CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. New Criticism

A standard method of high school and collage instruction in literary studies is "close reading" which in other word is New Criticism (Tyson 135). Eliot and Richard are who have the most ideas of New Criticism since the late 1930s to the late 1950s. An alienated world could be given new life. This theory actually focused on poetry but one of the prominent British critics, Mark Schorer extended its main principles to include analysis of prose fiction. He emphasizes the fact that in the end prose fiction always manages to fit in all clear contradictions into a coherent whole (Carter 26-28). New Criticism is a standard method in literary studies. It is also called as close reading. This theory is useful for students in doing literary studies. Not only to reveal the meaning behind disoriented text on the poetry, but also to analyze prose fiction.

New Criticism is clearly characterized in principle and practice. Its concern is not with context—historical, biographical, intellectual and so on, and its interest is not in the 'misconceptions' of 'intention' or 'affect', but its concern is exclusively with the 'text in itself', with its language and organization. It does not seek a text's 'meaning', but how it 'speaks itself' (Selden Widdowson & Brooker 19). In the other word, new criticism is not focus on the context of historical,

biographical, intellectual, and so on. It only focuses on the 'text itself' including its language and its organization.

"Closely read" is the only way we can know if a given author's intention or a given reader's interpretation actually represents the text's meaning is to carefully examine. It is because all the evidences provided by the language of the text itself including its images, symbols, metaphors, rhyme, meter, point of view, setting, characterization, plot, and so on (Tyson 137). In the other word, closely reading to examine carefully is the way to understand the literary text's meaning.

All in all, New Criticism is useful for students in doing literary studies including to analyse prose fiction. It focuses on the "text itself" and provides the evidences through the language of "text itself" including its images, symbols, metaphors, rhyme, meter, point of view, setting, characterization, plot, and so on. Therefore, in order to analyze Little Prince's and rose's characterization and their relationship in Antoine de Saint Exupéry's novel entitled *The Little Prince*, this research will use New Criticism theory as supporting theory to analyse it concerning on their character and characterization. The following explanations of character and characterization are stated below:

2.1.1.1. Character

Character is the life of literature. It is the object of curiosity and attraction, liking and dislike, respect and blame (Bennet & Royle 60). A character may represent people or members of the ruling elite, and another may represent the poor and the oppressed that are often at the mercy of the rich and powerful. It

is because characteristic of characters are meant to represent certain categories of people in society. There are characters that act prominent roles. These are called major characters. The others are called minor characters (Ade & Okunoye 40-41).

Characters in books have even become part of our everyday language. For example, the character 'Oedipus' is used to be the symbol of a condition fundamental to psychoanalytic theory, whereby little boys want to kill their fathers and sleep with their mothers. The character 'Romeo' is being symbol of a certain kind of romantic young man like the hero of Shakespeare's Romeo and Juliet (c.1595). The protagonist character on Charles Dickens's A Christmas Carol (1843) refers to someone as a 'scrooge' when a person who is miser, but when he or she does so we are suggesting, knowingly or not, to the of for whom Christmas is a fatuous waste of time and money. Then, Vladimir Nabokov's novel Lolita (1958) has given us a term for what the OED defines as 'a sexually precocious schoolgirl', as well as a word which especially through the Internet has acquired an association with then sexual abuse of children. There is even a day named after a fictional character, 'Bloomsday' (16th June), after Leopold Bloom in James Joyce's Ulysses (1922) (Bennet & Royle 60-61).

All in all, character is important thing in literature. It represents people in the society. Particular characters are called major character because its act exists in the most of story, and some others are minor character because its act is only on particular part of the story. Character in literary work can be used in the real life as a symbol of particular context.

2.1.1.2. Characterization

Characterization is the pattern adapted in the creation of characters in a work. This includes roles and tendencies assigned to particular characters.

Characteristic of characters are meant to represent certain categories of people in society (Ade & Okunoye 40-41).

