LUCY SNOWE'S STRUGGLE AS SEEN IN CHARLOTTE BRONTE'S NOVEL VILLETTE

A THESIS
Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Education

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SANATA DHARMA UNIVERSITY
YOGYAKARTA
2004
A Sarjana Pendidikan Thesis on

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Dean,

Dr. A. M. Slamet Soewandi, M. Pd.
Be strong and take heart, all you
who hope in the Lord
(Psalms 31:25)

Kekurangan cinta lebih berbahaya
daripada kekurangan makanan
(Mother Theresa)

This thesis is dedicated with love to:

♥ My Father and Mother
♥ My Sister and Brother
♥ My "Budhe", My Uncles and Aunt
♥ My Friends
♥ My Dearest Friend
Statement of Work’s Originality

I honestly declare that the thesis I wrote does not contain the works or part of the works of other people, except cited in the quotations and the bibliography, as a scientific paper should.

Yogyakarta, January 2004

The writer,

L. Dewi Ambarsari
ACKNOWLEDGEMENTS

First of all, I would like to express my gratitude to Lord Jesus Christ, for the love, blessing, strength and confidence throughout my life. I realize that because of His love through the people around me, I was eventually able to finish this thesis.

Then, I wish to express my gratitude to my major sponsor, Dr. A. Herujiyanto, M. A., and my co-sponsor, Henny Herawati, S.Pd., M. Hum. who have allocated their time and energy to correct my thesis. I also thank them for their understanding, support, patience and guidance. My gratitude also goes to Sr. Maryrose, FCJ for her help in correcting my thesis.

I would like to thank my beloved parents, J. B. Slamet Sugiarto and Ginoviva Samiati for their love, understanding, support, trust, finance, and everything they have done for me in my life. I dedicate this thesis to them. I also would like to thank my beloved sister and brother, Mba Dian and Dik Dhony for their attention, affection and love. I would like to let them know that they are everything to me. My special appreciation is also given to my “Budhe”, my Uncles and my Aunts for their love, help and support.

For my best friends, Andry, Cathy, and Sari: I will never forget the fantastic moments we spent together. I have a wonderful friendship with them all. I hope that our friendship will last forever. My great thank is also addressed to Mba Ririn, my cousin.
I would like to express my deepest gratitude to my dearest friend, Andreas Yuyun K., who has been there for me and giving me extraordinary attention.

Last but not least, I thank the 1998 PBI students, especially my classmates of PBI-A with whom I have struggled to gain knowledge from Sanata Dharma University.

May God always bless them all.

Lucia Dewi Ambarsari
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ABSTRACT

Lucia Dewi Ambarsari (2004). Lucy Snowe’s Struggle as seen in Charlotte Bronte’s Novel Villette. Yogyakarta: English Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This thesis discusses Villette, a novel written by Charlotte Bronte. There are two problems that become the basis of discussion in this thesis, namely: 1). How may Lucy Snowe, the main character of the novel be portrayed? 2). What struggles does Lucy have to endure?

The method which I applied in this study was library research I gained the information to support the analysis from the novel itself, criticism of the work and other sources related to the novel.

I used theories of literature to analyze the novel. They were theories of literary approaches, of character and characterization, of motivation, and of psychoanalysis. A psychological approach is employed in this study in order to analyze and find out about Lucy Snowe’s struggle to gain her happiness.

From the analysis, I found that Lucy Snowe is an independent woman because she can support her own life without depending on other people. She must be able to stand on her own feet because she does not have family and relatives who will take care of her. Lucy is a brave woman. She can take responsibility for her actions. She is brave enough to go to a foreign country on her own in order to gain a better life. She must face many difficulties in finding a job in Villette. Although there are many obstacles and difficulties, Lucy is determined to face them. She is well motivated and tries to solve all of her difficulties in her own way.

Finally, besides writing a suggestion for future researchers concerning possible future research on Villette, I also suggest the implementation of the novel in teaching English, especially for teaching reading and speaking by using Villette as the source.
ABSTRAK


Skripsi ini membahas sebuah novel karangan Charlotte Bronte yang berjudul Villette. Ada dua masalah yang menjadi alasan studi ini, yaitu: 1) Bagaimanakah tokoh Lucy Snowe digambarkan? 2) Perjuangan apa yang harus dipikul Lucy?

Metode yang diterapkan dalam studi ini adalah studi pustaka. Saya memperoleh informasi yang dapat mendukung analisa saya dari novel itu sendiri, kritik tentang novel tersebut dan sumber lain yang berhubungan dengan novel ini.


Dari analisis tersebut, saya menemukan bahwa Lucy Snowe adalah seorang wanita yang mandiri karena ia bisa menopang hidupnya tanpa bergantung pada orang lain. Ia harus bisa bergantung pada dirinya sendiri karena ia tidak mempunyai keluarga atau kerabat yang bisa mengurusnya. Lucy seorang wanita yang berani, ia dapat bertanggung jawab atas tindakannya. Ia cukup berani untuk pergi sendirian tanpa teman ke sebuah kota yang asing baginya untuk memperoleh hidup yang lebih baik. Ia harus menghadapi banyak kesulitan dalam mencari pekerjaan di kota Villette. Meskipun ada banyak rintangan, Lucy harus bisa menghadapi rintangan-rintangan itu. Dengan banyaknya rintangan ia menjadi ter dorong dan mencoba mencari jalan keluar dari kesulitan-kesulitan itu dengan caranya sendiri.

Diakhiri studi ini, selain menulis saran bagi para penulis berikutnya mengenai kemungkinan adanya penelitian lebih lanjut lagi tentang novel Villette, saya juga menyarankan tentang penerapan pengajaran Bahasa Inggris, khususnya di bidang “reading” dan “speaking” sebagai materi pengajaran.
CHAPTER I

INTRODUCTION

This chapter consists of four parts. The first part is background of the study, which gives some reasons that serve as a basis for writing this thesis and the importance of the topic of the study. The second part states my purpose for writing this thesis. The third part is a problem formulation which consists of two questions. The last part defines the terms I use in this thesis.

A. Background of the Study

There are many forms of literature, such as poetry, drama, prose, autobiography, short story, novella and novel.

Literature may be defined as follows:

Literature is a verbal structure. In the first place, one has to be able to understand them as they are used together to shape meaning. Consequently, a study of how words are used in specific literary objects is necessary if one is to experience esthetic values (Rohberger and Woods, 1971: 5).

Literature asks the readers to use their imagination and to see the realities that are usually experienced in real life. From literature we may learn about the conditions, problems, feelings, struggles and efforts of human beings to survive in life. There are many kinds of values that we may gain from literature and we can reflect on them and learn from them.

By reading literary works, we may also obtain some important knowledge about life which will enrich our understanding. We are directed into events that usually occur in everyday life.
In other words, literary works are the imitation and reflection of events which have happened in this life. We are able to find the reflection of human nature and we are often drawn into the author's thoughts and descriptions of the phenomena of life described in literature.

I am interested in Bronte's story. As a writer, she wrote many famous stories that have close relationships with her own experiences in life. Her stories are also related to the struggle to survive. Most of her stories have a connection to the human condition. One of her famous stories is *Villette*.

This story is very interesting. The story tells about a lonely woman who has to struggle to find money for her own life. In this novel we can see the life struggle of Lucy Snowe, the main character in the novel *Villette*. She has to face many difficult situations and obstacles. She does not give up easily. She tries hard to get a job and to overcome the difficulties. She dares to travel alone to a foreign country in order to get a new experience and to get a better job.

Even though in Villette she does not have any friends or relatives, she insists in going there. When she arrives in Villette, she loses her briefcase. At first, she is really confused because she does not know where she can get information. That place is so strange to her. Finally, she meets a young English gentleman who is so kind and is willing to help her.

This event does not make Lucy desperate. In fact, she gains a positive impact. She is also able to find an inn to stay that night, with the help of the young English gentleman. She really appreciates his help. She can learn much from that
event. It makes her to be more careful when she is in a foreign country. She is a brave woman.

This reason, finally, guides me to choose Villette for my thesis, analyzing the character of Lucy Snowe. I focus only on the central character and try to find out how the central character deals with the struggle in her life.

B. Objective of the Study

The objective of this study is to see one’s struggle for achieving his or her happiness as seen in Lucy, the main character of Charlotte Bronte’s Villette. Besides, I also can learn from the main character that we should try to reach what we want in this life.

C. Problem Formulation

Based on the information above, I would like to state the problems of this study, as follows:

1. How may Lucy, the main character of the novel, be portrayed?
2. What struggles does Lucy have to endure?

D. Definition of Terms

Before I describe further the main point in this study, it is better to define the key terms of the analysis.
1. Struggle

According to Webster’s New Twentieth Century Dictionary of the English Language Unabridged, struggle is defined as “a great effort or series of effort” (1983: 1806).

In the Oxford Dictionary and Thesaurus, struggle is defined as “to make a violent or determined effort under difficulties” (1996: 1514).

From both dictionaries, I conclude that a struggle for life is a series of determined efforts that a human being undergoes in difficult conditions.

2. Analysis

According to A. S. Hornby in Oxford Advanced Learners Dictionary, analysis is defined as “the study of something by examining its parts and their relationship” (1986: 37).

3. Close Reading

According to Terry Eagleton in Literary Theory an Introduction, close reading is defined as “detailed analytic interpretation” (1996: 38). It refers to the “words on the page” rather than to “the contexts which produced and surround them”.

4. Surface Meaning

In this thesis, surface meaning is the analysis of the work in the effort to find the meaning of the novel through intensive and extensive reading.

5. Deeper Meaning

In this thesis, deeper meaning is finding the possible meaning of the struggle expressed in the novel, through analysis, using tools or approaches suggested in the theoretical framework.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three parts. The first part is about theoretical review, which consists of theory of literature, theory of character, theory of characterization, theory of psychoanalysis and theory of motivation. The second part is about Charlotte Bronte's works. The third part is criticism on Charlotte Bronte's works and the last part is about the context of Villette and the condition in England in Victorian Era.

A. Theoretical Review

1. Theory of Literature

Rohrberger and Woods, Jr. in Reading and Writing About Literature (1971: 6-15) give explanation concerning the approaches of studying about literature. There are five approaches to provide the means to understand the novel. They are:

a) The Formalist Approach

This approach judges the esthetic values of a novel from the harmonious involvement of all parts of the novel to the whole and how meaning is derived from structure and how matters of technique determine structure. Rohrberger and Woods say that the extreme formalist critics examine the literary piece without reference to facts of author's life, without reference to the genre of the piece or to its place in the
development of the genre or in literary history, and without reference to its social milieu.

b) The Psychological Approach

The psychological approach involves the effort to locate and demonstrate certain recurrent patterns, but from a different body of knowledge— that is psychology. This approach uses psychological theories to explain human motivation, personality and behavior pattern written in a literary object.

c) The Biographical Approach

This approach asserts the view of work of art is reflection of a personality, that in the esthetic experience, the reader shares the author’s consciousness, and that at least part of the reader’s response is to the authors’ personality. They attempt to learn as much as they can about the life and development of the author and to apply this knowledge in their attempt to understand his writing. Biographical material provides useful facts that could put the reader in a better position to understand and appreciate the literary object.

d) The Sociocultural- Historical Approach

This approach, on the other hand, insists that the real work is in reference to the civilization that produces it. It is needed to investigate the place or society that reflects a created work. The historical critic examines
either the work itself or the work in relation to other works by the same author or to works similar kind of object matter by different author in the same or in the different period.

e) The Mythopoeic Approach

This approach seeks to discover certain universality recurrent pattern of human thought, which they believe find expression in significant works of art. These universally recurrent patterns, they assert, are those that found first expression in the ancient myths and folks rites and are so basic to human thought that they have meaning for all men.

2. Theory of Character

"A character is an imagined person who inhabits a story and it shows a distinctive type of person" (Abrams, 1981: 20). An individual also has "a certain style, whether the person who resembles a certain type is also an individual" (Wellek and Warren, 1956: 29). We know that he is a feature who inhabits a story and shows a distinctive type of person. A character must have an important role in making up a story. According to Mary Rohrberger and Samuel H. Wood, "a character is a person who acts out in a particular time and place in a pattern of events" (1971: 20).

According to Van De Laar, a novelist must be smart in making characters in order to make the readers are interested in it. He must put them in human’s
reality and situation. Then, he makes the character behaves like actual human beings (1963: 170).

