must be dying to hear about it, I know. Oh, such a ball! You never saw or heard, or read, or dreamt of anything like in all your life”
From the way they talk to Agnes it can be seen that they are degenerating her. From above quotation it can be indicate that her pupils feel that they are superior to Agnes. As a governess, Agnes can only accept that kind of treatment from her pupils, she does not have any choice and has to bear all of the treatment.

Agnes also feels lonely when she is teaching the Murrays children, she cannot express her loneliness since she does not have any friend to talk to. All of her students only care about themselves and never think about Agnes. It can be seen from her thought when she said, “the weary monotony, the lonely drudgery, of my present life; for I was lonely” (2010:96). Furthermore, Agnes also said that the only companion that she has is only her students. However, her students never see her as their teacher and their treatments toward her are not proper. It can be seen from how Agnes talk about her student in her mind that they are, “unamiable children, and ignorant, wrong-headed girls, from whose fatiguing folly, unbroken solitude was often a relief most earnestly desired and dearly prized” (2010:96). Because of her pupils’ treatment toward her, sometimes Agnes even thinks it is better to be alone rather than be with them and hear all of the nonsense that come out from their mouths.

From all above explanation it can be seen that her employers are oppressing Agnes. They also consider Agnes as someone lower than them even though she has the same class as them which is a member of upper-middle class family. As the result it can be seen that Agnes suffered oppression in term of her class.
CHAPTER V

CONCLUSION

After analyzing the novel in the previous chapter, the researcher can take conclusion of the analysis. In the first chapter of the study there are two questions that are discussed in this study. The first is about the depiction of Agnes Grey in the novel. The second is about the gender oppression that the main character, Agnes Grey, experienced in the novel.

From the first analysis it can be seen the depiction of Agnes Grey in the novel. In the novel, Agnes Grey is depicted as a daughter of an upper middle class family and a governess. As a daughter, Agnes is depicted as a person without power, her family also assume Agnes as the “pet” of family. It is due to the fact that she is the youngest in her family. Because of this, she cannot have her own decision. Her family members are the one who make the decisions for her. As the result, when Agnes suggest the idea to work as a governess, her family strongly opposed that idea. Her family thinks that she is not mature enough and they are not ready to be left by Agnes. However, being the youngest does not make Agnes becomes a spoiled person. In fact it shapes Agnes to fight her family decisions and make Agnes rebelling from her family. She started to rebel by persuading her family to let her go and make her work as a governess. Her characters then develop to the point where she can express her feeling and idea to her family.

In the second depiction, Agnes is portrayed as a governess. She portrayed an incompetent and naïve person. It is due to her believe that she can teach based
on her own knowledge and her own experience. While actually her only encounter to the outside world only to those who are near with her, such as her neighbors and her grandparents. As the result when she is working as a governess, she has difficult time to teach her pupils properly.

In the second conclusion from the second question it can be seen how Agnes Grey suffered gender oppression in the novel. In the novel she suffered gender oppression from two sides which are her family and her work field. In her family, her family considered her as the ‘pet’ of family. They considered her as the pet because she is the youngest in her family. By becoming a pet it means her family is the one who own her. Which means Agnes as a person does not have any freedom because she is a pet. As a pet she also lose her right to do anything as her own wish. She also lacks of knowledge in doing some house chores, as her mother never teaches her how to do it. As the result sometime Agnes feels that she is a useless person in her family. From the analysis it can also be seen the dominant side that oppressed her mostly are her mother and sister who are a woman. From the analysis it can be seen that woman can also oppressed other woman. They unconsciously oppressed Agnes by calling her as a pet and limiting her freedom to do something.

Furthermore, in her work field, Agnes suffered gender oppression from her employers and pupils. While working as a governess she is working for two families, the Bloomfield and the Murray. The Bloomfield family never treats her properly. They also see Agnes as a servant rather than an educator. As an educator, she never gain any respect from her pupils, her pupils always try to make Agnes angry. They also enjoy to mentally disturb Agnes by killing or torture an animal in front of her.
Furthermore, the Bloomfield also did not give her proper salary and holiday. She only get twenty five pounds and only four days off from her difficult work. As the result, rather than being happy, she is suffering while working as a governess. Most of the time she suffered from mental oppression and she also feels lonely. Furthermore, in her work field most of the time, it is Mrs. Bloomfield who oppressed her by telling her that she is not competent to teach her children. It can be seen from the analysis the dominant side that oppressed the main character is the woman side rather than the man side. The main character repeatedly oppressed by the one from the same gender. It also can be seen that gender does not guarantee that one side will not be oppressed by the same side. It reflects the idea of gender oppression that woman can also oppressed by other woman.
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