

## **THE WOMAN STRUGGLE IN THE NOVEL JANE EYRE BY CHARLOTTE BRONTE AND ENTROK BY OKKY MADASARI: COMPARATIVE LITERATURE**

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### **ABSTRAK**

Culture and phenomena that exist in society can be known through novels. One of them is the phenomenon of women. This study discusses the woman struggle through two works of English and Indonesian literature, namely the novel Jane Eyre by Charlotte Bronte and the novel Entrok by Okky Madasari. These two novels tell about the life of the women character and their environment. This study uses the theory of feminist literary criticism to find feminist issues in the two novels that appear through the female characters. The method used is descriptive analysis using a qualitative approach. The data source is the novel Jane Eyre by Charlotte Bronte, published in 1847 by Smith, Elder & Co. in London, England, and Okky Madasari's novel Entrok published by Gramedia Pustaka Utama in 2010. The results of data analysis show that the female characters, namely Marni, Rahayu, and Jane Eyre have similarities in making efforts to equalize women through freedom of choice, education, and work. However, there are also differences regarding the setting of place, time, and culture in the two novels.

**Keywords:** Comparative Literature; Feminism; woman struggle

### **ABSTRACT**

*Budaya dan fenomena yang ada di masyarakat dapat diketahui melalui novel. Salah satunya adalah fenomena mengenai perempuan. Penelitian ini membahas mengenai upaya pencapaian kesetaraan gender melalui dua karya sastra Inggris dan Indonesia, yakni novel Jane Eyre karya Charlotte Bronte dan novel Entrok karya Okky Madasari. Kedua novel ini menceritakan mengenai kehidupan tokoh perempuan dengan lingkungannya. Penelitian ini menggunakan teori kritik sastra feminis untuk menemukan isu-isu feminis di dalam kedua novel yang dimunculkan melalui tokoh perempuannya. Metode yang digunakan adalah metode analisis deskriptif dengan menggunakan pendekatan kualitatif. Sumber data berupa novel Jane Eyre karya Charlotte Bronte yang diterbitkan tahun 1847 oleh Smith, Elder*

*& Co. di London, Inggris, dan novel Entrok karya Okky Madasari yang diterbitkan oleh Gramedia Pustaka Utama pada tahun 2010. Hasil analisis data menunjukkan bahwa tokoh-tokoh perempuan yaitu Marni, Rahayu, dan Jane Eyre memiliki kesamaan dalam melakukan upaya untuk menyetarakan kaum perempuan melalui kebebasan menentukan pilihan, pendidikan, dan pekerjaan. Akan tetapi, terdapat perbedaan pula mengenai setting latar tempat, waktu, dan kebudayaan pada kedua novel tersebut.*

**Kata Kunci:** *Feminisme; Perjuangan perempuan; Sastra bandingan.*

## A. INTRODUCTION

### 1. Background

Novels can be a means to express the author's imagination in assessing a social image that exists in society. Through novels, it is possible to know the culture and phenomena that exist in society, one of which is the phenomenon of women. Women are often treated unfairly in their lives. Women's struggle is a topic that attracts attention because it provides knowledge about women's struggles to demand freedom and equal rights. The Jane Eyre novel by Charlotte Bronte and the novel Entrok by Okky Madasari are very interesting to study because they describe the lives of women at that time. Jane Eyre's novel set in the Victorian era, while Entrok's novel is set in the New Order era. The similarities in the two novels make the novels worth comparing. Apart from these similarities, there are also differences between the two novels. The ways of conveying women's struggles by the two novel authors are very different. This is influenced by the cultural background of the author. The struggle of women is a form of feminism movement. Feminism itself is a movement to reject all forms of humiliation of women by existing culture such as in politics, economics, social and culture (Ratna, 2004). The main factor that causes the feminism movement is the number of people who underestimate women who are only objects who cannot have the freedom to think and express their opinions. Feminism research seeks to understand the position and role of women (Sugihastuti & Suharto, 2002:15). Position is defined as the place or position of a person in a social group. While the role is a dynamic aspect of position or status (Soekanto, 2012). Feminism combines the doctrine of equal rights for women into an organized movement to achieve human rights with an ideology of social transformation that aims to create a world for women. In addition, feminism can also be understood as an ideology of women's liberation with the belief that women experience injustice because of their gender (Nurgiyantoro, 2013). Women are often oppressed and used as

