

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestions based on the findings of the study. The first section is the conclusion of the research, and the second section is the suggestion dealing with the objectives of the study.

5.1 Conclusion

From the research conducted on the use of address forms in Jane Austen's *Pride and Prejudice* to understand their role in reflecting social dynamics and hierarchies in Regency-era society, the following conclusions can be drawn:

1. The novel *Pride and Prejudice* portrays a complex web of social interactions through the nuanced use of generic titles such as *Mr.*, *Mrs.*, *Miss*, *Sir*, and *Madam*. These honorifics not only denote respect and formality but also serve as markers of social hierarchy and interpersonal dynamics. Characters like Mrs. Bennet and Sir William Lucas employ these titles to maintain decorum and acknowledge social standing. The careful use of *Sir* towards higher-status individuals like Mr. Darcy and Charles Bingley underscores societal norms of deference and politeness, highlighting the etiquette expected among characters of varying social ranks. Moreover, the use of *Miss* emphasizes gender roles and societal expectations, positioning unmarried women like Elizabeth Bennet within the context of courtship and social eligibility.

2. The relationship between social class and language in *Pride and Prejudice* reveals a profound reflection of societal norms and values. Language serves not only as a means of communication but also as a defining characteristic of social identity. Wealthier characters like Mr. Darcy and Mr. Bingley speak with refined language and manners, indicative of their privileged backgrounds and education. In contrast, characters from the middle class, such as the Bennet family, use language that reflects their more modest means and less formal upbringing. However, the choice of address form between the upper class and middle class does not have much difference because generic titles can basically be used by all social classes in specific contexts. Jane Austen's meticulous portrayal of these linguistic differences enriches the narrative, illustrating how language acts as both a mirror and a tool for reinforcing social class distinctions in Regency-era England.

5.2 Suggestion

Based on the results of the study, the researcher provides some suggestions to the following parties:

1. For Students

The research indicates that understanding the use of address forms is essential for grasping the social dynamics in literature. Students are encouraged to deepen their knowledge of social hierarchies and politeness

strategies as depicted in historical contexts. This understanding can enhance their overall comprehension and appreciation of classic literary works, particularly in recognizing the relationship between language and social class.

2. For Teachers

Teachers should emphasize the importance of addressing forms in their literature curriculum. By incorporating discussions and activities related to social norms, etiquette, and the relationship between language and social class in historical periods, teachers can help students develop a nuanced understanding of character interactions and societal structures. Using engaging materials such as role-playing or storytelling can make learning more interactive and practical.

3. For Future Researcher

Further research can expand on this study's findings by exploring address forms in other literary works from different periods and cultural contexts. Comparative studies between Jane Austen's novels and those of other authors can provide deeper insights into the evolution of social norms and their impact on language use. Additionally, researchers can investigate the application of these findings in modern communication practices to improve social interactions in various professional fields, enhancing the understanding of the relationship between language and social class.