For example, one of character in *The Great Gatsby*, Jordan Baker is characterized as a liar and a cheat. Nick catches her lying about having left a borrowed car out in the rain with its top down, and apparently she was caught cheating during a golf tournament, though she managed to get away with it under circumstances that imply the use of bribery or coercion: "The thing approached the proportions of a scandal—then died away. A caddy retracted his statement and the only other witness admitted that he might have been mistaken" (62–63; ch. 3) (Tyson 125).

All in all, characterization is the pattern adapted in the creation of characters in a work. It shows the characteristic of character, such as Jordan Baker in *The Great Gatsby* which is characterized as a liar and a cheat.

2.1.2. Structuralism

Structuralism is also described as anti-humanism. It is because it opposes all forms of literary criticism in which the meaning is related to a human subject. One of structuralists who has particularly strong influence to the cultural theory is Ferdinand de Saussure. The whole of cultural theory is permeated by distinctions first drawn up by him (Carter 41-42).

One of Saussure important theory is his famous distinction between 'signifier' and 'signified'. For him, words do not refer directly to things, in other words, there is invisible connection between a word and the thing to which it refers. Words are signs with two aspects: the 'signifier' and the 'signified'. 'Signifier' is what is written or spoken. 'Signified' is what is thought when the word is written or uttered. Meaning is supposed not through the word's relation to something but in understanding it as part of a system of relationships, as part of a sign-system. The most common and easily clear illustration of the principle is in the system of traffic lights. Red, yellow and green have no intrinsic meanings but mean 'stop', 'get ready' and 'go' only in relation to each other in the context of a set of traffic lights (42-43).

The signified is considered to be the concept that exists within the mind that we want to communicate. This may be a set of experiences, impressions or perhaps feelings related to an object or situation. For example, 'dog' is signified to the mental representation of what a dog is. The letters D O G as the signifier, and when it is seen together, it is signified the concept of dog in written English. It is representative of concept (O'Neill 67).

All in all, structuralism opposes all forms of literary criticism in which the meaning is related to a human subject. So that, it also called as anti-humanism. Ferdinand de Saussure, one of famous structuralists who has term 'signified' and 'signifier'. 'Signifier' is what is written or spoken. 'Signified' is what is thought when the word is written or uttered.

2.1.2.1. Semiotic

Semiotics or semiology is the science of sign systems. It is related to structuralism, on the other hand structuralism also concerns itself with systems. It is such as kinship relations, which does not make use of signs (Carter 43).

As the study of sign systems, the basic aim of semiotic theory is to understand the structure of sign systems in relation to the way they convey meaning. Semiotics takes the view that signs can be organized within various media, to form texts that can convey some kind of meaning. Together, the signifier and the signified combine to become a sign. According to Saussure, a sign is what is experienced when someone comes into interaction with a set of stimuli that can be connected to a mental concept (O'Neill 67).

The term 'semiotics' is often used in connotation with the theory of structuralism. The American philosopher C S Peirce drew up three useful distinctions between different types of sign (in Saussure's sense of the word).

- 1. The 'Iconic' is a sign which resembles its referent. For example, on road signs a picture of a ship near a port, or a car falling off a quayside. The word 'icon' is of course still used for images representing the Virgin Mary in the Russian Orthodox Church. Nowadays the word is most commonly used to refer to those little images identifying various functions on a computer.
- 2. The 'Indexical' is a sign associated with a referent. For example, a sign of smoke is indicated as a sign of fire, or sign of a flash as a warning about electricity.

3. The 'Symbolic' is a sign which has only an arbitrary relation to its referent. In this case, the words in a language is sign to its referent (Charter 43-44).

All in all, Semiotics or semiology is the science of sign systems. Its aim is to understand the structure of sign systems in relation to the way they convey meaning. There are three useful distinctions between different types of sign (in Saussure's sense of the word) by an American philosopher C S Peirce, that is, the iconic, the indexical and the symbolic.