material for exploitation, so all forms of activity to fight it are called feminism activities (Mansour Fakih, 1996). Feminism is often also called equality, the existence of feminism causes the emergence of the term gender equality. Wiyatmi (2012) states that if gender is a trait and identity that is considered compatible with its gender, gender is socially shaped and influenced by cultural elements. There needs to be meaning through social awareness that gender is formed through a long historical and cultural process (Ch, 2004).

Charlotte Bronte's novel *Jane Eyre* is set in the Victorian era. In those days, marriage was considered as the most important phase in a woman's life. Most women do not have the right to live alone or not to marry in relation to marriage as a necessity for survival. Society's prevention of women's desire to live independently makes women seem dependent on men's income or income. Women are depicted as being surrounded by laws that forbid them from entering the world of work that can support their individual lives, have no property rights, and require them to marry. Whatever a woman wants will not have any significance because they will only become wives who will be very dependent on her husband. The next thing that was considered the most important at that time about a good wife was about virginity. But virginity alone is not enough because women are also required to be mentally pure until they are finally proposed. These criteria did not apply to men because they were considered entitled or permitted to have sexual relations before marriage and even commit adultery. Things like that become a portrait of society and the way they treat women as creatures that must be regulated and controlled. A woman in the Victorian era was very dependent on their social class. Those who live as members of upper-class society receive teachings about how a woman should behave from birth. Middle class women have a little more freedom. However, mothers and guardians generally encourage them to learn proper etiquette. Meanwhile, lower class women were more lax in applying the standards of behavior at that time. The ethical policies of the Victorian era reigned with Queen Victoria of England (1837-1901). Upper class women behaved very gracefully. They follow socially accepted guidelines that cover everything. Whereas men have their own set of social rules that are different from women. Society saw major changes during the Victorian era. Big industries started popping up everywhere. Those who never had money before began to rise up to form a wider middle class. As this happened, they began to demand acceptance as both male and female. Women who never learned proper etiquette began to study everything they could find. In the year around 1850 the production of ethics books increased so much that more and more women began to learn the proper way to be a lady of honor.

On the other hand, Novel Entrok is set in the New Order era. Women have an important role in the process of forming a new civilization, because it is from women that a new generation receives education, it is not surprising that women's lack of progress affects the development or progress of a nation. In the history of Indonesia, women have their own dynamics in the history of their role, the participation of women in all aspects of the life of the nation and state cannot be ignored. Although the majority of women in Indonesia are under patriarchal domination. During the New Order era, women's involvement in all fields was also needed for state development efforts, but the government was careful and ensured that the involvement of women did not disturb the social order that was deliberately arranged and determined by the government and the investment capitalists in Indonesia, so that women's involvement in the end, it was officially determined only within the boundaries of the role that had been determined by the government, namely the household and family. The government also did not throw away women's organizations that had previously been very well formed in the dynamics of the women's movement, but the existing women's organizations were reorganized and functioned according to the new social order that the government was trying to form based on the division and different roles of work between women and men. The New Order government's efforts to organize women in their obligations to take care of the family were not only in dual roles as housewives and wives, the government also narrowed women's choices in their assessment of who they were depending on the husband's hierarchy, this happened to the wives of civil servants and the military which clearly defined by the state. The middle and upper class women and the rest the mass media play the role of the state in disseminating the images of housewives and wives, this overlaps with the lives of women in rural areas which have very significant differences where rural women have to work hard, causing the gap between everyday realities and the programs formulated by the state for Indonesian women.

