

**THE REFLECTION OF LUCY MAUD MONTGOMERY'S LIFE IN HER
NOVEL ANNE OF GREEN GABLES: A BIOGRAPHICAL APPROACH**



A THESIS

*Submitted to the Faculty of Cultural Science of Hasanuddin University in
Partial Fulfillment of requirement to Obtain Sarjana Degree in English
Department*

BY:

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DEPARTMENT OF ENGLISH LITERATURE

FACULTY OF CULTURAL SCIENCE

HASANUDDIN UNIVERSITY

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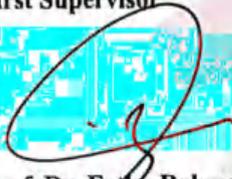
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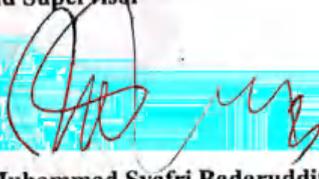
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LEGITIMATION

THESIS

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BY

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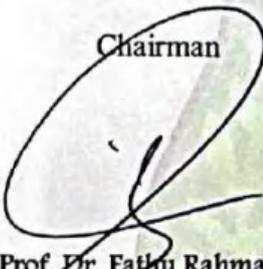
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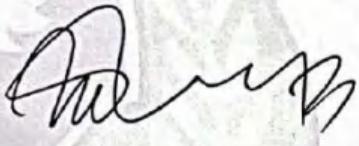
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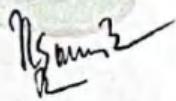

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ENGLISH LITERATURE STUDY PROGRAM
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AGREEMENT

On March 14th, 2024, the Board of Thesis Examination has kindly approved a thesis by Aurel Ayu Wibowo (F041201006) entitled *The Reflection of Lucy Maud Montgomery's Life in Her Novel Anne of Green Gables: A Biographical Approach* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, March 14th, 2024

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ENGLISH LITERATURE STUDY PROGRAM

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DECLARATION

The thesis by Aurel Ayu Wibowo (F041201006) entitled *The Reflection of Lucy Maud Montgomery's Life in Her Novel Anne of Green Gables: A Biographical Approach* has been revised as advised during the examination on 8th March 2024 and is approved by the Board of Undergraduate Thesis Examiners:

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STATEMENT LETTER

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, 6th March 2024



Aurel Ayu Wibowo



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The writer would like to express gratitude to Allah SWT for being in her life and for His mercy and grace, which have enabled the writer to finish this thesis under the title "The Reflection of Lucy Maud Montgomery's Life in Her Novel Anne of Green Gables: A Biographical Approach" to fulfill the requirements for a Bachelor of Literature degree at the Faculty of Cultural Sciences, Hasanuddin University, Makassar.

I would like to extend my sincere gratitude to my family, which includes my father, Aryo Wibowo, and both of my mothers, Ireine and Dewi, for their prayers, financial support, and other essential contributions that made it possible for me to complete my studies at this university. I also want to thank my brother Ariel and sister Audrey for their love and unwavering support of my academic pursuits.

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2. **Prof. Dr. Akin Duli, M.A.**, as the Dean of Faculty of Cultural Sciences, Hasanuddin University.
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ABSTRACT

Aurel Ayu Wibowo. 2024. *The Reflection of Lucy Maud Montgomery's Life In Her Novel Anne of Green Gables: A Biographical Approach* (Supervised by **Fathu Rahman** and **Muhammad Syafri Badaruddin**)

This research aims to determine whether Lucy Maud Montgomery's life was depicted in her book *Anne of Green Gables*. The primary subject of this study is Lucy Maud Montgomery's life story and how it relates to her novel *Anne of Green Gables*.

This descriptive qualitative research uses a biographical approach. The Biographical Approach sees literary works as a reflection of the author's life and times. Some literary works are inspired by the realities of social life faced by their authors. The biographical approach is one of the approaches to analyzing literary works through their authors. The writer needs to identify the theme before drawing any conclusions about the relationship between the author's personal life and the work. The literary work and the author's biography provided the research's data sources.

