

## CHAPTER 2

### LITERATURE REVIEW

#### A. Theoretical Framework

The aim of this chapter is to explain further about the theory and the approach used as the tools in analyzing *Anne of Green Gables* written by Lucy Maud Montgomery. As the main tool, the writer will use the theory of New Criticism in analyzing the characters of Anne Shirley and only focuses in characterization as a part of intrinsic elements. With characterization, the writer will explore more aspects from Anne Shirley as to show her characters after coming to Green Gables and after adapting in Avonlea, which also help in finding her character development as the reflection of her imagination.

The process in which way she changes her characters and develop it to be a better person is also need a great effort. That is why the writer applies psychological approach as a supporting tool, and more focuses in children psychology about Character Development for Anne Shirley in this novel. The approach will be elaborated from Lester D. Crow and Alice Crow's book, *Children Psychology*.

#### 1. New Criticism

K.M. Newton in his book *Twentieth-Century Literary Theory*, said that New Criticism propose 'intrinsic' criticism which is more concern in the literary

work as an independent object and oppose 'extrinsic' approach that concern in authorial intention, historical, moral or political considerations, and audience response (39). This is why New Criticism also introduces as "close reading," (Tyson 135) which is focuses only in the literary text.

Wellek and Warren proposes five elements of intrinsic to be analyzed. They include character, setting, plot, tone, and point of view (280), also, according to Tyson in his book titled *Critical Theory Today*, formal elements consist of; images, symbols, metaphors, rhyme, meter, point of view, setting, characterization, plot, theme, and so fort (Tyson 137). There are many kinds of elements of intrinsic or formal element that can be use to analyze a literary works. However, to analyze this novel the writer focuses only in characterization, because this thesis is analyzing about Anne Shirley character and her development of character but without forget that plot, setting, and other formal elements is also influence this story. In order that the analysis on characterization and character development can be more deeply conducted, whereas the other elements such as setting, plot, and tone are directly inserted in the characterization and character development analysis.

#### **a. Character and Characterization**

Before going further, we should understand first about the terms character and characterization in order to understand more and avoid confusion. Characters are the persons represented in a dramatic or narrative work, Who are equipped with particular moral, intellectual, and emotional qualities from

what the persons say and their distinctive ways of saying it, the dialogue. Characterization is the way in which the character is created (Gill 127). Or in the other word characterization is the act of describing the character or qualities of someone, especially the artistic representation of human character or motives (Webster dictionary).

X.J. Kennedy, in his book *Literature: an introduction to fiction, poetry, drama, and writing*, states that a character is presumably an imagined person who inhabits a story that we usually recognize has human personalities that familiar to us (74). He also explains about flat and round character in which flat characters tend to stay the same throughout a story, but round characters often change – learn or become enlightened, grow or deteriorate (75). Some other critics call this fixed character *static* and a changing one, *dynamic*.

Other critic that explains about round and flat character is E .M. Forster, in his book titled *Aspects of the Novel* (1927), he introduced popular new terms for an old distinction by discriminating between flat and round characters. A flat character, Forster says, is built around "a single idea or quality" and is presented without much individualiz-ing detail, and therefore can be fairly adequately described in a single phrase or sentence. Round character then is more complex in temperament and motivation and is represented with subtle particularity (124).

Since the writer focuses her analysis on the major character, a quotation from Richard Cohen in his book *Writer's Mind – Crafting Fiction*,

about the foundation in characterizing could found through her names, her physical appearance, her personal histories, what she say, what others say about her, how she act in response to specific situation, how she act habitually and her thoughts (Cohen 38).

**a. The Names.** A person name is a product of the person's social identity. It also might tell about people's individual personalities. A fictional character's names usually have uniqueness so that readers can remember them even after reading the literary works. The important thing is, a character's name should be memorable and individual (Cohen 39).

**b. Physical Appearance.** The physical appearance can creates an image in reader's mind, which is why it is also important. The detail of image that they created is depends on the text itself. Clothing is an aspect of physical appearance that gives information about social status and historical setting (Cohen 42), whether a character is low classes or high classes or whether the story takes place in historical or modern society.