## **2. Problem Focus**

Based on the description above, this study will discuss the woman struggle through two works of English and Indonesian literature, namely the novel Jane Eyre by Charlotte Bronte and the novel Entrok by Okky Madasari. Researchers are interested in studying two literary works with different authors and different places. However, the two literary works both raise the concept of woman struggle.

## **B. THEORETICAL REVIEW**

## 1. Comparative Literature

Comparative literature can be interpreted as an attempt to compare two or more works. The main limitation that separates one literature from another in comparative research lies in language differences so that it becomes a condition for building comparative literary research. Comparative literature is an attempt to find literary truth by juxtaposing two or more works that have similarities. The field of comparative literature research is very broad. Each researcher may compare any elements that have similarities (Endraswara, 2011). The main areas that become the point of attention in comparative literary research are: (1) themes and motifs, including thoughts, descriptions of character, plot, setting, and expressions; (2) genre and form, stylistics, figure of speech, atmosphere; (3) movement and generation; (4) the relationship of literary works with science, religion or belief, and works of art; and (5) literary theory, literary history, and literary criticism theory. The five fields can still be expanded, both related to the intrinsic and extrinsic aspects of literature. However, comparative literature need not be strictly limited, because researchers themselves can find more creative novelties.

According to Henry Remak, comparative literature is finding what lies between similarities and dissimilarities. Similarities and dissimilarities can be related to social conditions, economic conditions, political conditions, culture, architecture, beliefs, and religion and so on. Things beyond the similarities and dissimilarities of literary works are not limited to literature, but can also be found in other disciplines (Basnett, 1993: 31). Comparative literature is the only literary science that does not produce its own theory (Damono, 2009). Furthermore, Endraswara (2013) states that comparative literature is a literary area that describes the relationship between one literary work and another. Researchers can compare any elements that have similarities. The main areas that become the point of attention in comparative literary research are: (1) themes and motifs, which include ideas, descriptions of character, plot, setting, and expressions; (2) genre and form, stylistics, figure of speech, atmosphere; (3) movement and generation; (4) the relationship of literary works with science, religion or belief, and works of art; and (5) literary theory, literary history, and literary criticism theory. The five fields can still be expanded, both related to the intrinsic and extrinsic aspects of literature. However, comparative literature does not need to be strictly limited, let the more creative researchers themselves find novelty. The focus of comparative literature is comparative literary studies that can foster a unity of appreciation for the researchers (Stallknecht et al., 1990). Based on the practice of comparative literature in Western and Eastern countries, comparative literature is based on

affinity, tradition, and influence (Hutomo, 1993). This study uses affinity comparison theory to reveal or dissect the forms of women's struggles so as to obtain differences and similarities in the forms of women's struggles. Nurgiyantoro (2013) argues that analysis activities are carried out by identifying, reviewing, and explaining the elements or motifs contained in the two novels so that the analysis that is considered suitable for comparative literary studies is structural analysis.

## 2. Concepts of Sex and Gender

In general, the notion of sex refers to identifying the biological differences between men and women, sex refers to structures, hormones, physical characteristics, and reproductive mechanisms. These biological differences are permanent, cannot be exchanged between one another and have become God's provisions given to humans from birth or often referred to as nature. While gender is the nature and behavior inherent in men or women, which are socially and culturally constructed, for example women are known to be gentle, emotional, sensitive, and motherly, while men are better known as strong, manly, and mighty figures. , and rational. Gender is not permanent so it can change depending on the time and place (M Fakhri, 2007).