We do not expect a character to be exactly like ourselves, but we do “expect people in the story to be believable in their behavior” (Perrine, 1978: 69). Eastman says that, “a novelist is expected to show people as they are” (1965: 18).

Milligan gives two kinds of characters based on their roles in the story, namely “major” and “secondary” characters. The major characters are “those who appear more often than the other characters in the story”. Usually, “the story focuses on those characters from beginning to the end”. On the other hand, “the secondary or minor characters are those who appears in a certain setting, just necessarily to become the background of the major characters” (1983: 155).

E. M. Forster in his book, *Aspects of the Novel*, divides characters into “flat characters” and “round characters”. For Forster, a flat character is “built around a single idea or quality and is represented without individuality detail” (1974: 36). For Bergman, flat (or simple) characters have “a single behavioral traits or a stereotype group of behaviors” (1987: 115). Perrine says,

Flat characters are characterized by one or two traits; they can be summed up in a sentence. On the other hand, round characters are complex and many-sided; they might require an essay for full analysis (1978: 68-69).

Bergman says, “a round character appears in various context such as society life, individual life and as foreigner in other country police”. Furthermore, he says that “the round (or complex) character has many facets and has a capability of change as he has a number of personality traits” (1987: 118).
Barnet also states in his book, *Literature for Composition*, that characters are the significant elements in the work of literature. It is important for a writer to know about the theoretical aspect of characters deeper. There are some important factors that must be considered when we want to clearly see and understand the character (1988: 712):

a) **What the Character Says**

What the character says in the story is important to give a clue how the author describes him or her, for example whether he or she is a kind or bad person, educated or uneducated person.

b) **What the Character Does**

To see what the character does is important to know whether he or she is from the upper class or lower class, he or she is a kind or bad person.

c) **What Other Characters Say about the Character**

What other characters say about the character is needed to get additional information and a clear description about the character in the story.

d) **What Others Do**

The action of others may help to indicate what the character could do but he or she could not.

Like us, who exist in the world, there are characters that “lifelike” and “act” in the novel. According to Abrams (1981: 20), characters are

the persons presented in a dramatic or narrative work who are interpreted by the readers as being endowed with moral and disposition qualities that are expressed in what they say (the dialogues) and by what they do (the action).
It implies that there is a relation between the presentation of a character as well as his personality traits and what the readers get from his presentation.

That is why, the character must be credible or, in the other words, the reader must accept them as believable people. The characters in a story should be created and attributed by the feature of lifeliness in order to be accepted as an "imitation" of human beings.

There are three character traits according to William Kenney in How to Read and Write about Fiction that are developed to make up the whole character. They are social, physical and psychological traits (1988: 32-34).

a) Social Traits

The character's social traits are those that have to do with the character's place in society especially the character's relationship to groups and institution constituted or recognized or both, by society. For instance, to what social class does the character belong to, to what political and religious affiliations does the character belong to, what the character does for a living, the character's marital status, and the sort of family ties that the character maintain. Questions like those help us to define the character's social traits.

b) Physical Traits

If we want to identify the character's physical traits. We can ask whether the character is beautiful or ugly, fat or thin, fair-skinned or black-skinned, tall or short and to mention others.
c) Psychological Traits

The character’s psychological traits are the “inner” traits. Some questions might use to identify psychological traits, such as, “is the character emotional or intellectual, optimistic or pessimistic, secured or in-secured, barbaric or sophisticated?”

Psychological traits may also include, in addition to the inner traits, characteristic patterns of external observable behavior, such as rhythms of speech, qualities of gesture and others. It is also said in this book that these traits and the relationships among them are vital in our understanding of character. It is not a simple of matter to examine characters in term of their traits. However, the difficulty we may experience in such an effort contributes to a deeper understanding of the fictional character as well to a greater understanding of what it is to be human.

3. Theory of Characterization

In fiction, the author reveals the character of imaginary persons. “The creation of these imaginary persons so that they exist for the readers as lifelike is called characterization” (Holman and Harmon, 1986: 81). Richard Gill states, “Characterization is the way in which a character is created” (1995: 127).

Characterization in the novel helps us to know what the character in the story is like. As Jerome Beaty says in his book:

Among the means of characterization, in additional to direct, is describing the way character look, (their physical appearance and their clothing bearing, make up and so on); the way they speak, the way they think, or what they think, what they do and what other people say about them (Jerome Beaty, 1984: 23).
Murphy (1972: 162-173) explains clearly the way an author conveys the reader, the characters and personalities of the people. According to him, there are nine ways in which the author attempts to make his characters understandable and come alive for the reader, those are:

a) Personal Description

The author can describe a character’s physical appearance like the face, body and clothes of the characters. The personal description is important because each character has individual aspects, especially if the character has the specific appearance, so the reader can imagine it.

b) Character as seen by another

The author can also describe a character through the eye and opinion of another.

c) Speech

The author can give the reader some clues to a person’s in the book through what the person says. Whenever he is in conversation with another, and whenever he gives his opinion, he is giving us some clues to his personality.
d) Past Life

The author can also give the readers a clue to events that helped to shape a person's character through his past life. It can be done by direct comment, produced by the author, through the person's thoughts, through his conversation or through the medium of another person.

e) Conversation of others

The author can give the readers some clues to a person's character through the conversations of other people and the things they say about him.

f) Reaction

The author can also give the readers a clue to a person's character by letting them know the person reacts to various situation and events.

g) Direct Comment

The author can also describe or comment on a person's character directly.

h) Thought

The author can give the readers direct knowledge of what a person is thinking about. What in the person's mind and what he feels reflect on his character.
i) Manerism

The character's personality also can be described by the author through his mannerisms, habit or idiosyncrasies in his fictional life.

Perrine in literature: Structure, Sound and Sense also says that characterization must also observe three principles (1978: 68):

a) The characters must be consistent in their behavior.

They must behave based on the clear reason. They can change their behavior in one occasion, but based on clear and sufficient reasons.

b) The characters must be clearly motivated.

The characters must be clearly motivated in whatever they do, especially when they change their behavior. The readers have to understand the reason why they act like that immediately or at least at the end of the story.

c) The characters must be plausible or lifelike.

The writer has to characterize the characters using convincing arguments. What the characters do must be reasonable of the readers.

4. Theory of Psychoanalysis

Rohrberger and Woods say that "the modern psychological movement received its greatest impetus from Freud" (1971: 13-14). They state Freud's theory about psychoanalysis. Freud explores that "the unconscious area of human mind is the area of man's rich imagination, his capacity for creation, the complexity of his thought and behaviour" (2001: 13).
Furthermore, Hall and Lindzey state Freud’s theory of psychoanalysis in *Theories of Personality*. Freud states that “a person’s personality is made up of three major systems, the Id, the ego, and the superego” (1957: 22-26). The explanation of each system is as follows:

a) The Id

The Id is the original system of personality. It is the matrix which differentiates the ego and the superego. The Id consists of everything psychological that is present at birth. If the Id experiences the increases of energy or uncomfortable states of tension, it will discharge the tension immediately and return the organism’s low energy level. The Id is considered as the unconscious part of the person’s personality.

b) The Ego

The ego is formed as the results of the organism needs for appropriate transactions with the objective world of reality and known as the conscious part of a person’s personality. It distinguishes between things in the mind and things in the external world. The ego itself is the organized portion of the Id and it exists to forward the aims of the Id.

In *Psychology of the Child* by Watson and Lindgren, the Id’s aim is the gratification of its impulses with no sense of morality, logic or unity of purpose. The major function of the Id is to provide free uninhibited discharge of energy. The ego never becomes completely independent of the Id (1973: 46).
c) The Superego

The superego is the moral part of personality, which represents the ideal which strives for perfection rather than the real. It is interpreted to the child by his parents which is enforced by means of a system of rewards and punishment which final purpose is to meet the ideals of society.

The three main functions of the superego are to inhibit the impulses of the Id, to persuade the ego to substitute moralistic goals for realistic ones and to strive for perfection.

The personality normally functions as a whole rather than as three separate segments. The readers may consider the Id as the biological component of personality, the ego as the psychological component and the superego as the social component.

5. Theory of Motivation

There are many definitions of motivation given by different psychologists. Bootzin, Loftus, Zajonc, Blake, Lo Piccolo and Holahan in their book *Psychology Today, An Introduction* say that a “motive” is the “dynamic property of behaviour that gives it organization over time and that defines its end states” (1983: 367). While the “corresponding process” of the motive is called “motivation” (1983: 367). Bootzin et al. believe that person behaviour is “organized”. We should imply that the behaviour is conducted by some “purpose and that it leads to some end state, which may be a goal or the satisfaction of some needs” (1983: 367).
Motivation can be stimulated either from “external” condition which is called “incentives” or from “internal” condition which is called “drives” (Bootzin et al., 1983: 368). It is also stated that motivation which is caused by some external reward is called “extrinsic” motivation while the one which is caused by individual’s established preferences is called “intrinsic” motivation (1983: 383).

Wright, Taylor, Davies, Sluckin, Lee, and Reason in their book *Introducing Psychology: An Experimental Approach* state a different statement about drive. They say that drive is a “purposive activity which is initiated by both the internal state and external stimulation” (1970: 207). Actually, what Wright et al. and what Bootzin et al. state are basically the same especially in the explanation. They explain the drive of people’s behaviour.

While Handoko in his book *Motivasi Daya Penggerak Tingkah Laku* states another definition of the motivation. He says that motivation is

*suatu tenaga atau faktor yang terdapat di dalam diri manusia, yang menimbulkan, mengarahkan dan mengorganisasikan tingkah lakunya* (1992: 9).

(a power or a factor in human’s trait, which is able to arouse, to lead and to organize his/her behaviour)

Handoko states the word “motive” in order to name the word “drive”. He says that the motive is

*suatu alasan/dorongan yang menyebabkan seseorang berbuat sesuatu/melakukan tindakan/bersikap tertentu.*

(a reason/drive which cause people to conduct or to do something or to act out a certain behaviour).

As I have stated above, there are some drives or reasons or motives which cause people to conduct action. Maslow in Goble’s *The Third Force* says that people conduct action to fulfill their needs. He says that
man is initially motivated by a series of basic needs, as these are satisfied, he moves toward the level of the higher needs and becomes motivated by them (1971: 47).

The basic needs according to Maslow are

the Physiological Needs, the Safety Needs, the Belongingness and Love Needs, the Esteem Needs, the Self-actualization Needs, the Desire to Know and to Understand, and the Aesthetic Needs (1971: 38-44).

Those needs shape a hierarchy of needs. When someone’s physiological needs are fulfilled, the safety needs require being satisfied. Talking about the hierarchy of needs, Maslow says:

at once other (and higher) needs emerge, and these, rather than physiological hungers, dominate the organism. And when these in turn are satisfied, again new (and still higher) needs emerge, and so on. This is what we mean by saying that the basic human needs are organized into a hierarchy of relative prepotency (1971: 39).

The needs are interrelated. It means that if “a person who thinks he is hungry may actually be feeling a lack of love or security of some other need”. On the opposite, a person satisfies, or tries to satisfy, “hunger needs by other activities such as smoking or drinking water”. According to Maslow, the human being is a “wanting animal”. He or she always requires and “desires something”. People seldom gain “a state of complete satisfaction except for a short time. As one desire is satisfied, another pops up to take its place” (1971: 39).

The explanation of each need is as follows:

a) The Physiological Needs

The first and the most important of all basic needs are needs for physical survival. These needs are the needs for food, liquid, shelter, sex, sleep, and oxygen (1971: 38). These needs must be fulfilled before fulfilling the next higher needs.
b) The Safety Needs

Once the physiological needs are satisfied, the safety needs emerge. A person needs the safety to grow, to feel secure and to be out of danger (Handoko, 1992: 20).

c) The Belongingness and Love Needs

When the physiological needs and the safety needs are satisfied. The other needs such as needs for love, affection and belongingness also emerge. According to Maslow, "love involves a healthy, loving relationship between two people, which includes mutual trust" (1971: 41). Everybody needs love. The lack of love stifles the growth and the development of potential.

d) The Esteem Needs

There are two esteem needs according to Maslow. They are self respect and esteem from other people. Maslow explains those two terms. He says

1. Self-esteem includes such needs as desires for confidence, competence, mastery, adequacy, achievement, independence, and freedom. 2. Respect from others includes such concepts as prestige, recognition, acceptance, attention, status reputation, and appreciation (1971: 42).