**c. Personal Histories.** Sometimes in a literary works, some authors create the characters without mentioning they background information, but an understanding of the past of a character can help the readers to understand the present situation. The presence or absence of background information can itself be an element of characterization (Cohen 44).

**d. What They Say.** More than any other method, we get to know people by talking to them. We know them by what they say, how they say, and what they

don't say. Sometimes what a character say reflect their authentic feelings, but sometimes not. They usually reveal their personalities without intending to. Many people can't apologize, can't ask for help, can't admit their mistake, etc. all of this are part of characterization (Cohen 45).

**e. What Others Say about the Main Character.** In life and in fiction, we learn a lot about people from the things other say about someone. Characters are continually testifying about other characters. It can be found from the *external evidence* (the facts that bring out by the character's statements) and *internal evidence* (whether what the character's says sound full and authentic or partial and self-serving) (Cohen 47).

**f. How the Character Act in Response to Specific Situation.** Most fiction shows character in some situation. The reader can assume that a character's behavior in a situation says something about his or her personality (Cohen 49). For example during a discussion we can assume that a character is smart for his or her good response, or maybe a quiet character which only silent during a discussion.

**g. How the Character Act Habitually.** Repeated, habitual actions form a large part of how we get to know people and also ourselves in real life and therefore how we get to know characters in literary work (Cohen 50).

**h. The Character's Thoughts.** In real life, we know only our own thoughts, but in literary works or fiction, we can know the thoughts of everyone involved in a scene, or of only some people involved, or one person, or none of them

(Cohen 51). It is depends on the literary works itself, whether it stated the character's thought or not, but his or her thought can help the reader to find their personality.

Those eight foundations of characterization become the base from the four parts in finding Anne Shirley's characterization which are; Anne Shirley's physical appearance and history, Anne Shirley's Imagination, Anne Shirley's action, and Anne Shirley's thoughts. The interesting part in the process of finding Anne Shirley's characters, that every part of the foundation in characterizing Anne Shirley is reflected by her imagination. Therefore, in the next chapter, the writer will elaborate more about this part thoroughly based on the foundation in characterizing by Richard Cohen.

## **2. Character Development**

The writer tries to use this psychological approach because it is means that this thesis will going deeply into character's feelings and thoughts. The importance of this part in literary work is in fact that both psychology and literature focus their object of study on human. The differences between both of them are that psychology is studying about human behavior in real life, and literature is studying about character in literary works that has human behavior like in a real life.

In literary work, a character may remain essentially "stable," or unchanged in outlook and disposition, from beginning to end of a work, or may undergo a radical change, either through a gradual process of development or as the result of

a crisis. In this thesis, Anne Shirley as the main character is undergoing a change in her character through gradual process of development which is caused by her surroundings. It is because in a story, a character is strives for some developments to make the story interesting.

In the book titled *Child Psychology* written by Lester D. Crow and Alice Crow, it is explained further about how a character can develop during their life. Because there are some factors that influence character development such as; the home, the school, peer associates, religious influence, and so on (167). There are many theorists which write about the development in human life. One of the theorists is Erikson, who sees personality formation as a continuing process throughout childhood, adolescence, and adulthood (Craig 44).

Like Crow said in his book that during the period of growth, a character tend to develop some understanding of general concepts of morality or of ethical principles (Crow 164). And also as Cohen said, that we should see the characters as living whole, not as a collection of traits because they are alive and capable of thought, and they keep becoming more so (Cohen 36). The writer of this thesis is uses Crow theory in his book titled *Child Psychology*. In his book, Crow differentiate about the stages in character development based on the age of the character in literary works (Cohen 38), which are:

**a. The First Three Year (age 0-3)**

In this stage, children have not yet recognized the ethical aspect of behavior. In the early age they tend to follow their ego in regards to fulfill their own satisfaction (162), but slowly they begins to show some recognition about

what is right and what is wrong. Mostly they use body language or gesture in learning to communicate with other people. They also start to develop a fondness of their possession like toys, or pets. This development stage is mainly contributed by parent in teaching their children.