The term gender was introduced by social scientists to explain the differences between women and men that are innate as God's creations and which are cultural formations that are learned and socialized since childhood. This distinction is very important, because so far we have often mixed up natural and non-natural human characteristics. The differences in gender roles are very helpful in rethinking the division of roles that have been considered to be inherent in women and men in order to build a dynamic and appropriate picture of gender relations that is in line with the realities that exist in society. There are two meanings of gender according to Jary and Jary (Jary & Jary, 1991). First, the word gender is commonly used to distinguish between men and women based on the anatomy of the sexes. In the second sense, especially the notion initiated by sociologists and psychologists that gender is more defined into the division of 'masculine' and 'feminine' through socially inherent attributes and social psychology. Many sociologists emphasize that discourse about gender is used when creating divisions in society into the category of who is "masculine" and who is "feminine".

Differences in the concept of gender socially have given birth to different roles of women and men in society. In general, the existence of gender has given birth to differences in roles, functions, responsibilities and even the space where

humans move. All these gender differences are inherent in the perspective of society so that it becomes something permanent. The word "gender" can be interpreted as the different roles, functions, status and responsibilities of men and women as a result of the socio-cultural construction that is embedded through the socialization process from one generation to the next. Thus, gender is the result of an agreement between humans that is not natural. Therefore gender varies from one place to another and from one time to the next. Gender is not natural, can change and can be exchanged from one human to another depending on time and local culture (Puspitawati, 2013).

### 3. Feminist literary criticism

In literature, feminism is related to the concept of feminist literary criticism, namely the study of literature that focuses on the analysis of gender inequality. Feminist literary criticism as reading as a woman is the reader's awareness (Sugihastuti & Suharto, 2002). This means that there are important differences in gender in terms of meaning and struggle for meaning in literary works. Feminist literary criticism is one of the disciplines of literary criticism that was born as a response to the widespread development of feminism in various parts of the world. Lexically, Feminism is a women's movement that demands full equality of rights between women and men. This means that feminism is a movement of women to gain autonomy or freedom to determine themselves. Feminism is neither an attempt to rebel against men nor an attempt by women to deny their nature, but is an attempt to end the oppression and exploitation of women (Sugihastuti & Suharto, 2002). According to Putri, feminism is a movement between women and men for equality seen from various aspects such as economic, political, social, educational and other activities aimed at defending the various rights and interests of women (Putri et al., 2018). Meanwhile, according to Mary Wollstonecraft, there are several rights that should be owned by women which are written in her essay entitled "A vindication of the rights of Woman." The first is about the issue of education which should not only be owned by men, but also women. Wollstonecraft writes that women are not less valuable than men, but only seem that way because of the lack of education for women. She argues that both men and women should be treated as rational and equal human beings. According to her, if women get a proper education, they can also become productive citizens and reliable workers. Women can contribute greatly to society if only they are given the opportunity and freedom to do so. *"Education thus only supplies the man of genius with the knowledge to give variety contrast to his associations, but there is a habitual association of ideas, that grows with our*

*growth.*” (Mary, 1792) (Nurrachman, 2017: 134-135). This means that there is an assumption that men are characters who have deeper thoughts than women and that is what causes the lack of education for women. According to Wollstonecraft, women are too focused on their feelings and that is what makes women stupid. In fact, men and women are the same. They both have the same potential and opportunities and are equally capable of having the concept of critical thinking.

### **C. RESEARCH METHOD**

This study uses a qualitative method. The researcher used a qualitative approach to present the results of the analysis. Literary research in qualitative descriptive methods is required to explain the facts contained in literary works by providing descriptions (Zaemakhrus, 2010). The data sources in this research are the novel Jane Eyre by Charlotte Bronte and the novel Entrok by Okky Madasari. The primary data in this study is the position of women through freedom of choice, education, and work. Meanwhile, articles or news related to women, literary works and feminist movements in Indonesia and England are secondary data. The research instrument is the researcher himself. Researchers when conducting research must have a critical mind (Suwondo, 1994). The procedure for collecting data are read literary works and understand the problems that exist in the literary work itself, identify problems and determine tools to explore the focus of research such as determining expert opinions that are considered suitable for solving problems, taking inventory, and making conclusions. This study uses descriptive analysis techniques to describe the data that is the object of study and quoted directly. Cresweell (2012:276) describes the data analysis techniques of this research are processing and preparing data, reading the data that has been obtained, analyzing in more detail by coding the data, applying the coding process, showing how the description of the research focus will be presented back into the form of a narrative or qualitative report, and interpret or interpret data. Researchers here use the time triangulation technique to test the validity of the data. This technique assesses the suitability of the data based on the method of data collection or data collection procedures (Sugiyono, 2010:271).