A person who has self-esteem is more confident and capable and, thus, more productive. "When the self-esteem is absence, the individual has feelings of inferiority and helplessness, which may result in discouragement and possible neurotic behaviour" (1971: 42).
e) Self-actualization Needs

"What a man can be, he must be". Maslow states this need as "the desire to become more and more what one is, to become everything that one is capable of becoming. This need emerges after reasonable satisfaction of the love and esteem needs" (1971: 42).

f) The Desire to Know and to Understand

"A character of mental health is curiosity". Maslow also says

This process has been phrased by some as the search for meaning. We shall then postulate a desire to understand, to systematize, to organize, to analyze, to look for relations and meanings, to construct a system values (1971:43).

g) The Aesthetic Needs

The aesthetic needs are related to one's self image. Maslow says, "people have an instinctual, or instinctoid, need for beauty; beauty helps one to be healthier" (1971: 44).

Those are the explanations of Maslow's theory about the needs which make people conduct actions.

B. Charlotte Bronte's Work

The information about Charlotte Bronte's work is taken from The Life of Charlotte Bronte by Elizabeth Cleghorn Gaskel

The three sisters, Charlotte, Emily, and Anne, published at their own expense a little volume containing a selection of poems by each: Poems by Currer, Ellis and Acton Bell. These were the pen-name which was in the fashion of those days. They had chosen to cover their identities when their works
appeared in May 1846 because they did not want to attract any attention. Only two copies were sold.

Charlotte Bronte produced four novels - *The Professor, Jane Eyre, Shirley* and *Villette* - in chronological order. *The Professor*, Charlotte’s first novel, was rejected by some publishers, mainly because it consisted of two volumes instead of three. It was eventually published after her death in 1856.

On the day *The Professor* was returned to her, Charlotte Bronte began writing *Jane Eyre*. That first masterpiece was shaped during a period of sorrow and discouragement, but *Jane Eyre* found its way faster through the publisher and as result was published under the name Currer Bell, which gave no clue to the writer’s sex. The outspoken of the love scene between Rochester and Jane caused many to think that the author was a man, or else woman unsexed.

Soon after *Jane Eyre* was published, Charlotte started *Shirley*. She had partially escaped from sweet and bitter memories. In this piece of work the situation was much connected with the Luddite Riots. Charlotte was eager to put real things in life, things which she had known and seen, into writing. Nearly every character in the book was a Yorkshire friend. With most from life, Charlotte put them into fictitious incidents and situations, which were purely imaginary. In 1849, *Shirley* was published. It was impossible any longer to hide the secret of the authorship. People seemed to be more convinced that the writer was an inhabitant of the district, which served as the setting of the story.

*Villette*, her last completed story and artistically the most perfect of all, was a reproduction of her life in Brussels, with touched from more recent
experience. *Villette* was done in much longer time than the previous works due to her health condition. It appeared in the beginning of 1853, Charlotte considered *Villette* the best and it was known to be the last of Charlotte Bronte’s book.

C. Criticism on Charlotte Bronte’s Work

In this part I am going to give brief description on Charlotte Bronte’s *Villette* through other criticisms. *Villette* is the fourth novel of Charlotte Bronte. According to Phyllis Bentley in *Villette Introduction*, *Villette* is the most autobiographical of Charlotte Bronte’s novel. In it for the second time she tells the story of her unrequited love for Mr. Heger, in her school teacher in Brussels. In *Villette*, Charlotte reverses the sex change and writes from the point of view very close to her own. Also in it a profoundly repressed elderly narrator describes her experiences as a profoundly repressed young woman. Just before the vanishing point, Lucy has her moment of blissful fulfillment, a moment incommunicable to us, the readers. Moreover, Bentley says that *Villette* has all the makings of a realist novel. Every scene, every sentiment, every sentence in *Villette* is plainly and powerfully stamped with the writer’s individual nature.

Kate Millett (1971) states that generation of readers have found *Villette* aesthetically, politically and emotionally novel. She described that “it is a hideous undelightful, convulsed, constricted novel - one of the most utterly disagreeable books. It is a book that is too subversive to be popular”. However, still it has always had it’s admire. There is something almost preternatural in its power. So unorthodox was Charlotte Bronte’s achievement that her contemporaries were at a
loss for a vocabulary in which to describe it some were shocked others were
awed; all, whether or not they understood or liked it, recognized that the novel
was a work of explosive potency.

According to Barbara Hardy (1985: 116-119) *Villette* illuminates Charlotte
Bronte’s own presentation of passion. Lucy Snowe, the main character in the
novel, describes the passionate experience of seeing a great actress perform with
this insight. “Charlotte Bronte’s experience has ripened intuition into awareness.
In this last novel, Charlotte embodies tragic passions and grappling with
abstraction”. Furthermore, *Villette* is much a providence novel (as Jane Eyre, but
the providential pattern is shown and seen by the heroine, to leads toward loss). In
it there is also transference of the forces of reason and passion, a refusal to
attribute coolness and restraint to the self-control. And, for Lucy there is a tragic
rhythm, a falling cadence and a movement from victory to defeat.

Hardy also says that there are passionate attachment and affinity, jealousy,
deprivation, stoicism, loneliness and depression of the congenial emotion found in
*Villette*. The congenial emotion situation, which forms contrasts and tension in
*Villette*, is that of struggle and control. She found that in *Villette* there is
continuation of that physical embodiment of passion. The personification is not
performing in the inner drama alone, but is identified as an actor in the actual
scene and event.

According to Mike Edward, in his writing *Charlotte Bronte the Novels*,
says that
Lucy scarcely needs to learn and practice. She appears at the beginning of the novel habituated to suffering, loss and the subduing of self, though she already shows the urge to breakout of control, often in unspecified and undirected passionate energy (1976: 119).

Lucy shows a great deal of self-conscious and reason in her life. She also often uses imagination to prepare for the worst and to avert the temptation to hope for the best. Often in Lucy’s life, reason relieves “the guard” after imagination’s “watch” and her pains blend with the physical pangs of waking to the realities of raw down ice-cold water.

Being inspired by the criticism above, I am interested in analyzing the struggle of the main character in this novel. I focus my analysis on Lucy Snowe who has to struggle in order to earn money and to get new experience for her survival.

D. Context of Villette

The study is a library research, in which the writer uses the novel of Charlotte Bronte’s Villette as the primary source. The primary source that the writer reads for many times is aimed to find the evidences by comprehending the novel in order to support the analysis.

The setting in the novel is in Villette. Villette is a small city in Brussels, France. This novel is written by Charlotte Bronte in 1851. This was Charlotte Bronte’s life experience when she was in Pensionnat of Monsieur and Madame Heger in France.

The French state in 1848 was a Second Republic with Louis Napoleon as a President. He was a nephew of the great Napoleon. He was chosen by the middle
classes as a better alternate to socialist rule. But, this state did not last long. In 1851, Louis Napoleon who opened the second republic seized power and declared himself Napoleon III, the Emperor of the French people. Thus, the second republic died and the Second Empire was born. Napoleon III carried out vast and costly (but of benefit to unemployed) public works programs, building new roads, canals, railroads and almost entirely rebuilding city of Paris.

He tried his best to make France a great industrial state and there was really great progress from 1850-1870 in industry. But, two basic problems remained: the lack of industrial wealth, both natural and capital and the relatively small population of French made French lagged behind as the United State and Germany both passed her.

The French industrialization was influenced by two circumstances. First, the dominant position of British industry in the export markets of the world placed French entrepreneurs at a disadvantage from which they never really recovered. Second, the effects of revolution disturbed French economic growth both directly and indirectly.

The French industries in the nineteenth century were remodeled, but it might be said that France never went through an industrial revolution. It was because there was a slow change in the methods of industrial organization.

French lagged behind as the Belgians in coal mining. The Belgians were ahead of the French in experience and technique. And because of that Belgium raised more coal than French and their coal had the free run of the French market.
In metallurgy industries, the process is much the same as in the coal mining. French metallurgy was only remodeled slowly on English lines. France's progress was in great part due to imitation of England and to the arrival of English experts and English capital. There was much less emigration from England to French than from England to Belgium. This was a fact which helps to explain the slower French development.

The people of French were divided into three classes called Estate. The first Estate was the clergy, the second estate comprised the nobility and the third estate consisted of the peasants, the city workers, and middle class such as merchants, shopkeepers, lawyers, doctors, craftsman, etc. The first and the second estate were privileged classes in that they were exempt from many of the government's taxes and were granted special privileges and rights denied to the third estate. The lower clergy (such as the parish priest) came generally from the third estate while the higher clergy (bishop and abbots) came from the privileged classes and enjoyed many privileges and wealth. Many members of the higher clergy used their offices for financial gain.

The main burden of taxation fell on the third estate. This class was generally discontented. The peasants were discontented because they were burdened with feudal dues and most of the government and church taxes fell on them. However, the French peasants were the best off in Europe. It was because most of the French peasants owned their own land.

The middle class who belonged to the third estate was generally well off. The middle class was better educated than the peasants and warmly received the
ideas of the philosophers. They felt the social, political and economic abuses more sharply than the peasants and they led the third estate in its effort to achieve reform.

E. The Condition of England in Victorian Era

*Villette* was written by Charlotte Bronte in the nineteenth century in the Victorian era. The era where men are dominated or can be said as the patriarchy society, which set men in the higher rank. Women are often placed in disadvantages position. For example, they received lower salaries and work longer and harder.

According to Mckay in *History of Western Societies*, the social structure of Britain in the nineteenth century, in the Victorian era divides into three classes. The first class is upper class, they are only a smallest group and they consisted of the nobles families such as, the queen, king, prince and princess. They are also called the aristocracy class that had influenced upon the economic, political, and military and intellectual polices.

The second class is the middle class. The middle classes are divided into three classes, the upper middle classes, the middle-middle classes and the lower middle classes. The upper middle classes are businessmen; they are from banking, industry and large-scale commerce. The middle-middle classes are industrialists and merchants. The lower middle classes are shopkeeper, small trader and tiny manufactures. The highly skilled are labours and aristocracy.
The third class is working class, the working class stratification are the skilled, the semi-skilled and the unskilled workers. The skill workers are labour aristocracy. Semi skilled workers are factory workers. The unskilled workers are long-shore men, wagon-driver, teamsters, teenagers and every kinds of “helper” (1984: 1071).
CHAPTER III

METHODOLOGY

This chapter consists of three main parts. They are the subject matter, approaches and procedures. The subject matter deals with the novel and the focus of my analysis based on the problems. Then, I discuss some approaches that are appropriate in analyzing the problems. I also discuss the procedures of conducting this study.

A. Subject Matter

The novel I chose as the primary data of this thesis is Villette, written by Charlotte Bronte. It consists of 478 pages and it was published for the first time in 1853. There are characters presented in it: Lucy Snowe—the major character, Mr. Paul Emanuuel, John Bretton and Mrs. Bretton, Paulina Mary, Ginevra Fanshawe, Madame Beck and Miss Marchmont as the minor characters.

The settings of place in this novel are at Bretton—a small town in London and Villette—a small city in Brussels. Yet, the focus of this study is on the major character and the protagonist of the novel, named Lucy Snowe, whereas the topic to analyze are about Lucy’s struggle in finding money and getting new experience for her own life.
B. Approaches

Rehberger and Woods present five approaches as a means of observing a novel critically. These approaches are to provide the means to understand and apprehend the positive esthetic values of literary work. These approaches are the formalist approach, the biographical approach, the sociocultural-historical approach, the mythopoeic approach and the psychological approach.

Warren and Welleck present the idea that literature can be seen as social documents, "as assumed pictures of the reality" (1965: 102). Hudson in An Introduction to the Study of Literature points out that

"Literature is a vital record of what men have seen in life, what they have experienced of it, what they have thought and felt about those aspects of it, which have the most immediate and enduring interest for all of us" (1958: 10).

In analyzing the novel, Villette, I implemented psychological approach since this is the appropriate approach for the focus of discussion. The reason I take this approach because I can observe Lucy’s psychological development as the main character in the novel. Furthermore, psychological approach tries to analyze the character of the novel more deeply. This approach also involves theory of psychology to discuss the behaviour pattern or personality of the character in the novel. By using this approach the character's personality can be traced profoundly.
C. Procedures

In analyzing the novel, I took some steps. First of all, I read the novel *Villette* for several times in order to get a good understanding about the story and to make a right interpretation about the novel.

