# **CHAPTER II**

# LITERATURE REVIEW

# 2.1 Theoretical framework

This chapter is written to explain the theory which is used in order to analyse the novel. To analyse it and answer the statements of problem, the writer uses New Criticism as the main theory and Stereotype theory as the second theory.

New Criticism is a theory of literature which has appeared since World War II. New Criticism becomes dominant and most influential literary criticism in the United Stated during the 1940s until 1960s (Tyson 135). This theory introduces that in analysing the text, the researcher only needs to take a look at the work itself. It is stated in Bressler "New criticism, this approach to literary analysis provides readers with a formula for arriving at the correct interpretation of a text using for the most part only the text itself" (55). Kennedy and Gioia states that in their book entitled *Literature: An Introduction to Fiction, Poetry, Drama and Writing* that analysis and the meaning of the text can be found in the intrinsic literary features which is stated in the text itself (1508). New Critics believe that the information and the evidence, which the readers are looking for, are provided consist in the text. Those information and evidence will support the reader's interpretation when reading the text. In this theory, the background of the author, the historical, background of the text, are useless and are not important. In New criticism the methodology which is used is "Close reading". In close reading

methodology, the text should be read step by step, one by one and explicitly. When reading the text, the researcher should take notes and mark the important thing from the text. It can help the researcher in analysing the text because the information is only based on the text itself.

In analysing a novel, the researcher should know about the formal elements. Novels are an artistic unity which has elements related to each other to build the story of the novel itself (Nurgiyantoro 22). Formal elements become the most important part in New criticism because it can be used to formulate the theme as the aim of New criticism. As Tyson stated in his book, what is called as formal elements are symbol, irony, metaphor, setting, characterization, point of view, plot, and so forth (137).

Character is described as a person who appears in a literary work. Richard Gill in his book *Mastering English Literature* defines:

"A character is a person in a literary work. Characters in books may have all sorts of links with the people we meet every day but we only meet them in books. Characters are what they are like because of the way they've been made. The kind of conversations they have, the things they do, their appearances and so on are the particular ways in which the author has chosen to characterized" (127).

In fiction, the character is divided into two such as major and minor characters. The major character which appear in fiction is usually called as a protagonist. It is a character who always have conflict with an antagonist. The conflict between the protagonist and the antagonist is the sense of the novel because it can live the conflict (DiYanni 55). The major character or protagonist is the center of the story and become an attention (Robert and Jacobs 145). On the

one hand, Protagonist, according to Griffith is a character that fights for something. On the other hand, the antagonist is the opposite of protagonist. Antagonist always related to cruel, evil and self-destruction (55). Minor character is a character supporting the major character and the function is to illuminate the major character. Minor character is often static or in the other word, unchanging. It means that from the beginning until the end of the story, the minor character is remaining the same (Di Yanni 55).

Character can also be divided into two which are round and flat characters. Round character is the same with major character or the protagonist. The character always changes and develops because in the novel, he or she has some experiences (Robert and Jacobs 145). There are multiple personalities of the round character which resemble real people. This multiple personality makes round character difficult to understand and describe. Flat characters have one or two personalities which are considered as stereotypes (Griffith 61). The meaning of flat character itself is the characters which have static personalities.

Meanwhile, "Characterization is the means by which writers present and the reveal characterization" (DiYanni 55). In characterization, the author of the story gives their personal judgment to the character and it makes the character live. According to Griffith, in order to develop the characterization, there are two ways which are done by the author: directly and indirectly. In direct method, the author gives the readers the explanation about the character by telling them what exactly the character is like. Indirect method means that the author gives the explanation about the character by showing them, not by telling them to the

reader. The author shows the character's personality through external details such as appearances and through the character's thoughts such as speech (61-62). Analysing the characterization makes the writer know how hard the character makes effort in her life to reach a better life. Characterization gives the writer explanations that the character has a strong characterization which can make them reach what they want.

According to Murphy, there are nine ways to analyse a character:

### Personal description a.

Personal description of a character is appropriate to consider. Outer appearances such as body, face, and clothes can describe a character further. Murphy stated that the author can describe a person's appearances and clothes (161).

# b. Character as seen by another

The characters described through the opinion by others. Murphy said that instead of describing a character directly the author can describe him through the eyes and opinions of another, the reader gets, as it were a reflected image (162).

# Speech c.

Speech is the way people know about the characteristic through what they say about themselves or others. Murphy stated that the

author can give us an insight into the character of one of the persons in the book through what that person says.

#### d. Past life

By learning about a person's past life, author can give some clues to identify a person's personality. Murphy argues by learning the reader learn something about a person's past life the author can give us a clue to events that have helped to shape a person's character (166).

## Conversation of others e.

Through the conversation to other, the reader can get the clues by the thing they say about him or her. Murphy adds that the author can also give us clues to a person's character through the conversations of other people and things they say about him. People d talk about other people and the things they say often give as a clue to the character of the person spoken about (167).