### **D. DISCUSSION**

After analyzing and comparing the feminism element of the novel Jane Eyre and Entrok, it was found that there were similarities and differences in the woman struggle. Those similarities and differences were as follows.



## 1. Similarities

### a. The strong Desire in Education

#### 1) The Novel Jane Eyre by Charlotte Bronte

In the novel Jane Eyre by Charlotte Bronte, Jane said: *“Again I reflected: I scarcely knew what school was: Bessie sometimes spoke of it as a place where young ladies sat in the stocks, wore backboards, and were expected to be exceedingly genteel and precise: John Reed hated his school, and abused his master; but John Reed’s tastes were no rule for mine...”* (Brontë, 2008: 34). Based on the quote above, Jane gets an idea about education from Bessie. she found a comparison of education between men and women. Men receive a decent and high education described by her cousin named John Reed. While women only "sat in the stocks wore backboards". This means that women are not worthy to show their abilities, skills, capacities, and empowerment by not getting an education that is equal to that of men. Jane then said, "but John Reed's tastes were no rule for mine," this means that Jane, who is a woman, also wants to get the right to an education that is equal to that of men. Women are not only limited to mothers and wives who have been attached to them, but also have to get a better and proper education. Jane argued that every woman has the right to get a good and equal education with men. It indicates that Jane wants gender equality between women and men. Gender equality itself is when women and men are seen with the same status and have the right to have the same opportunities to realize human rights and their potential. In addition, men and women women also have the right to contribute to political, social, economic and cultural development. Society's view of equality of values between women and is the essence of gender equality.

#### 2) The Novel Entrok by Okky Madasari

In the novel Entrok, Marni said: *“Anakku Rahayu sekarang sudah lulus SMA. Matur nuwun, Gusti, aku yang buta huruf ini punya anak yang sekolahnya tinggi. Sama tingginya dengan anak Pak Lurah atau anak priyayi-priyayi guru itu. Anakku, yang orangtuanya buta huruf semua, malah lebih pintar dibanding anak-anak orang-orang pintar itu. Ini semua karena berkatmu, Gusti, Mbah Ibu Bumi Bapa Kuasa.”* (Madasari, 2010:123). Based on the quote, it can be seen that there is a certain pride for Marni (who is an illiterate woman who has never received an education) because she has succeeded in sending her daughter to the highest possible level. It was even stated that her daughter, Rahayu, was a smarter student than the other children. Based on this, it can be seen clearly that if a

woman is given the opportunity to get the same education as men, then women can also show their intelligence.

## **b. Providing education to poor village children**

### **1) The Novel Jane Eyre by Charlotte Bronte**

Jane has strong ambitions in the world of education. Not only for himself, but for the people around him as well. Such as the work she did at that time, namely teaching village girls. Even though they cannot read, write, and count yet, Jane is willing to become a teacher at the school. Jane, who was still a foreigner in the village at that time, had a bit of difficulty dealing with some of the children who were not well-behaved and did not know manners. But Jane always remembers that the village children are human beings just like other children from the upper classes. Therefore, Jane tries her best so that they can be intelligent, educated, and have manners.