Second, I collected all references that could be related to this thesis. The novel was as the primary source to obtain evidence and to support the answer of the problem formulated.

Third, I tried to find the books on literature and psychology that are related to my analysis. I read those books in order to strengthen my opinion about the points that I wanted to analyze.

Fourth, I tried to answer the questions in the problem formulation by analyzing the major character in the novel *Villette* and by using literary approach and psychological approach.

Finally, I tried to make conclusion of the analysis together with some suggestions for future researchers and for the teaching learning activities using Charlotte Bronte's *Villette*.

D. Organization of Study

This study consists of five chapters. Chapter one is about the background of the study, objectives of the study, problem formulation, and definition of terms. In the background of the study, I explain about the necessity of analyzing the topic, and the reason for choosing the topic. Objectives of the study explain the goal of this study. Problem formulation consists of two questions to analyze in
this study. The last part of chapter one consists of the definition of some terms related to this topic.

Chapter two is divided into four parts. The first part is theoretical review, which includes theoretical approach from Rohrberger and Woods, theory of character, theory of characterization, theory of psychoanalysis, and theory of motivation. The second part is about Charlotte Bronte’s work. The third part is about the criticism toward the author, Charlotte Bronte and her literary work. The last part of this chapter is about the context of *Villette*.

Chapter three is divided into four parts, namely subject matter, approaches, procedures, and organization of study. The subject matter deals with the subject of the study. The approaches concern with the literature approaches that I use in analyzing the novel. Procedures deal with the steps used in completing the thesis. The organization of the study gives brief explanation about the content of this thesis.

Chapter four is about the analysis of the major character described in the novel and the life struggle of the major character in the novel *Villette*. The last chapter, chapter five, consists of conclusion of the whole study, and also suggestions for the teachers to use literary work as a means in teaching.
CHAPTER IV
ANALYSIS

There are two problems discussed here. The first discussion is the analysis on the major character, Lucy Snowe, and the personal description given by the author. The second discussion is about Lucy’s struggle in earning money for her survival.

A. Analysis of the Major Character Described in Villette

Lucy Snowe is described as a wise, cold, mysterious, self-commanded, honest and lonely woman. The aim of this analysis is to know the character of the protagonist, Lucy Snowe, and to get the description of Lucy as a person. This analysis is also aimed to reveal about her dream and motivation in getting a job and new experience.

Lucy is a wise woman. Her wisdom can be seen by looking at the way she faces the problems, her reaction towards the problems that occur in her life, her thoughts and her manner. Lucy can be said as a wise woman because Lucy always thinks about the consequences and the possible events that may occur in her life. She believes that the reality will bring her into a better life. She thinks about the good and the bad results of her actions that she may get. Lucy also always thinks positively towards the events, which occur in her life. She sees every problem and experience as the best teacher in which it gives her a good knowledge to learn. She is always confident. She is always thinks that there are possibilities to solve
the problems, which occur. This can be seen when Paulina or Polly cannot sleep in her first arrival at Mrs. Bretton-Lucy's godmother. Lucy thinks that it will not be good for her health. She tells Polly to sleep.

"I recommended her to lie down."
"By and by was her answer."
"But you will take cold Missy" (p. 21).

Also, when Graham refuses Paulina as his playmates, Paulina is so sad and painful. She never thinks that Graham would treat her badly by saying "little monkey".

She asks Lucy about Graham's refusal and Lucy answers that Graham is busy with his school friends (p. 37).

It means that Lucy tries to make Polly sure that Graham does not mean to hurt her and tomorrow Graham will comes to her and asks her to forgive him. Also it shows Lucy's wisdom.

Lucy's other wisdom can be seen from her reaction toward the condition she faces. Although her life is so lonely and having no one to share, Lucy does not feel suffer. She is able to accept what she gets and she has. She just thinks that when it is good for her life experience no one can stop and disturb her duty. Lucy sees every problem as something that can be solved. She holds in her heart that loneliness; suffering and uncertain future can make her more mature with experience.

She, one day when she leaves London to Villette- a small city in Brussels said that "stone walls do not a prison make, nor iron bars- a cage" (p. 64).

She assumes that loneliness and an uncertain future are not oppressive evil, so long as the frame is healthy and the faculties are employed and so long as the Liberty lends human being her wings and Hope guides her by her stars (p. 64).
It means that Lucy considers the price she should spend to get experience is so expensive to get.

Furthermore, Lucy’s wisdom can be seen when Lucy is in Villette that is when Lucy is accepted as a housekeeper and a governess. Then, when she is teaching Madame Beck’s (the owner of the house and a famous school) children, she is offered to replace Mr. Wilson, an English teacher. At first, she doubts her own ability in teaching. She is shadowed by the other teacher’s experience after teaching in the class, especially the class offered to Lucy. She is afraid in becoming unpopular in the students’ eye and not to be liked by the students like the other English teacher. It can make them discarded by Madame Beck.

And with my usual base habit of cowardice, I shrunk into my sloth, like a snail into its shell, alleged incapacity and impracticability as a pretext to escape the action. If left to myself, I should infallibly have left this chance slip (p. 83).

Yet, because of her wisdom, she thinks that it is better for her to try, and she accepts it. She thinks that this will give her new experience to learn and to show her ability. Besides, she wants to have better life although it is a minor ambition.

Lucy is a mysterious girl. We cannot guess whom she is- her character, her hope, her wishes of the future and her will. She is a puzzle both to the characters in the novel and to the reader. It can be seen by what other character says about Lucy.

"Who are you, Miss Snowe? asked Fanshawe (p. 205).

"I never knew that you were, nor ever thought of asking; for me you were always Lucy Snowe" said Paulina (p. 280).
Those are the examples of the fact that Lucy is so mysterious for the character in the novel. Lucy is also a cold woman. It can be seen when she sees Paulina crying. Paulina is crying when she is going to be left by her father, Mr. Home. Seeing this, Lucy does not show her attention to Paulina. Lucy just stays silent.

Mrs. Bretton, being a mother, shed a tear or two. Graham, who was writing, lifted up his eyes and gazed at her. I, Lucy Snowe, was calm (p. 33).

The coldness of Lucy also can be seen when Madame Beck judges her wrongly. Lucy does not give any arguments to defend herself despite her innocence. She lets Madame Beck judges her wrongly. She knows what the consequences are and the treatments she will get if she stays silent. However, Lucy does not care what Madame Beck does to her. She stays silent and observes Madame Beck with her property. Lucy still lies on her bed and pretends being asleep when Madame Beck comes in to her room and opens her bag and wallet. Seeing this, Lucy just observes in silence, although she has a chance to scream.

She approached me. I feigned sleep, and she studied me long. In my dress was a pocket. She fairly opened a little memorandum-book, coolly perused its contents, and took from between the leaves a small plaited lock of Miss Marchmont's gray hair (p. 76).

Lucy is also a self-commanded girl. It can be described clearly when she is in Villette. In the first day of her arrival in Villette, Lucy has to face two problems. First, she does not know where she should stay. Second, to whom she should ask information. Fortunately, when she is busy in searching for her briefcase, she meets a young man that can speak English; Lucy asks where she can find a place to stay and to have a job. Later, she knows that the man is John Bretton. John Bretton is Mrs. Bretton's son. She is Lucy's godmother. Lucy is
directed and accompanied to Madame Beck's place. After she arrives at Madame Beck's house, she hesitates whether she will knock the door late at night. Finally, she decides to do what her ego asks to do. She thinks that the house is the chance for her to stay at night.

Another of Lucy self-commanded can also be seen when she is asked to wear men's clothes. She refuses it because she thinks that dressing like a man does not please her and she also thinks that it is better for her to keep her women's dress to perform the play although she plays as a man.

To be dressed like a man did not please me and would not suit me. I would keep my own dress. I said so, with a voice as resolute in intent as it was low and perhaps unsteady in utterance (p. 142).

Finally, Lucy decides to wear men's clothes but not all clothes. She wants to arrange the costume by herself. She does not permit anybody to arrange it.

"And I will, monsieur; but it must be arranged in my own way. Nobody must meddle; the things must not be forced upon me. Just let me dress myself" (p. 142).

Lucy is an honest girl. She tries to tell what she is supposed to tell. She says what should be said when she thinks that it is right. She never hides her feeling when she does not feel comfortable. When she does not agree with someone's opinion and attitude, she will directly tells him or her about her disagreement. She thinks that by saying the truth she will have in peace life. Lucy's honesty can be seen when Miss Fanshawe comes to her and tells her day with Isidore. Later, it is known that Isidore is Dr. John Bretton. Miss Fanshawe tells Lucy that Isidore really loves her. He will give her expensive jewels when she asks to. However, when Lucy asks whether she is going to marry with him,
Ginevra answer that she will not going to marry him because she does not love him.

“Oh how dowdyish you are! I don’t want to be married. I am too young”. Lucy does not agree with Miss Fanshawe, she thinks that Miss Fanshawe only uses him.” I informed her very plainly that I believe him much too good for her” (p. 92).

Lucy’s other honesty is when Miss Fanshawe uses other people’s wealth to get what she wants.

“Ginevra, people may tell you are very handsome in that ball-attire; but, in my eyes, you will never look so pretty as you did in the gingham gown and plain straw bonnet you wore when first I saw you” (p. 95).

It means that Lucy is honest by telling Miss Fanshawe what she really feels and thinks about Fanshawe. She does not hide her feeling just to satisfy and to make others happy with her lies. She tells the truth in order to make Miss. Fanshawe aware that her attitude is wrong.

This novel does not tell us about Lucy’s dream. Its only tells the readers about her experience in getting a job. She will do whatever job that can give her money and experience. In the end, she becomes a teacher in Madame Beck’s school. She thinks that it is an appropriate job for her and she enjoys it. She also thinks about making her own school. In order to make it real, she has to work hard and never gives up. The result is amazing, her school becomes bigger and bigger.

“I commenced my school; I worked-I worked hard”. “My externat became a pensionnat. That also prospered” (p. 475).

Lucy also has a big motivation. She does not give up easily if she has to face difficult problems. She does not afraid to try something new. So, she decides to travel to a foreign country alone in order to get new experience.
Lucy's motivation can also be seen from her effort in improving her foreign language. She uses her leisure time to study French and practices it everyday.

"I had, indeed, studied French closely since my arrival in Villette, learning its practice by day and its theory in every leisure moment at night" (p. 84).

Lucy Snowe is a lonely woman. It can be seen when Miss Marchmont dies, she feels very sad. She thinks that she has lost her friend.

My Mistress being dead and I once more alone, I had to look out for a new place. About this time I might be a little- a very little- shaken in nerves (p. 52).

The other loneliness can also be seen when there is a long holiday after the examination in Madame Beck's school. Everyone enjoys his or her long holiday. Each of them goes to some places, except Lucy. She does not know where to go in this holiday. She does not have any family or relatives to be visited. Once more Lucy feels lonely.

Madame Beck went, the first day of the holiday, to join her children at the seaside; all the three teachers had parents or friends with whom they took refuge. Every professor quitted the city; some went to Paris, some to Boue-Marine; M. Paul set forth on a pilgrimage to Rome. The house was left quite empty, but for me, a servant and a poor deformed and imbecile pupil, a short of cretin, whom her step-mother in a distant province would not allow to return home (p. 159).

Lucy is also a brave woman. Her bravery can be seen when she has to leave Bretton and travel alone to a strange place in order to get a job for her survival. She dares to go alone without any friends. Even though, she has no certain destination and she does not know where to go. She insists to travel alone.
She can take responsibility from her action and she believes she can take care of herself.

Foreigners say that it is only English girls who can thus be trusted to travel alone (p. 61).

B. Analysis on Lucy’s Struggle

1. Surface Analysis

This novel describes the life struggles of Lucy Snowe, an independent woman and a lonely woman. She has to face a lot of obstacles in getting a job for her survival. At the beginning of the story, we know that Lucy lives with Mrs. Bretton only for a while. She always moves from one city to another city in order to get a job and to earn money for her own living. In order to get a job, Lucy has to struggle and face people who do not like her. She dares to defend her opinion even though they do not like it.