#### f. Reactions

The author can identify the character personalities by the way they react in some conditions. Murphy tells that the author can also give us a clue to a person's character by letting us know how that person reacts to various situations and events (168).

## Direct comment g.

The author shows the reader about the character in a frontal way. Murphy explains that the author can describe or comment on a person's character directly (170).

# Thoughts h.

The author gives direct knowledge of what a person thinking about. Murphy says the author can give us direct knowledge of what person is thinking about (171).

#### i. Mannerisms

The author can give the readers clues about a person's personality by describing their manner of habit. Murphy shows that the author can describe a person's mannerisms, habits or idiosyncrasies which may also tell us something about his character (173).

This study also uses secondary theory to support the analysis. Theory of stereotype is appropriate to explore the character in this study. Gender stereotype is discussed in Cultural studies. Sardar states in his book, *Introducting Cultural Studies* that Cultural studies is the study about culture, that relate to the entire of art, belief, institutions and communicative practices of cultural member or social group. Culture is that complex whole which includes knowledge, belief, art, morals, law, customs, and other capabilities and habits acquired by man as a member of society (Sardar, 4). According to Raymond William, one of founders of Cultural studies, he stated that culture includes the organization of production the structure of the family, the structure

of the institutions which express or govern social relationship, the characteristic of forms through which members of the society communicate. Cultural studies does not have a clearly defined subject area. Cultural studies functions by freely from social science, and all branches of humanities and the arts. It appropriates theories and methodologies from anthropology, psychology, linguistics, literary criticism, musicology, political science, art theory, philosophy. The concept of a stereotype was introduced into social science in 1922, when Lippman used it to describe the 'typical picture' that comes to mind when thinking about a particular social group (Macrae 23).

A stereotype can be thought as a cognitive method or procedure, used by our mind in order to simplify the complex barrage of information it experiences. From this perspective, a stereotype is a method of understanding, which works through classifying individual people into a group category (Pilcher and Whelehan 166). This stereotype means that men and women need to follow their specific gender roles in order to be socially accepted. Gender roles have forced society to form a stereotype of what the "perfect woman" and "perfect man" should be. People base this "perfect woman and man" off of what they see in magazines, television shows, advertisements, music, and art. Gender and gender role refers to society's idea of how boys or girls or men and women are expected to behave and should be treated. A display of gender, as with a gender role, represents a public manifestation of gender identity. It can be said that one is a sex and one does gender; that sex typically, but not always, represents what is between one's legs while gender represents what is between

one's ears. The statement above clarifies that sex is visible and gender is invisible. It can also be meant that sex is biologically type which is created by God while gender is socially constructed because of the presence of gender roles, a stereotype has been created.

Gender stereotypes is a generalised view or preconception about attributes, or characteristics that are or ought to be possessed by women and men or the roles that are or should be performed by men and women. Gender stereotypes can be both positive and negative, for example; "women are nurturing" or women are weak". A stereotype is harmful when it limits women's or men's capacity to develop their personal abilities, persue their professional careers and make choices about their lives and life plans. Both hostile or negative or seemingly begin stereotypes can be harmful. It isnfor example based on the stereotype that women are more nurturing that child rearing responsibilities often fall exclusively on them (Joseph 7).

Gender stereotypes consist of belief about the psychological traits and characteristic of, as well as, as the activities appropriate to men or women.

Gender roles are defines by behaviours, but gender stereotypes are beliefs and attitudes about masculinity and feminity. The concepts of gender stereotypes tend to be related, when people associate a pattern of behaviour women and men they may overlooked individual variations and come to believe that the behaviour is inevitably associated with one gender but not their. Therefore, gender roles furnish the material for gender stereotypes. Therefore, the history, structure and function of stereotypes are important topics in understanding the

impact of gender on people's life. In the book entitled Gender Stereotypes: Masculinity and Feminity, Lewin says;

> "Before 19<sup>th</sup> century, most people lived and worked on farms where men and women worked together. The industrial revolution changed the lives majority of people in Europe and North America by moving men outside the home to earn money and leaving women at home to mange household and children" (Joseph 161)

This separation was unprecedented in history, forcing men and women to adapt to different environment and roles. The women and men have their separate areas influence. For women, the areas influence are home and children and men areas includes work at the outside. Joseph also writes "the 19th century idealization of women also had implication for men, who are seen as the opposite of woman in under of ways. Women were passive, dependent, [ure, refined and delicate. Men were active, independent, coarse and strong" (162).

Traditionally, the female stereotypic role is to marry and have children. She is also to put her family's welfare before her own: be loving, compassionate, caring, nurturing, being sympathetic and finding time to be sexy and feeling beautiful. The male stereotypic role is to be the financial provider. He is also to be assertive, competitive, independent, courageous, career focused, hold his emotions in check, and always initiate sex. These sorts of stereotypes can prove harmful such as they can isolate individual expression and creativity, as well as hinder personal and professional growth. If men and women do not follow these certain characteristics, they are often shunned and do not feel socially accepted. These roles also have forced the society to either

embrace the outcome or reject it. There are three contributions to develop gender stereotyping that are stereotyping in families, stereotyping in education system and stereotyping in media.