### **2) The Novel Entrok by Okky Madasari**

Rahayu is a woman who is concerned with education. Once she was invited to teach village children whose land was about to be evicted. This proves that women can be educated and even become teachers. Even though the school where the children studied was only temporary, Rahayu was determined to teach them. This was done by him so that their right to obtain knowledge would not be hindered by the eviction that would occur at that time. At that school, Rahayu hopes that they will continue to have aspirations and dreams to achieve tomorrow's future. Rahayu in this novel also shows the great courage she does through education. Though courage is usually only done by men. However, based on the quote above, women also have the same courage as men, that is, they are willing to risk their lives to defend the children whose houses will be evicted by the government.

## **c. Striving for Equality in Work**

### **1) The Novel Jane Eyre by Charlotte Bronte**

When Jane wanted to leave Lowood in search of more life experiences, she tried to advertise in a newspaper to become a personal tutor. In the ad, Jane listed her two years as a teacher at Lowood and other skills such as being proficient in French, drawing and music. At that time, these abilities were quite numerous and convincing. This is because the education given to women is not the same as the education given to men. Jane's desire to get a job is proof that women can live

independently like men. Another day, when she was having a hard time, Jane said: *"I reflected. I was driven to the point now. I was brought face to face with Necessity. I stood in the position of one without a resource, without a friend, without a coin. I must do something. What? I must apply somewhere. Where?"* (Brontë, 2008: 497). The quote describes Jane's condition, which at that time was in critical condition because she had nothing, no friends, and no money. Even though the situation is like that, Jane is still trying to find a job. In another quote:

*"Did Mr. Oliver employ women?"  
'Nay; it was men's work.'  
'And what do the women do?'  
'I knawn't,' was the answer.  
'Some does one thing, and some another. Poor folk mun get on as they can.'" (Brontë, 2008:497)*

The conversation above is evidence that there was gender inequality at that time where job vacancies were mostly reserved for men. Jane, who was in need of a job at that time, could not easily get one. Moreover, Mr. Oliver only hires men. On the other hand, women cannot freely find or get a job. This is woman struggle in the field of work.

## 2) The Novel Entrok by Okky Madasari

Marni and her mother were never paid any money and were only given cassava in exchange for peeling the cassava. This happens because there is a habit of society that views men and women differently, including in work. Even though Marni has tried hard in her job of peeling cassava and asking for money as her wages, she is still rejected just because Marni is a woman. At that time, all female workers were only paid for food, no one paid them money in the market. This is a gender inequality in the field of work. On a quote: *"Kutimang-timang upahku hari ini, delapan singkong. Simbok mendapat sepuluh singkong. Aku berpikir upah yang didapat Teja, si kuli pasar, setiap hari. Teja mendapat satu rupiah untuk setiap barang yang diangkatnya. Kalau sehari dia bolak-balik mengangkut sepuluh kali, dia sudah mendapat sepuluh rupiah. Lima hari bekerja, uang Teja cukup untuk membeli satu Entrok. Kenapa aku tidak bekerja seperti Teja?"* (Madasari, 2010 :33). Marni compares the results of her wages in the form of cassava with Teja's wages in the form of money. At that time Marni realized that there were differences between women and men in the field of work until Marni intended to become a coolie like Teja in order to be paid money. Marni's

determination was so strong that she could buy Entrok and that thing could only be bought by money, not cassava or other foodstuffs. In addition to wanting to get equality, here Marni shows the nature of independence that should be owned by a woman. This gender inequality occurs because of the wrong perception of gender and gender. In the wider community so far, there has been an inaccurate understanding of the concept of gender. Gender is an inherent trait of men and women that is socially and culturally constructed (M Fakhri, 2007: 8). It is appropriate that women are free to determine what will be done in carrying out their duties as women. The choice of work and the distribution of decent wages for women is a form of resistance against women. Like what Marni did when she chose to work as a coolie. By working as a coolie, she can prosper her life to become a complete woman.