Lucy’s first job becomes a companion of an old woman that is Miss Marchmont. She is a firm, patient woman. She lives alone in her house. Lucy can learn much about life from Miss Marchmont. She always scolds Lucy, but she never humiliates her. It is seen like a mother giving an advice to a daughter. Miss Marchmont tells her that she has to thank for God’s mercy and tries to give happiness for others. So, she will also get benefit from her action.

“Very right, my child. We should acknowledge God merciful. We should accept our own lot, whatever it be and try to render happy that of others. I will endeavor to do something for you Lucy. Something that will benefit you when I am dead” (p. 51).
After saying that to Lucy, Miss Marchmont goes to sleep. In the morning, Lucy finds Miss Marchmont without life. She dies with calm and undisturbed atmosphere.

Lucy once more feels lonely. After Miss Marchmont dies, she has to look out for a new place and a new job to sustain life. Unfortunately, she does not know where she has to go. Until, a voice of her mind says to her that she has to go out from this city. She thinks of London and plans to go there.

"A bold thought was sent to my mind; my mind was made strong to receive it. 'Leave this wilderness and go out hence'. I mentally saw within reach what I have never yet beheld with my bodily eyes. I saw London" (p. 51).

On the way to London, Lucy meets a girl whose name was Ginevra Fanshawe. She is very talkative and tells about her family to Lucy. She says that her uncle who lives in France pay for her education because she is from poor family.

"They are poor enough at home-papa and mama and all of them. My uncle and god-papa De Bassompierre who live in France is the only one that help us. He educates us girls" (p. 63).

After breakfast, Lucy thinks that she has to go to find a job. But, she does not know where she can find it. She is a stranger in that town. Until, there is a voice, which suggests Lucy to go to Villette. The voice comes from Ginevra, a girl whom Lucy meets on the boat. She suggests her to come to Madame Beck’s house because she is looking for an English governess to take care of her children. Lucy wants to know more about who Madame Beck, but Ginevra already gone away with her friend.
"Go to Villette said Ginevra. I wish you would come to Madame Beck's. She has some marmots that you might look after. She wants an English gouvernante, or was wanting one two months ago" (p. 67).

Lucy feels sure that Villette will be her residence. Even though she does not know where Madame Beck lives, she decides to go to Villette alone.

"Who Madame Beck was, where she lived, I knew not. I presumed Villette to be my residence. To Villette I would go" (p. 67).

In Villette, Lucy has to face a difficult problem. She has to loose her bag, but she cannot find it. She wants to ask the other person but she cannot speak French. She is a stranger in this town. She is very confused. In her confusion, she thinks of a way out by speaking to herself what she should do. Until, there is a voice in good English says to her. Lucy asks for help to the Englishman to find her bag. The Englishman is willing to help her. He asks to a person who works there, and describes Lucy's bag to him. Finally, he can find Lucy's bag.

"And my portmanteau, with my few and little packet-book enclasping the remnant of my fifteen pounds, where were they? "Let that alone, will you?" said a voice in good English" (p. 68).

"I can not speak French. May I entreat you to ask this man what he has done with my trunk?" (p. 69).

After knowing where her bag, Lucy still has to face a difficult problem. She does not know where to go and she does not have a friend in this city. Once more, the Englishman helps her. He gives Lucy an address and direction of an inn for her to stay at night. At last, it is known that the Englishman is Dr. John Bretton.

"Meantime what should I do? Perhaps this English gentleman saw the failure of courage in my face. He inquired kindly. "Have you any friends in this city?" "No, and I don't know where to go" (p. 69).
"I can give you the address of such an inn as you want," said he, "and it is not far off. With my direction you will easily find it" (p. 70).

In Madame Beck’s house, Lucy also has to struggle to get an inn for her to sleep at night. Madame Beck does not give easily the room. She rather asks some questions to Lucy. She also suggests Lucy to comeback again tomorrow because it is late at night.

She asked my name, my age; sh[e] sad and looked at me- not pityingly, not with interest. Through her interpreter, she desired me to depart now and come back on the morrow; but this did not suit me (p. 72).

However, Lucy still convinces Madame to let her stay in the house because she does not have a friend in Villette. It is already dark outside.

"Be assured Madame, that by instantly securing my services, your interest will be served and not injured. And if you hired me, it will be better that I should stay here this night" (p. 72).

Finally, Lucy has lodging and a job as a governess in Madame Beck’s house that night. It is because a help and kindness from the teacher and also Madame Beck’s cousin who comes to Madame’s house. He is M. Paul Emmanuel who will give a lesson in Madame Beck’s school.

"M. Paul," replied the teacher. "He came this evening to give a reading to the first class."
"Mon cousin," began Madame, "I want your opinion. We know your skill in physiognomy; use it now. Read that countenance" (p. 73).

"Engage her". And Madame did engage me that very night (p. 74).

Lucy’s struggle does not stop in Madame Beck’s house. She has to face more difficult problem in that house. Other her struggle can be seen when she has to replace an English teacher who cannot come because he is sick. Madame Beck asks Lucy to give lesson to the student.
“Mr. Wilson, the English master, had failed to come at his hour; she feared he was ill. The pupils were waiting in classe; there was no one to give a lesson” (p. 83).

Lucy hesitates to accept that duty. She knows that the class, which is offered for her is a big class with sixty students. She feels that she cannot handle this class. It is because most of the students in the class are girls and come from a noble family. They also always throw over timid teachers. Before comes in to the class, Madame Beck asks one more time to Lucy whether she wants to go forward or backward. Lucy feels sure that she should accept this duty, she decides to accept it. She gives the English lesson to the students that day. She thinks that it is a challenge for her to get better job if she can handle the students.

The first glance informed me that many of the pupils were more than girls, quite a young woman; I knew that some of them were of noble family. (p. 85)

“They always throw over timid teachers,” said she. (p. 85)

“Will you,” she said, “go backward or forward?” I saw in her countenance smoothing that made me think twice ere I decided (p. 84).

In the classroom, Lucy still has to face a difficult situation. Most of her students are very naughty. They do not want to be taught an English lesson. They will do anything to make Lucy discharged from class by Madame Beck because she cannot manage them well. But, Lucy is a smart woman. She feels sure that she can handle them well.

It seems that three titled belles in the first row had sat down predetermined that a bonne d’enfants should not give them lesson in English (p. 85).

They knew that Madame would at anytime throw overboard a profeseur or maîtresse who became unpopular with the school. I thought I might manage her (p. 86).
Madame Beck congratulates Lucy after she has finished teaching the students. Madame Beck is satisfied with the way Lucy handles the class. Madame knows all of this because she listens and sees Lucy when she is teaching in class from a spy-hole. Lucy becomes an English teacher from that day. She is not a nursery governess anymore. She also gets a good salary from Madame Beck.

She had been listening and peeping through a spy-hole the whole time. From that day I ceased to be nursery governess and became English teacher. Madame raised my salary (p. 87).

She still has to face a difficult problem in her struggle to happiness. It is seen when she gets a letter from Dr. Bretton. She meets him when she walks around the town. Lucy has to find a place, in which no one can interrupt her in reading a letter. She goes to an empty class and read it with a dim candle.

Well, I must go to the classes. Here none would follow me, none interrupt—not madame herself (p. 241).

The poor English teacher in the frosty garret reading by a dim candle (p. 242).

In the middle of reading the letter, Lucy is frightened with a figure all black or white. She sees an image like a nun in that class. She is very scared; she cries out and runs out from the class. She runs out because that figure wants to approach her.

My light was dim, the room was long. I saw in the middle of that ghostly chamber a figure all black or white, the skirts straight, narrow, black; the head bandage, veiled, white (p. 242).

I saw there, in that room, on that night, an image like a NUN. I cried out, I sickened. Had the shape approached me (p. 243).

Lucy runs out to the sitting room and asks for help. She tells them that she sees something strange in the class. All of them follow her to the class. One of
them is Dr. Bretton, he is also the person who finds Lucy's letter. It is because she left the letter when she ran out to ask for help.

"There is something in the grenier. I have been there; I saw something. Go and look at it, all of you!" (p. 243).

"Oh, they have taken my letter!" cried the groveling, groping monomaniac (p. 244).

His quick eye had seen the letter on the floor where I sought it; his hand, as quick, had snatched it up. He had hidden it in his waistcoat pocket (p. 245).

Dr. Bretton forces Lucy to tell him what she sees in the class. But, Lucy does not tell it, she thinks that if she tells him, she will be said as a dreamer. No one will believe her.

"I never will tell exactly what I saw," said I. Unless, someone else sees it too, and then I will give corroborative testimony; but otherwise, I shall be discredited and accused of dreaming (p. 245).

On the other day, Lucy once more sees the nun. She encourages herself to see and touch her. But, the nun disappears. Lucy still waits for a minute to make sure that the nun is real, but the nun does not appear again.

She stood mute. She had no face, no features. All below her brow was masked with a white cloth; but she had eyes and they viewed me. I advanced one step. I stretched out my hand for I meant to touch her. Having passed that obstacle, I looked and saw nothing. I waited. Nothing spoke or reappeared (p. 292).

Lucy is very confused. She has to face important decision. She does not know what she is going to do. She talks to herself why she always be frightened by the nun. She is thinking of moving from Madame Beck's house and lives with Paulina. Paulina is the child of Mrs. Bretton's friend. She meets her for the first
time in Mrs. Bretton's house. But, she thinks that becomes the teacher is an appropriate job for her and it is natural. She enjoys that job.

"Leave the Rue Fossette," she said, "and come and live with us". I could teach, I would give lessons, but to be either a private governess or a companion was unnatural to me (p. 292).

Finally, Lucy tells about the nun without deliberate to M. Paul. It is because M. Paul asks her about her belief and supernatural thing. She says that she ever saw the nun in the house twice. But, she prefers not to discuss it. M. Paul is one of the teachers in Madame's school. He is the person who helps her in getting a job in Madame Beck's house.

"Mademoiselle, do you Protestant believe in the supernatural?"
"There is a different of theory and belief on this point amongst Protestant
as among other sects." I answered.
"Why, monsieur, do you ask such a question?" I dislike the discussion of
such subjects. I dislike it the more because-----
"You believe?"
"No. But it has happened to me to experience impressions-----" (p. 356).

Then, Lucy asks M. Paul whether he knows about the legend of this house. M. Paul says that it is true that there is a nun's ghost in the house. He tells about the legend of the house to Lucy.

"Monsieur, tell me them." "I desire no better, and intend no less. You know the legend of this house and garden?"
"I know it. Yes. They say that a hundreds of years ago a nun was buried here alive at the foot of this very tree, beneath the ground which now bear us."
"And that in former day's a nun's ghost used to come and go here." (p. 357).

After saying that, the nun appears suddenly, all black and white. The nun is so close to them. It is for the third time, Lucy sees the nun so clearly and close to her.
Instantly into our alley there came, out of the barceau, an apparition, all black and white. With a sort of angry rush. Close, close past our faces swept swiftly the very nun herself! Never had I seen her so clearly (p. 358).

After she is frightened by the nun three times, finally, Lucy knows that there is no ghost in the house. She knows it from Ginevra’s letter. She says in her letter that it is her husband or Alfred de Hamal who frightens her by becoming a nun’s ghost. He is done this in order to see Lucy’s reaction when she sees the nun. Ginevra thinks that Lucy will scream or fearful. But, Lucy does not scream or fear when she sees the nun. She also does not tell about the nun to other people. Lucy bears this fear alone. She is a brave woman.

Nearly a year ago I chanced to tell him our legend of the nun. That suggested his romantic idea of the spectral disguise.

“But for the nun’s black gown and white veil he would have been caught again and again both by you and that tiger- jesuit M. Paul.” (p. 458).

The other Lucy’s struggle can be seen in M. Paul’s fete. He is the only friend that Lucy has in the school. In M.Paul’s fete, everyone has to bring a bouquet. But Lucy does not bring it to that fete. Then, Madame St. Pierre mocks her to see Lucy does not bring a bouquet for M.Paul’s fete. She says that Lucy is so stingy to buy a bouquet for M. Paul Emanuel.

Pupils and teachers sat neatly arrayed, orderly and expectant, each bearing in her hand the bouquet of felicitation. I only had no bouquet. Mademoiselle St. Pierre marked my empty hands.

“How wisely you have acted to keep your money, Miss. Lucie,” (p. 329).