## a. Stereotyping in families

In this area, gender stereotyping is practiced by adults to influence their children to do appropriate or inappropriate behavior based on the gender. This part explains that parents have more important role to teach their children about gender role. So, the children will understand their role as a girl or boy.

"Research within the field of gender studies has examined the presence of gender stereotyping in key agencies of socialization, such as families, the education system and the media. For example it is through the application of sex role stereotypes by adults, especially parents, that infants and children learn what is deemed appropriate or in appropriate behaviour for their sex" (Pilcher and Whelehan 167)

# Stereotyping in education system

Teachers and works consider woman as a mature and discipline person. On the other hand, boy is aggressive and lack of discipline. As the result, the teacher should pay more attention to the boys to keep the order in the classroom maintained.

In a study of secondary school, Riddell (1992) found the teachers stereotyped girls as mature, neat conscientious, while boys were seen as aggressive and lacking in discipline. As a consequence, the teachers devoted more attention to boys as a strategy of maintaining order in the classroom (Pilcher and Whelehan 167).

# Stereotyping in media

There are types of stereotyping that based on the domesticity and sexuality. In media stereotyping, women are categorized as housewives and sexual objects, and domestic role in jobs. A woman's job reflected their role such as take care the house.

Research on gender stereotyping in the media also suggests that femininity is routine associated with domesticity and sexuality. In a classic study, Tuchman (1981) examined media depictions of American women from 1950s onwards. He findings were that women were stereotyped either as sexual objects, or as housewives, or in jobs which were reflections of their domestic or caring role (Pilcher and Whelehan 167)

## 2.2 Review of Related Studies

In this study, there will be presented some researchers who did the discussion on Louisa May Alcotts's Little Women and other discussions related to the study. It includes the theory used in this study.

Louisa May Alcotts's Little Women itself has been used by Gayuh Putri Pertiwi, the research attempted to explain about humanity and morality reflected in Louisa May Alcott's *Little Women*. The result of this research shows that the author delivers the moral message that humanity and morality values are important in social life, because it can make the harmonious relation between one and the others and based on the sociological analysis, it is evident that in this novel, the author reflects the social realities of the American society at the second half of the nineteenth century in which the

people have a good relations with others. The author also criticizes about the Civil War.

The research using Feminism theory has been done by Retno Wulandari, entitled "Feminism Seen in Louisa May Alcott's Little Women". The result of this study shows that feminism appears through the four main characters; Jo, Amy, Meg, and Beth; they are all women the feminism is reflected through the main character's roles in society. Jo, the one whose behaviour shows the clear description of feminist characteristic, holds the view of domestic, liberal and equal-right feminism. Amy, who uses her feminine charms to gain social status, holds the equal-right and liberal feminism view. Meg, who concerns on domestic life, holds the view of domestic feminism view. Beth is the one who does not include in the three kinds of feminism-liberal, equal-right, domestic feminism. Although she does not hold a certain kind of feminism, she still considers as a feminist because she desires to have one just as her three other sisters.

Another research was conducted by Agustin Dwi Ratnaningrum, this study talked about the effects of civil war on families in Louisa May Alcott's Little Women. The major problem of this research is how the effects of Civil War are reflected in the novel based on Sociological approach. The result of this research shows the relationship between the novel and social reality in American society. In the novel, Louisa May Alcott describes how the effects of Civil War endanger the community especially families. Louisa May Alcott also describes how Civil War influences the life in America through social, economic, political, cultural, religious, science and technology aspect.

The research using Stereotype theory has been done by Olivia Christine Suhendro for the thesis entitled "Stereotype of an Ideal Woman as Challenged through Polly Milton's Characteristics in Louisa May Alcott's An Old Fashioned Girl". This study attempted to analyse how the characteristics of Polly Milton are described in the novel and how Polly Milton challenges that stereotypes in the novel. The result of all analysis after answering those two problem formulated problems shows that Polly Milton's characteristics can be seen from her personal description, other's opinion, her own speech, conversation of others, author's comments and author's thoughts. From those ways of character analysis, the reader can see that Polly is a shy and modesty fashioned girl. Also, she is strong, mature, cheerful, responsible, caring, and well educated person. Polly finally realizes that her characters do not match with the stereotype in fashionable city. In that city, glamorous things become very important for woman of nobles. In defending her principles, Polly challenged the stereotype in fashioned city.

Those previous studies mentioned above are quite different with the study conducted here. What makes it different is that this analysis will deeply give the analysis about the character of Josephine March characterized in the novel. Then this will also attempt to explain about the construction of gender stereotypes portrayed in the society and her reaction to the construction of gender stereotypes in Louisa May Alcott's Little Women.