Women at that time did not become coolies and only did light work such as peeling cassava, pounding rice, or pounding coffee. But after doing these jobs, women continue to do various household chores such as fetching water which weighs the same as a jute filled with cassava. Surprisingly none of the men did the housework because they thought that it was a woman's business. Even though the weight of taking water carried out by women is the same as being a porter who is carried out by men. Therefore, women are as strong as men. The difference between these problems lies in the results of their work, men will be paid while women will not get money from fetching water. This is where the woman struggle to be conveyed through Marni's narrative lies. In a certain society women are marginalized and marginalized through domestic work. In the distribution of wages, women are always marginalized, as happened in the quote above that women are always differentiated regardless of the burden that must be accepted by women. The patriarchal power has differentiated the distribution of wages between men and women making women experience economic impoverishment which causes limitations to develop their welfare as human beings. This happens because in the patriarchal concept, women are not the main breadwinners, but additional breadwinners (Sunarijati, 2007).

#### **d. The View on Marriage**

##### **1) The Novel Jane Eyre by Charlotte Bronte**

In the novel Jane Eyre by Charlotte Bronte, Jane said: *“but as his wife—at his side always, and always restrained, and always checked—forced to keep the fire of my nature continually low, to compel it to burn in wardly and never utter a cry, though the imprisoned flame consumed vital after vital—THIS would be unendurable.”* (Brontë, 2008: 621). Based on the quote, Jane refuses St. John to

tie the knot with her. She could not afford to always be by his side, always in control, and always being watched. Therefore, Jane decided not to accept his invitation to marry. Based on this, it can be seen that Jane describes women's freedom in making choices, including in terms of marriage.

## 2) The Novel Entrok by Okky Madasari

In the novel Entrok by Okky Madasari, Rahayu said: *“Aku menolak semua tawaran Kyai Hasbi. Ajakan untuk pulang dan untuk menikah. Aku akan tetap di desa ini. Demi nyawa Amri dan demi kehormatan Ndari. Biarlah aku menjadi bagian dari mereka. Menantang kematian yang dalam satu putaran matahari akan datang. Besok aku akan berdiri bersama mereka memegang kata-kata yang ingin kami sampaikan. Biarlah aku mati bersama mereka.”* (Madasari, 2010: 252). Based on the quote, it can be seen that Rahayu describes women's freedom in making choices. She dared to refuse Kyai Hasbi's invitation to go home and get married and chose to stay with the villagers whose land would be evicted. Here women have the right to express their opinions and choices they want to live. That is the gender woman struggle that is painted in Rahayu's character

## 2. Differences

### a. The Strong Desire in Education

#### 1) The Novel Jane Eyre by Charlotte Bronte

Jane is a woman who has a strong desire in the world of education which is realized by studying hard and becoming a teacher. She did everything without being accompanied by her parents because she was an orphan. Therefore, in her life (including education) she struggles with the support of good people around her. Jane is a tough woman because she does not feel down even though her parents have died since childhood. Instead, he was very passionate about providing education to poor village children.

#### 2) The Novel Entrok by Okky Madasari

In the novel Entrok, Marni's character is an illiterate mother, but her concern in education is through her son, Rahayu. Marni makes Rahayu a very smart child in her village environment. Even to enter state universities. In their village, it is very rare to find someone who is pursuing a higher education. Then, Rahayu's character has studied seriously since elementary school and has even become smarter than the children of aristocrats and children of local officials. That's what

took him to higher levels. Because of the support of her parents, Rahayu also became a teacher in a village.

### **b. Providing Education to poor village children**

#### **1) The Novel Jane Eyre by Charlotte Bronte**

In the novel Jane Eyre by Charlotte Bronte, Jane becomes a teacher for country children as her job. She will be paid for her work as a teacher in the village so that Jane can make ends meet. Even so, he wanted to make the village children smart and broad-minded like children from the upper classes.