Again, Madame St. Pierre mocks Lucy by telling to M. Paul and other people that she does not appreciate and regard the custom only because she does not bring a bouquet in M. Paul’s fete.
"Monsieur," said Mademoiselle St. Perre, "I have the honour to tell you that, with single exception, every person in classes has offered her bouquet". For Meess Lucie, monsieur will kind makes allowance. As a foreigner, she probably did not know our customs or did not appreciate their significance.

"Meess Lucie has regarded this ceremony as too frivolous to be honoured by her observance" (p. 331).

After the celebration, M. Paul comes to Lucy's class, but he cannot find Lucy in the class. He still waits there until he realizes that there is another person in the class. This person is Lucy. He asks her whether she does not know about their custom or she is unprepared with M. Paul’s fete. He asks her because she is the only person who does not congratulate him in his fete. Lucy says that she is prepared for his fete. She also brings a present for him. Then, she takes a box from her table and gives it to M. Paul. He is very happy to accept the present from Lucy. He also realizes that Lucy cares for him.

It was my fete day, everybody wished me happiness but you
"Then you really did not know our custom? You were unprepared?"
"I did not know that it was expected; I was prepared; yet I laid out no centimes on flowers" (p. 336).

And taking from the open desk the little box. I put it into his hand.
He liked that too—admired it artlessly, like a child (p. 337).

They become truly friends from that day. Lucy is also glad to see that he likes the present which she gives for him.

Lucy has to face difficulty in making relationship with M. Paul. Not everyone likes her relationship. One of them is Madame Beck. She will do anything to keep him away from Lucy. It is seen when Madame Beck tells to the students that there will be no lesson of literature that morning. She says that the professor M. Paul decides to leave Europe. The other reason is that Madame does
not like their relationship because of their different religions. Lucy is a Protestant and M. Paul is a strict Catholic.

There came quietly upon us the cautious Madame Beck (p. 424).

"This morning there will be no lesson of literature". Your professor, ladies "he went on", intends, if possible, duly to take leave of you.
He is preparing for a long voyage. A very sudden and urgent summons of duty calls him to a great distance. He has decided to leave Europe for an indefinite time (p. 425).

Lucy is very sad to hear that news. She feels that M. Paul Emmanuel is very kind to her lately and there is no quarrel between them. She knows that Madame Beck keeps him away from her because she has authority in her school.
She wants to break off their relationship.

Lucy cannot accept this reason. She is very sad to hear that M. Paul wants to travel without any definite time. She does not know when M. Paul will come back to school. Seeing this, Madame Beck suggests Lucy to calm down and go to sleep. Madame also persuades Lucy not to marry with M. Paul. Lucy is very angry in hearing this. She thinks that Madame says so because she also wants him to be at her side. She is a rival for Lucy.

"Let me persuade you to calm, mees; let me lead you to your chamber," said she.
"Leave me however. Leave me, I say!"
"What have I done mees? You must not marry Paul. He can not marry". I knew she secretly wanted him and had always wanted him. She did not love; but she wanted to marry. She was my rival, heart and soul (p. 432).

One day, Lucy has a chance to meet M. Paul before he goes to his journey. Lucy uses this moment wisely. She does not waste this time. She thinks that maybe it is the last time she can meet M. Paul. But, there is a disturbance when they are talking. Madame Beck comes to the room and asks M. Paul to go with
her to meet his friends. M. Paul is really angry because he does not want anyone disturbs him.

"Paul, Paul!" said a woman's hurried voice behind. "Paul, come into the salon. Come, Paul—come to your friends". "Laissez-moi!" he repeated, his nostrils opening, and his facial muscles all quivering as he spoke (p. 454).

M. Paul does not want to meet them, but Madame Beck forces him to go with her. They quarrel. At the end, Madame Beck goes out from the room and leaves them alone.

I saw over all M. Paul's face a quick rising light and fire. He gave his hand; it scarce touched her, I thought. She ran, she whirled from the room; she was gone and the door shut, in one second (p. 465).

Then, M. Paul asks Lucy to go out with him. He takes her to a house that is very clean and pleasant. She likes it very much.

"Then, in the first place, you must go out with me a good distance into the town" (p. 465).

We had reached the middle of a clean fabourg, where the houses were small, but looked pleasant (p. 467).

"Pretty, pretty place!" said I. M. Paul smiled to see me so pleased (p. 468).

M. Paul also gives a surprise to Lucy in the house. He says that the house with a small class is for her. He wants Lucy to use it as a school and becomes the directress of the school. M. Paul has done all of this because he once heard that Lucy wants to be independent and has her own school. She does not want to depend on other people.

It contained two rows of green benches and desk, a teacher's chair and table— in short, here was a miniature classe (p. 468).

"Am I the directress?" Is there another Lucy Snowe? (p. 469).
I had talked once, he reminded me, of trying to be independent and keeping a little school of my own (p. 466).

M. Paul does this in order to give Lucy activities when he is away for three years. He can feel that Lucy will be desolated and sad if he leaves Lucy in Madame Beck’s house in Rue Fossette.

“He did not like leaving me in the Rue Fossette, he feared I should miss him there too much. I should feel desolate, I should grow sad” (p. 467).

He also persuades Lucy to move quickly to that house. He wants Lucy to think of him when he is away and not to feel sad. He also wants Lucy to live in that house and manage her school in her own way.

Now, “he pursued,” you shall live here and have a school; you shall employ yourself while I am away; you shall think of me sometimes; you shall mind your health and happiness for my own sake (p. 470).

After that day, Lucy starts to manage her own school. Her school becomes larger by the day because of her hard work. She also receives some money to improve her school from Miss Marchmont. She uses the money for useful things.

I commenced my school; I worked-worked hard. One day, I received from England a letter. It came from Mr. Marchmont, the money was a peace-offering to his conscience, reproaching him in the matter of I know not what papers or memoranda found after his kinswoman’s death, naming or recommending Lucy Snowe. With these hundred pounds I ventured to take the house adjoining mine. My externat became a pensionnat (p. 475).

Lucy knows that she should struggle in facing her difficult lives to fulfill her needs of physiological and belongingness and love needs. She has to move from one town to another in order to earn money for her to fulfill the physiological needs.
Since Lucy does not have any families, she never feels affection from her family. She tries to fulfil the needs of belongingness and love which she lack of it from M. Paul Emmanuel. He always helps her when she is in trouble. He really cares for Lucy. M. Paul is willing to help Lucy in bringing her dream into reality by giving her house with a small class. He wants Lucy to use it as a school.

Both of them are looking for love and happiness which they can find it in each other. That is why, Lucy has to struggle in facing difficult lives; she tries to fulfill her needs of physiological and the needs of belongingness and love.

2. Deeper Analysis

The novel Villette tells us about the heroine Lucy Snowe in finding a job for her own life. She has to face many difficulties in order to maintain her own living.

Arthur Compton Ricket says that most of Charlotte Bronte's novel tells about the struggle of women in facing their difficult lives. Charlotte Bronte revolted against the accepted convention of the heroines in fiction; she revolted against the convention of the woman's place in the routine of life; she revolted against the harshness and cruelty that she saw around her (1950: 145-147).

In my opinion, we need motivation if we want to struggle in gaining something. We have to face many difficulties in order to get a good result. We have to start from the beginning until we are satisfied with what we have done. We must not feel desperate when we are facing difficulties. Otherwise, we have to keep on trying and to make some efforts to solve the problems.
Like the heroine in the novel Villette, Lucy has to struggle to sustain her life. She does not have any family to take care of her. She must be able to stand on her feet to earn money for her survival.

In her struggle to earn money, she has to faces many difficulties. She does not choose what an appropriate job is for her. She will do any kinds of job that can produce money for her to sustain her life.

She does not ashamed when she becomes a companion for an old woman. She thinks that becomes a companion for an old woman is not an embarrassing job. In fact, from that job Lucy receives a benefit in the end of the novel.

Most of the character in Charlotte Bronte’s novel is drawn from the least romantic classes of humanity, governess, schoolmaster, clergymen, and small manufacture. (Cecil, 1948: 103). In the novel Villette, a job of the main character before she becomes a teacher is a nursery governess and old lady companion.

The novel Villette is Charlotte Bronte’s experience when she is in Brussels. She goes to Brussels to study French in pensionate of Monsieur and Madame Heger. She is a teacher in Madame Heger’s school. Besides studying, Charlotte also gives some English classes to the pupils, similarity to Lucy Snowe who also teaches English to some classes in Villette.

From the letters in her biography, it is suspected that Charlotte falls in love with Monsieur Heger, the director of the school. He is described as Prof. Paul Emanuel with whom Lucy has an affair in her novel Villette.

In real life, Madame Beck is the picture of Madame Heger, with whom Charlotte Bronte has an estrangement because they have a conflict in their
religion. In her novel *Villette*, Lucy Snowe is a Protestant and Madame Beck is a strict Catholic. Moreover, Madame Beck is jealous of Lucy because she knows that M. Paul Emanuel has to have a close relationship with her.

Charlotte Bronte’s disappointment in life happens when she announces the opening of her own school and nobody comes. After waiting for some times her plans to open this school is canceled. It seems that the latest part of *Villette* where Lucy Snowe teaches at school is a realization of her plans in life.

Most of her books contain a search for love and happiness. In *Villette*, both Lucy and M. Paul Emanuel are looking for happiness which they lack and they can find it in each other.

Charlotte Bronte’s work is quite close to her own experience in life. It shows a part of reality in life and most of them are the gloomy side of life. Her characters do not consist of lovely and gay persons, but they are always lonely and neglected young woman who work hard to earn money for their own living.

So, we can see that *Villette* is one of her novel which is the reflection and the experience of Charlotte Bronte’s life. She is always unhappy and lonely.

C. Summary of the Analysis

After analyzing the life struggle of the main character, in this case Lucy Snowe, I conclude that her life struggles are not useless. It is because of her strong effort in facing many difficulties. She can get the advantage from her great effort. She can manage her own school and controls it by her own way.
I found that Lucy is a strong woman. She does not feel desperate easily when she is facing many difficulties. She is also a career woman who can support her own life without depending on other people. She tries to solve her problem by herself when she is facing difficult situations. She also always keeps her secret for herself. It is because she does not want to disturb someone by sharing her secret.

As a human being, sometimes we have to fight against our own personality. If we want to reach a better life we should struggle against our bad personality, the personality that sometimes will avoid us in reaching our dreams, the personality such as our laziness, our emotional feeling, our narrow-minded and etc. In Bronte's novel, Lucy also struggles against herself. She struggles against her own feelings, personalities, and conditions.

In her struggle against her own feeling, Lucy should make an important decision. She has to decide whether she moves from Madame's house and lives with Paulina or just stay there. Lucy thinks to move from Madame Beck's house because she always be frightened by a ghost. At first, she can keep this secret alone. But, Lucy tells her experience in seeing a ghost to M. Paul without deliberate. Finally, Lucy can handle her fear. She also decides not to move from Madame Beck's house. She thinks that become teachers is an appropriate job for her and she enjoys to do that job. She is able to choose and decides what is good for her life.

Lucy is also an independent woman. She does not have any relatives who will take care of her. She has to be able to stand on her own feet to support her own life. She struggles against this condition by moving from one town to
another. She is done this in order to earn money for her own life by working as a
governess and teacher. She wants to get a better life.

Lucy has to struggles against people who do not like her in *Villette*. Lucy
struggles against Madame Beck who does not like her relationship with M. Paul,
her cousin. Madame Beck uses her authority to break off their relationship. Lucy
also has to struggle against people who judge her as a person who does not
appreciate their custom. However, she wins against all of the obstacles and
barriers in her life.

Seeing all of Lucy actions in her life, how she struggles to get what she
wants and to get a better life, it is clear that she can prove that she can be
successful in going through many difficult situations. She also succeeds in
managing and controlling her own school through hard work.
CHAPTER V

CONCLUSION AND SUGGESTIONS

In this last chapter, the writer provides two parts, namely conclusion and suggestions. The first part is conclusion. The conclusions are taken from the summary of the previous chapter and they are the answer of the formulated problems. The second part is suggestions. The writer divides suggestions into two parts. They are the suggestion for the future researcher and the suggestion for English teaching learning activity.

A. CONCLUSION

Based on the analysis in the previous chapter, the writer draws some conclusions based on problem formulations. It is about Lucy Snowe's character and her struggle that she has to do in a foreign country.