**b. Later preschool years (age 3-6)**

Between these ages, the child makes progress in understanding about society. They recognize the fact that there were certain rules that should control his behavior (162). If he obeys this rule, then he is a good child; when he disobeys them, then he is naughty. At this stage, the child progresses in his behavior responses in his relation to his environment. They are proud of their parents, his home, and some of their possession. They even brag about it when they are in the kindergarten or nursery school. They are also still live in two worlds – real and imaginary, because they may still indulge in imaginative stories, but somehow they also show some recognition of their knowledge about reality and truth.

**c. Elementary school year (age reach 12 years)**

By the time children reach their twelfth year, their attitudes gradually becoming more like adult. During this period of growth, they develop some understanding of general concept about morality or of ethical principles (164). They also become more aware about honesty and justice but they sometimes conduct impulsive manner or behavior.

The child may show a gradual development from less social to a more social stage. The seven and eight year old child who knows about goodness and



badness try to be always good and have their goodness appreciated. They begin to feel bad if they doing something naughty and want to be forgiven when doing something wrong (165). As a boy they usually continue to be untidy about their clothes; but girls are much more dress conscious and usually very neat in their appearance.

#### **d. Preadolescent year (during adolescent and adult)**

The child from nine to twelve years old, begin in having traits that may continue until they become adult. They gradually develop concept in rightness and wrongness in general and to conduct more proper behavior in society (166). They start to growing self-consciousness in group situation even though they are still impulsive. At this stage they can even felt more embarrassment and remorse if they do some wrongdoing.

But in general, in the time the child enters they adolescent years, they have gain more responsibility and trust toward their parents and peer associates. However, they are not mature yet but gradually in the process of maturity. They, in conclusion, have develop greatly from their egocentric bases of behavior which dominated in their early childhood to be more like adult but not mature yet (approaching maturity).

### **B. Review of Related Studies**

There are many studies using New Criticism especially in finding Characterization in major character, but there are none in the subject of Anne Shirley or about Anne of Green Gables in the English Department of Airlangga University. Therefore the writer tries to find other studies that have similarities

with this thesis's objective which are in finding characterization and character developments of the major character in a literary work.

There is a study about the importance of creative power written by Yuvencia Yunita (2000-2001) who analyzes the importance of creative power in Isabel Allende's major character, *Eva Luna*. There are similarities between this thesis and Yuvencia's study, both are analyzing the major character, and both characters have imagination. Yuvencia focuses in finding Eva's imagination which helped her overcome her life struggle and also the influence for having imagination in her life which is make her able to create stories and so she become a writer because of it. Eva also having the same situation in her childhood, being unwanted, living in different places, and end up live with her mean relatives. It is the same with Anne who has been passed around from family to family and never being loves. Anne learns to cope with her childhood by living through her imagination.

Yuvencia's study not only supported by characterization but also supported with setting and psychological approach, "Creative Mind" by Alfred Adler. The writer in this thesis tries to analyze Anne Shirley characterization and also her character development, so this thesis will use new criticism and focusing on the formal element which is characterization and also uses psychological approach as a supporting tool, and more focus in children psychology: Character Development for Anne Shirley in this novel. The approach will be elaborated from Lester D. Crow and Alice Crow's book, *Children Psychology*.

Both of the major character in the stories, *Eva Luna* and *Anne of Green Gables*, are using imagination as their main trait. And other people around the major character also disagree with their imagination. They see it as a bad thing and also intolerable.

There is also work which analyze major character, such as the work from Shofi Fikriyah titled; *An Analysis of Josephine's Characterization and Her Moral Development in Louisa May Alcott's Little Women* (2011). This study is analyzing the major character but different in finding the aim of the study. Shofi's work is analyzing about Jo, the main character in *Little Women*, about her characteristics and the moral development through Jo's conflicts that occurs in the story. The intrinsic elements that Shofi uses in his work are Characterization and conflict and also the theory of moral development. For Moral Development, Shofi uses two stages by Piaget which are; Heteronomous morality and Autonomous morality (17).