#### **2) The Novel Entrok by Okky Madasari**

In the novel Entrok, Rahayu becomes a teacher for village children whose land will be evicted by the government. Rahayu's teaching profession is as a volunteer, which means that she does not get paid for her work. Rahayu was only motivated to teach the village children so that their rights would not stop because their village land would be evicted.

### **c. Striving for Equality in Work**

#### **1) The Novel Jane Eyre by Charlotte Bronte**

In an attempt to gain equality, Jane tried to find work, although at that time women were rarely employed outside the home or the public. Most women in the Victorian era were very dependent on their husbands and it was rare to find women who wanted to be independent and earn an income from their work. Jane is an example of a Victorian era woman who did not want to depend on people and preferred to be independent.

#### **2) The Novel Entrok by Okky Madasari**

Marni's character in the novel Entrok shows her gender equality efforts through her desire to work and open her own business. Starting from being a coolie, trading vegetables, trading necessities, to paying for the men who work for him. Even though at that time, heavy work was usually done by men, such as being coolies. Then even though Marni already has a husband, she still does not want to depend on him and chooses to sell around the village to fulfill her daily needs. After several years, Marni was finally able to hire men to harvest sugar cane, drivers, and so on.

#### **d. The View on Marriage**

##### **1) The Novel Jane Eyre by Charlotte Bronte**

In the novel Jane Eyre, Jane said: *“His voice and hand quivered: his large nostrils dilated; his eye blazed: still I dared to speak. ‘Sir, your wife is living: that is a fact acknowledged this morning by yourself. If I lived with you as you desire, I should then be your mistress: to say otherwise is sophistical—is false”* (Brontë, 2008: 463). Jane chose not to marry a married man. According to her, it is something wrong to do, especially from the point of view of the Christian religion. When Jane Eyre and Mr. Rochester was getting married in a church in Thorfield, the wedding was annulled because Mr. Rochester already has a living wife. Jane did not force the marriage and chose to leave Mr. Rochester. That is her attempt at freedom of decision.

##### **2) The Novel Entrok by Okky Madasari**

In the novel Entrok, Rahayu said: *“Bu! Malu itu cuma urusan sama orang lain. Yang penting urusan sama Yang Di Atas. Lha kalau Gusti Allah saja mengizinkan laki-laki beristri menikah lagi, ya kenapa mesti bingung? Yang penting semuanya sah.”* (Madasari, 2010: 165). Rahayu expresses her freedom of opinion and makes her choice by marrying a man who is already married. Even though at that time, the public's view of women who were married to men who were already married was negative, Rahayu still carried out the marriage. According to her, marriage will remain valid as long as it is carried out in accordance with the religious provisions.

#### **E. CONCLUSION**

Based on data analysis from the novel Jane Eyre by Charlotte Bronte and the novel Entrok by Okky Madasari, the researcher concludes that the results of the comparison found in the woman struggle made by the female characters in the two novels are as follows.

##### **1. Similarities**

- a. The strong desire in education.
- b. Providing education to village children
- c. Striving for equality in work
- d. The view on marriage

##### **2. Differences**

- a. The strong desire in education
  - Jane Eyre: Trying to get an education without parental encouragement, because she is an orphan.

- Entrok: Marni is an illiterate mother but encourages her son Rahayu to get a proper education. Meanwhile, Rahayu is a child who is educated because of the encouragement of her parents.
- b. Providing education to village children
  - Jane Eyre: Jane teaches village children and is paid, but also wants to make the village children smart.
  - Entrok: Rahayu becomes a teacher for village children as a volunteer only and is not paid. Even so, she is earnest in giving education rights to the village's children
- c. Striving for equality in work
  - Jane Eyre: Strive to become independent through working as a teacher.
  - Entrok: Rahayu works as a teacher, but her mother Marni has worked as a coolie, vegetable seller, selling merchandise, and even paying male workers.
- d. The view on marriage
  - Jane Eyre: Refusing to marry a married man.
  - Entrok: Rahayu is willing to marry the man she loves even though she is already married.

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