The first conclusion is about Lucy Snowe's character. She is described as an honest, a wise, and cold woman. These characters of Lucy are described by the other characters speeches about her character, reaction, direct comment, thought and mannerism. Lucy is an honest woman because she tells what is right to tell and says what should be said. She will directly tells her disagreement to the person if she does not agree with his or her opinion or attitude. Furthermore, Lucy is a wise woman. It can be seen by looking at the way she faces the problems that occur in her life. She always thinks about the consequences from every step that she takes. Lucy is also a cold woman and mysterious woman. It is because she lets
other people judge her wrongly. She just stays silent and does not tell the truth. She also keeps her secret by herself. She never tells anyone if she has problems or difficulties. Lucy is also a self-commanded woman. She does what she wants to do. She does not think about others’ reactions or comments toward her decision. She just follows what her ego says to her.

The second conclusion is about Lucy Snowe’s struggle to get a job for her own life in a foreign country. In her life struggle, she has to struggle against the people who do not like her. It is seen in M. Paul’s fete. In his fete, everyone has to bring a bouquet. It is a custom in Villette, but Lucy does not bring it. Seeing this, Lucy has to be judged does not appreciate their custom by the people in Madame’s school. As usual, Lucy lets them judge her wrongly. She does not give her reason to them about her attitude. She just stays silent.

Lucy also has to struggle against her fear. It is because she is frightened by the ghost since she arrives in Villette. She does not tell about a ghost to anybody. She keeps the secret alone. She thinks that if she tells about it, she will be said as a dreamer. Finally, she tells M. Paul about her experience in seeing a ghost. For after a long time she keeps the secret alone. She succeeded in overcoming her fear and she also decides not to move from Madame Beck’s house and then lives with Paulina Mary because of that event. She feels sure that Villette is her last residence. It is also in Villette, she can manage her own school.
B. SUGGESTIONS

This section is divided into two parts, the suggestion for the future researchers and suggestion for English teaching learning activities using *Villette*.

1. Suggestion for Future Researchers

This study still needs future researchers. Therefore, I have some suggestions about the aspects that can be studied deeply in this novel. Future researchers may use my analysis to explore further about the other characters in the novel or the role of the main character’s passion of the novel. In relation to the situation of society, it is possible for those to analyze how the setting of time, place and environment influence the major characters’ development. They also can analyze about the tragic ending of the novel or about feminism.

2. Suggestion for Teaching-Learning Activities using *Villette*

This part discusses the implementation of the novel in language teaching. This part consists of two discussions. The first part is discussion of teaching reading using *Villette*. The second is the discussion of teaching speaking using *Villette*.

Realizing that *Villette* is rather difficult in the language comprehension, I would like to apply this literary work in advanced level of English Education Program’s students at Sanata Dharma University. It refers to Lado’s opinion that

We should teach literature when the students are advanced enough in their control of the language and their understanding of the culture to experience it somewhat like the native reader (1974: 141-142).
Before we come to the discussion, I would like to present some information about literature as the teaching materials. Literature, in this case novel, has a good influence on the world of language teaching as Chattodayas says, "The study of language can never be completed without a proper appreciation for the literary works in that language" (1983: 37).

Literature can help education. It means that teaching literature maybe able to improve language skills, to improve culture knowledge, to develop thoughts and feelings and to help personality development (Rahmanto, 1988: 16-25). Furthermore, literature has a deep relationship with human life. It brings us to realities of human situation, human problem, human feelings, and our relationship with other people. So, by giving the students work of literature as a learning medium, two things can be learnt by them. First, the students learn the language, and the second, they are hopefully able to deal with many problems in real life.

Before using literature as the material to teach in class, the teacher must consider the appropriate selection of the text since not all literary works are able to be used in teaching learning activities. The teacher should be wise in choosing the material, which suits the students' mastery of vocabulary and grammar. Literary work needs to be selected so as to give a contribution in the language learning process. Therefore, some significant factors should be considered in selecting the appropriate material. I use Nutall's theories on three general criteria for selecting literary text, which are as follows:
1) Suitability of Content

This is a difficult criterion to apply since it depends on each particular group of students, whether or not the students like the text. If the selected literary text really arouses students’ positive and strong reaction then it is very likely to fit the criterion of suitability (1982: 2).

2) Exploitability

A text selected should facilitate learning the language. Nutall explains that the focus of interest in using literary text in the classroom is neither language nor the content but the two together: “We want our students to learn how language is used for conveying content. We want them to develop the skills needed to extract the content from the language that express it” (1982: 31).

3) Readability

A text should be at the right level of difficulty for the students, that is the combination of structural and lexical difficulty. An implication of this criterion is that a literary text which is used should be contemporary written in modern idiom (1982: 31).

a. Teaching Reading Using Villette

We as the teacher can use a novel as a reading source. There are two types of teaching reading. They are teaching intensive reading and extensive reading. Here, I focus on intensive reading because in this type of reading, the teacher’s
efforts are primarily concentrated. According to Paulston and Bruder, on intensive reading “the student’s attention is focused through instruction on the linguistic features which enable him or her to decode the message” (1976: 162). Furthermore, they explain that intensive reading deals with the study of language features, syntactical and lexical, which the reader draws on in order to decode the message (1976: 163). Intensive reading is concerned with related skills, such as developing strategies of expectation and guessing meaning from context as well as with using dictionaries.

Intensive reading can be taught using the reading comprehension method or technique. Wilga M. Rivers says, “the emphasis is on teaching reading for the meanings of words, concepts, reasoning with the information gained by reading” (1983: 5). Villette can be used as the comprehensive reading material. In this reading activity, the teacher selects a passage from the novel and provides comprehensive questions for the students.

In conducting this activity, I provide the procedure of teaching reading using Villette.

1. The teacher selects a text passage from the novel.
2. The teacher gives some questions as pre-reading activity. The aim of this activity is to generate the students’ interest in the text.
3. After discussing the questions and describing briefly the passage, the teacher distributes the passage to the students.
4. The teacher asks the students to read the passage in 10 minutes. Then, the teacher asks some of the students to read the passage loud. This activity is done in order to check their pronunciation.

5. The teacher gives the students comprehensive questions after students finish reading the passage.

6. The students are asked to submit their work individually in written form and the teacher collects the work after all students finish doing the task.

(see appendix 2 for the example of teaching reading using Villene as the material).

b. Teaching Speaking Using Villette

Speaking is one of the important skills in teaching English as a foreign language. Nunan states

To most people, mastering the art of speaking is the most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language (1991: 39).

In speaking class, the students should be actively involved, directly be encouraged and challenged to speak. Therefore, the teacher should provide interesting topics to stimulate students to speak actively.

Novel can bring a lot of ideas for speaking activity since their elements such as titles, themes, characters, settings or symbol can be interesting topic for discussion. In implementing Villette in teaching speaking, I suggest group discussion and debate because I think those activities can give enough
opportunities for the students to speak and to share their ideas or opinions that they have already experienced in real life.

1. Group Discussion

Group discussion is a natural human activity—an interesting, exciting and creative experience among members of a small group to develop understanding with individual decision and response (Flinn, 1972: 5).

In this activity, the teacher gives a particular topic through a reading passage to talk about. In order that the discussion runs well, the teacher gives some questions about the topic. The students are free to express their opinion about the topic based on their experience or their knowledge. In this activity, it is not important to find out whether the answers are right or wrong. The most important point is to give the students the chance to speak.

The teacher, in this activity, only acts as a supervisor, proposing topics, monitoring the activity, giving compliments and encouragement to the students. She or he also should build a relaxed atmosphere in the classroom so that the students are motivated to express their ideas freely.

Here is the procedure of conducting teaching speaking using Villette.

1. The teacher asks the students to make a group consists of three or four students.

2. The teacher gives each group a copy of a reading passage consists of description of an event happens in the novel.

3. The teacher asks the students to read the passage.
4. The teacher gives time to the students to discuss the difficult words.

5. The teacher distributes questions to discuss.

6. The teacher asks the representatives of each group to share their group's opinion in front of the class.

7. The teacher makes summary of the result of the discussion.

(see appendix 3 for the example of teaching speaking using *Villette* as the material).

2. Debate

Debate is one method to practice speaking skill. It is a good method because in the real life, we do it everyday. Debate may be used by an individual to achieve decision in his mind (Freely, 1969: 2).

A debate can facilitate the students to express their ideas. A debate can be successful if the students find the topic interesting and they have strong feeling for it. A debate is more challenging than discussion. Besides expressing their ideas about the topic, they also defend their opinion and encounter different opinions with the logic reasons.

In this activity, I intend to take up certain issues from the novel. The issues, which is presented in the novel, is selected to arouse different opinions whether one agrees or disagrees. According to Brumfit,

*Small groups provide greater intensity of involvement, so that the quality of language practice is increased, and the opportunities for feedback and monitoring also given adequate guidance and preparation by the teacher* (1985: 77).
For this reason, the teacher is to divide the students into groups that should stand for the related issue. This activity is conducted through a lottery or a sort of it. The next step, both groups are to defend each of their opinions in front of the class.

The procedures in conducting the debate activity are as follows:

1. The teacher divides the students into groups of three.
2. The teacher makes a lottery to determine whose groups belong to those who agree and those who disagree with the related issue.
3. Each group is given a copy of the topic and instructions.
4. The students are given some minutes to read the copy and are asked to have a discussion.
5. The pro group is given the first turn to express their opinion about the topic in less than three minutes.
6. The con group is given the next turn, also in less than three minutes.
7. The pro group has to counter the opposing group with logical reasoning and defend their own opinion in two minutes.
8. The same opportunity is given to the con group.
9. The debate is stopped after the two groups are given the same portion in debating.
10. Each group closes the debate by making conclusion.
11. The other students who have not had the opportunity to participate in the debate can become the supporters for their friends or the judges.
The example of material for teaching speaking using debate activity:

- Instruction for the pro group:
  You agree with a couple whose love affair is not approved by their parents should continue their relationship. Defend your opinion.

- Instruction for the contra group:
  You disagree with a couple whose love affair is not approved by their parents should continue their relationship. Defend your opinion.

From the discussion above, it is obvious that a novel as a literary work is very rich resources and inspiration for language teaching. Other than reading and speaking, novel can be used to teach listening and writing. It all depends on how creative the teacher is in adapting and developing the novel as a basis for his or her teaching. The most important thing is the teacher must be aware of his or her own methods to gain the goal of language teaching using the novel. Besides, the teacher should also put his or her consideration on all aspects of teaching learning activities. As a result, the students are able to obtain the most effective teaching methods from the teacher that will stimulate them to practice their language ability better.
BIBLIOGRAPHY


Appendix 1.

SUMMARY OF THE NOVEL

The main character in this novel, Lucy Snowe, was a lonely woman who had to struggle to earn money for her own living and to maintain her own integrity. She belonged to the middle class. Lucy lived with Mrs. Bretton and her son Dr. John Graham at the beginning of the story. She wanted to gain experience from other countries. She went to a small town in Brussels called Villette to gain new experiences and a job. Actually, she did not know where to go. Yet, the ship took her to Villette. When she arrived in Villette, she lost her bag. She did not know what to do. Finally, she met a young English gentleman who was willing to help her. This gentleman also helped Lucy to find an inn. He gave Lucy the address of an inn. Two men followed her when she went to an inn. She was very scared because she was alone at night. However, she kept on walking until she came to the house she was looking for. She knocked at the door and someone opened it. It was Madame Beck’s house who was also the owner of a famous school.

Lucy had to wait for Madame Beck in the living room. After a few minutes Madame Beck came in and asked Lucy what she wanted from her. Lucy said to Madame that she did not have any relatives in this town. She wanted Madame Beck to give her a place to sleep that night. Madame did not let her stay in her house because Lucy was a strange person. Lucy also could not speak her language. After convincing Madame Beck, Lucy could get a place to sleep and
also a job as a nursemaid in Madame's house. She had to take care of Madame Beck's children.

Lucy was happy that she had a room and also a job. It was because Madame Beck's cousin, whose name was M.Paul, helped her. One day, one of the English teachers in Madame Beck's school could not come because he was sick. Madame did not know who would replace him. Then, she asked Lucy to replace the teacher because Madame knew that Lucy had an ability to teach. It was noticed by Madame Beck when Lucy taught her three children. Lucy accepted that job; she thought that it was a chance for her to get a better life. Lucy became an English teacher in Madame's school that day.