2.1.2.1.1. Symbolism

As explained above, in semiotic symbolic is one of three useful distinctions between types of sign in Saussure's sense of the word. The 'Symbolic' is a sign which has only an arbitrary relation to its referent. In this case, the words in a language is sign to its referent (Charter 44). A symbol is something that is itself and yet represents something else. So that, symbolism refers to anything that means more than what it is in literature. An image or object can be used to suggest complex or multiple meanings (Gillespie 187).

A symbol is an image that has both literal and figurative meaning, a concrete universal. If an image takes place repeatedly in a text, it probably has symbolic significance. Common symbols are usually easy to understand. For example, spring is usually a symbol of rebirth or youth, autumn is usually a symbol of death or dying, and a river is usually a symbol of life or of a journey. Thus, a symbol has properties similar to those of the abstract idea it stands for. For example, a river can symbolize life because both a river and life are fluid and

forward moving; both have a source and an endpoint. In addition, a river literally nurtures life. It is because some life forms live in it and others drink from it. The context provided by the text also helps us figure out a symbol's meaning.

Sometimes, the context provided by the text is all we have to go on. It is because some symbols are private, or meaningful only to the author, and therefore harder to figure out. We may suspect, for example, that the image of a purple felt hat has symbolic significance in a story because it recurs frequently or plays a role that seems to echo with some abstract quality such as love or loneliness or strength, but we'll have to figure out what that symbolic significance is by studying how the hat operates within the overall meaning of the text (Tyson 142).

All in all, symbolism refers to anything that means more than what it is in literature. The 'Symbolic' is a sign which has only an arbitrary relation to its referent. In other words, the words in a language is sign to its referent.

2.2. Review of Related Study

The researcher will analyze the symbolism in Antoine de Saint-Exupery's *The Little Prince*. This part contains related studies that deal with Antoine de Saint-Exupery's *The Little Prince*. There are some related studies that have been done previously.

Axelle Chazal in his dissertation in Master of Arts in Translation and Interpreting which is entitled *TRANSLATION AND READERSHIP: Readers'*Opinions and Preferences in Two Translations of The Little Prince (2003) investigates the impressions and preferences of a range of reader that the

investigation uses some questions in the survey. Thus the writer concentrate on the views of the readers and it produced certain interest in the professional translation background that is related to Antoine de Saint-Exupery's *Le Petit Prince*.

Dorce Juliance Mandala in her undergraduate thesis which is entitled *The Reflections of Saint-Exupery's Life in The Little Prince: A Biographical Study* (2010) analyzes the related things of the Saint-Exupéry's life and his work *The Little Prince*. The writer wants to find out the representation of Saint-Exupéry's life in each characters represent people in Saint-Exupéry's life and some events in the *The Little Prince* are factual events in Saint-Exupéry's life. Thus, the writer analyzes it through biographical study.

Riskhana Widhiya Sihwandhari in her undergraduate thesis in Chinese Culture University which is entitled *Alienation and Self Discovery in The Little Prince, Stuart Little And Alice in Wonderland* (2014) analyzes three children literatures with similar main character which act as a young protagonist and looked like 'alien' in a strange world, one of them is Antoine de Saint-Exupery's *The Little Prince* who came from another planet though the author made him seem like human and was in adventure as 'self-discovery' where it closely related to the exploration and 'discovery' of the world they find they themselves in then the writer analyzed it through Freud's theory *id*, *ego* and *superego*.

These literature reviews and this study are not completely same. In the first literature review, Chazal analyzes *The Little Prince* through translation

theory, second literature review, Mandala analyzes the representation of the author in his novel through biographical study through biographical study where it's finding helps to understand what is happened in the story, and Sihwandhari analyzes three novel which focus on same context, alienated and self-alienated and use Freud's id, ego and superego.

While this study focuses on the symbolism that is shown by the Little

Prince and his only one rose in their relationship. The symbols which makes them
seems like real human in relationship. The researcher will analyze it through
symbolism theory of semiotic.