After a few weeks, there was a celebration day in the school. It was called a fete. It was held every year. At the fete, the students performed a drama. This drama was conducted by M.Paul. He was a teacher of literature; he was very strict and disciplined. He wanted the performance to be successful and he prepared it well. However, there was a problem; one of his students could not come. He had to find another player to replace that student. He asked Lucy to replace the student. At first, Lucy did not agree. Finally, Lucy was willing to replace that student with one condition. She did not want anybody to arrange the costume. She wanted to arrange it by herself.

At the fete, Lucy met Dr. John Graham Bretton. She did not realize that Dr. John was a child of Mrs. Bretton, her godmother. She knew that Dr. John was the doctor who replaced the other doctor, who could not come to Madame's house when her children were sick.
After the fete, there was a long holiday. During this holiday, the students were permitted to spend time in any places. Madame also spent her holiday with her children. Lucy was the only teacher who did not go to anywhere that day. It was because she did not have any family to be visited. She stayed at Madame’s house alone. She felt lonely. She decided to walk around near the house. She did not realize that she had already gone too far from the house. In the middle of the street, Lucy felt that she had a fever, but she did not know the way to go home. Finally, she became unconscious in the street. Then, she was helped by an English gentleman, Dr. John. He took Lucy to his house. When Lucy was conscious, she realized that she was familiar with all the furniture in her room.

Then, a nurse came to her room. Lucy asked her where she was, but the nurse did not tell her. She only helped Lucy to drink the medicine and asked her to take a rest. In the morning, an old lady came to Lucy’s room. At first, Lucy did not know who she was. Finally, Lucy knew that she was Mrs. Bretton, her godmother. Lucy was really happy to know this. She did not feel lonely anymore because she met an old friend in a foreign country.

The next morning, Mrs. Bretton told Lucy that they would watch a concert at night. Mrs. Bretton asked her to come with them. In the concert, they met Miss Fanshawe. Miss Fanshawe was Madame Beck’s student. She was also the girl that Lucy met on the boat. Dr. John fell in love with her. Lucy told Dr. John that Miss Fanshawe was a bad girl. She was also a materialistic girl. Lucy knew all of this because Miss Fanshawe always told her all the things she did. At first, Dr. John did not agree with Lucy, but he realized that Miss Fanshawe only
wanted his gifts. She did not want to marry him. At the end, Dr. John met his old friend when he was at Bretton. She was Paulina Mary. She was Dr. John Bretton’s friend when they were children.

The next morning, Lucy went back to Madame Beck’s school accompanied by Dr. John. She came back to school because her holiday was already finished. After the holiday, there was another fete. It was M. Paul’s fete.

At M. Paul’s fete, Lucy was the only person who did not bring a bouquet. She was judged as unappreciative. Lucy let them judge her wrongly. She did not give any arguments to defend herself. After the fete, M. Paul came to Lucy’s room. He talked about the reason why she did not bring a bouquet to his fete. Lucy explained that she was prepared for his fete with a present. M. Paul was really happy to get a present from Lucy. He realized that Lucy cared for him. They became friends that day.

Their relationship did not run smoothly. Madame Beck did not like their relationship. It was because of their different religions. Madame would do anything to break their relationship. She could do it because she had authority in her own school.

One day, Lucy heard that M. Paul would travel to Europe and she did not know when he would return. Lucy was very sad to hear this news. Before M. Paul went away, he asked Lucy to go with him to a house. He brought Lucy to a beautiful and clean house. M. Paul said that the house with a small class was for her. He did not want Lucy to feel sad and desolate when he was away. Lucy was very happy to hear this. She never thought of having her own school and to
control it in her own way. She could bring her dream to reality. Her school became bigger each day because of her hard work.

She was happy with her own school. She really enjoyed her new job in the new environment. However, she also felt sad at the same time. This was because her relationship with M.Paul was only short. M.Paul died in an accident and Lucy was left alone.
Appendix 2.

Teaching Reading Using *Villette*

- Pre-reading questions
  1. Have you ever met people whose love affair is not approved by their parents?
  2. Could you give brief opinion about this situation?

Reading Passage

"I forbid it. Let me alone. Keep your hand off me, and my life, and my troubles. O madame! In your hand there is both chill and poison. You envenom and you paralyze".

"What have I done, mees? You must not marry Paul. He cannot marry".

"Dog in the manger!" I said, for I knew she secretly wanted him, and had always wanted him. She called him "insupportable"; she railed at him for a "devot". She did not love; but she wanted to marry, that she might bind him to her interest. Deep into some of madame's secret I had entered, I know not how-by an intuition or an inspiration which came to me, I know not whence. In the course of living with her, too, I had slowly learned that, unless with an inferior, she must ever be a rival. She was my rival, heart and soul, though secretly, under the smoothest bearing, and utterly unknown to all save her and myself.

(*Villette*, p.432)

- Comprehensive Questions:
  1. What do you think Lucy should do? Why?
  2. What do you think about Lucy's character?
Appendix 3.

Teaching Speaking Using *Villette*

**Reading passage for group discussion.**

Finding that she carried the thing on longer than, from her very fickle taste, I had anticipated, I one day took it upon me to make serious inquires as to whether the gentleman was such as her parents, and especially her uncle-on whom, it appeared, she was dependent—would be likely to approve. She allowed that this was very doubtful, as she did not believe "Isidore" had much money.

"Do you encourage him?" I asked.

"Furieusement, sometimes," said she.

"Without being certain that you will be permitted to marry him?"

"Oh, how dowdish you are! I don't want to be married. I am too young."

"But if he loves you as much as you say, and yet it comes to nothing in the end, he will be made miserable."

"Of course he will break his heart. I should be shocked and disappointed if he didn't."

"I wonder whether this M. Isidore is a fool," said I.

( *Villette*, p. 92 )

Questions for discussion in group:

1. What kind of person is Lucy? Why do you think so?

2. Do you think Lucy is right to tell to Ginevra that her action is wrong? Give reason of your statements.
Appendix 4.

THE LIFE OF CHARLOTTE BRONTE

Charlotte Bronte, the third child of Rev. Patrick Bronte and Mary Branwell, was born at Thorton, Bradford, 21 April 1816. His father was an Irishman of County Down, a man of strong character and some literary talent. His wife, Mary Branwell, was a native of Penzance. Mrs. Bronte was extremely small, not pretty but elegant and "always dressed with quite simplicity of taste which goes well with her character. Her manner in dressing reminds us of the style used in the heroines" dresses in her daughters' writing.

Her two oldest sisters, Maria and Elizabeth were born at Heartshead. Charlotte Bronte was born after the family had moved to Thorton, Bradford parish. Afterwards followed fast Patrick Branwell (1817), Emily Jane (1818) and Anne (1820); where since Anne's birth Mrs. Bronte's health was declining. On February 25, 1820, the family moved to Haworth, in the west Riding of Yorkshire, and stayed there. It was a large village nearly five thousands habitants; most of people being engaged in the woolen manufacture.

The children were very much on their own, since their father was engaged in his study and his parish. Besides, he was not naturally fond of his children. Mrs. Bronte was not anxious to see her children, probably the sight of them that hurt her; knowing soon they would be motherless.

On September 1821, Mrs. Bronte died of cancer leaving behind her six children. At that time, Charlotte Bronte was five years old. Since then, the children had to lead a
quieter and lonelier life, especially since their father took the habit of dining alone due to his careful diet.

Another passion the children had besides reading was writing, creating stories. They amused themselves with writing and certainly had talents for it. However, these talents did not go unnoticed by their father, as he wrote in his letter to Mrs. Gaskell.

The motherless children were cared for by their aunt, Miss Branwell. She was kind, narrow-minded, had strong prejudice and disliked Yorkshire much. However, the children respected her. Miss Branwell taught the children sewing and household, art where Charlotte was an expert. This was combined with their father's regular lessons and their habit of picking up a huge amount of information on their own.

In 1824, all the girls except Anne, the youngest, received their first education at a cheap subsidized boarding school for clergymen's daughters at Cowan's Bridge. At school the children received a variety of subject. In that school, the students did not get good treatment in getting the food. Many of the students became sick, among them Maria Bronte, who died in 1825 and Elizabeth followed her a few month later, due to its sanitary conditions. It nearly killed Charlotte herself.

Knowing these conditions, Charlotte and Emily were removed from Cowan's Bridge. They were brought home to be educated by their father and aunt. Charlotte Bronte received full responsibilities as "big sister" on her shoulder, since she had to act both as a mother and as guardian to Emily and Anne. This made Charlotte fell much older than she really was, whereas she was only 18 month older than Emily was. The children were instructed by Miss Branwell, and sometimes had discussions with their father on any public news, he took their interest in.
In January 1831, Charlotte was back to school again. This time she was sent to Miss Wooler's school at Roe Head, a country house between Leeds and Huddersfield, approximately 20 miles from Haworth. Miss Wooler was a kind, motherly woman and great teacher for her students. In 1832, she left Roe Head after finishing her study. Then, she taught her own sisters, Emily and Anne.

All these times her interest in reading and politics were kept up, including an added new interest in drawing plus everything associated with it. Also, at this time Mr. Bronte began to have illness attacks. Charlotte also found that her brother Branwell had contracted vicious habits.

On July 29, 1835, Charlotte Bronte went as a teacher to Miss Wooler's school and Emily accompanied her as a pupil. However, Emily only stayed three months at Roe Head due to her homesick. Thus, Charlotte Bronte sent her home. When the sister got together at home in Christmas holiday, they discussed their lives and their prospect of obtaining occupations. They felt responsible for relieving the father's burden and thought that one or two of them should earn some money. About two years later Charlotte returned home.

About a year after Charlotte's resignation from Miss Wooler's, she, for second time, took position, she tried to hold on, until finally she could not take it anymore. Nevertheless, two years later she was a governess, for the second last time. At that time, the girls were thinking of opening a school of their own at the personage. Since no funds were available, they had no abandon this idea for the time being.

With this idea of opening up a school, the girls felt they should attain some more achievement on the continent, since there were great competition in schools all over
England. The girl's aunt consented to lend her money for Charlotte and Emily's education in Brussels. There, the girls would learn French because this would qualify them for teaching the language. In February 1842, Charlotte and Emily went to Brussels in order to improve their knowledge of foreign languages. She and Emily became the pupil in the pensionnat of Monsieur Heger. Since the teaching learning process was adapted to native, not foreigner, the girls had to take extra time for French tutorials with Monsieur Heger. Later in that period, the girls were asked to stay another half year. Charlotte was to teach English because the old teacher was dismissed, and Emily was to teach music. In return the girls were allowed to continue studying French and Germany with free board, no salary offered.

The girls were beginning to enjoy their posts, when a letter came from home saying that their aunt was seriously ill. They must go home. However, before they departed the next morning, another letter arrived saying their aunt had passed away. After staying longer at home, Charlotte Bronte decided to go back to Brussels at the end of January 1843 as an English teacher. She also continued her study of German and Literature. During her stay in Brussels, she was lonely and much homesick, especially without any sister in her side. All these added with her father's increasing blindness and with the sister's intention of setting up a school, and also her brother Branwell got problem, but he did not want to share it, made Charlotte decided to leave the pensionnat. Returning home, Charlotte brought a kind of Diploma Sealed with the *Athene Royale de Bruxelles* seal to qualify her to teach French. According to this diploma Charlotte had studied and practice the best methods of instruction.
With the opening up of their school in mind, Charlotte began writing to her acquaintances, telling them of her intentions. To her disappointment, nobody registered at her office since they already made other arrangements for their children. Nevertheless, this brought relief to the sisters because they had tried, although they failed. Also, Branwell’s conduct made it unfitting for strangers to live in the house. Their father’s failing sight made Charlotte reluctant to leave home. Charlotte found relief in authorship and so did her sisters.

The death of Branwell in 1848 brought suffering in Charlotte Bronte family. It followed by the death of Emily. This condition made the health condition in the family decreased. Charlotte tried to defend Anne’s life since she that the condition of Anne began decreasing, but it was not useful. Finally, Anne died. Left by her sisters and brother, Charlotte was being the only child of her father. In 1845, Charlotte married her father’s curate, M. A. B Nicholas. Her married life was very happy, but her health became precarious. She was only married for a year before she finally passed away in 1855, leaving Mr. Bronte senior all alone. (The information above is taken from book The Life of Charlotte Bronte by Elizabeth Cleghorn Gaskell)