The analysis's findings led the writer to conclude that there was a significant correlation between the author's life story and her writing. The novel *Anne of Green Gables* explores a number of themes, notably imagination, coming of age, and social expectations. Through Montgomery's biography, we can find a connection between the story in the book and the author's background.

Key Word: *Anne of Green Gables*, Biographical Approach.



ABSTRAK

Aurel Ayu Wibowo. 2024. *The Reflection of Lucy Maud Montgomery's Life In Her Novel Anne of Green Gables: A Biographical Approach* (Dibimbing oleh **Fathu Rahman dan Muhammad Syafri Badaruddin**)

Penelitian ini bertujuan untuk mengetahui apakah kehidupan Lucy Maud Montgomery tergambar dalam bukunya *Anne of Green Gables*. Topik utama pembahasan dalam penelitian ini adalah perjalanan hidup Lucy Maud Montgomery dan kaitannya dengan karyanya, *Anne of Green Gables*.

Penelitian kualitatif deskriptif ini menggunakan pendekatan biografi. Pendekatan Biografi melihat karya sastra sebagai cerminan kehidupan maupun zaman pengarang. Beberapa karya sastra terinspirasi dari realitas kehidupan sosial yang dihadapi pengarangnya. Pendekatan biografi merupakan salah satu pendekatan dalam menganalisis karya sastra melalui pengarangnya. Penulis perlu mengidentifikasi tema sebelum menarik kesimpulan tentang hubungan antara kehidupan pribadi pengarang dan karyanya. Karya sastra dan biografi penulis menjadi sumber data penelitian.

Berdasarkan hasil analisis, penulis menemukan adanya korelasi yang signifikan antara biografi penulis dan karyanya. Karya Sastra *Anne of Green Gables* mengeksplorasi berbagai tema seperti imajinasi, pertumbuhan, dan ekspektasi masyarakat. Melalui biografi Montgomery, kita dapat menemukan adanya keterkaitan antara cerita di dalam buku dengan latar belakang penulisnya.

Kata Kunci: *Anne of Green Gables*, Pendekatan Biografi.



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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Literature provides a window to human life and reflects it through the author's words. Literature revolves around the portrayal of human existence. Literary work mirrors the author's vision and depicts occurrences throughout their life. Due to this connection, the work converts into a form of expressing ideas and emotions. Literature and real human life are fundamentally intertwined. Even though the author may have infused the work with many forms of imagination, literature, being a product of human creativity, has a very close tie to life itself. Literary works and people have a reciprocal relationship that is based on the close connection between them. Based on occurrences that happen in the human world, the author writes literary works. In other words, both human and literary influences are possible.

Literary works are grouped into three categories: theatre, poetry, and prose. In terms of prose fiction, there are two main categories: novels and short stories. Fiction and nonfiction are the two categories into which prose falls. Novels and short stories that are based solely on the author's imagination are considered fiction. Nonfiction, however, interprets opinions and facts. Newspapers, magazines, essays, and articles make up this compilation. Some of the most popular fictions are novels and short stories, the most written and read in literary works (Somardjo & Saini, 1986: 32). A novel is a piece of literature that is structured like a story. The reader is meant to find the story entertaining. However, experiences and life problems are usually the important points in the story. Fiction must remain an interesting story, remain a coherent structure building, and still have an aesthetic purpose. (Wellek & Warren 1948: 212).



Wellek and Austin Warren in Theory of Literature give their opinion literature and its relation with real life that is: "Literature is a social

institution, using as its medium language, a social creation – But furthermore, literature represents life, and life is, in large measure, a social reality, even though the natural world and the inner or subjective world of the individual have also been objects of literary imitation” (Wellek and Warren, 1948: 94).

Some literary works are inspired by the realities of social life faced by their authors. The biographical approach is one of the approaches to analyzing literary works through their authors. According to Christopher Reaske (1966), “Biography is a detailed description or account of someone’s life. More than a list of basic facts (education, work, relationships, and death), biography also portrays the subject’s experience of those events” (Reaske, 1966). The biographical approach examines the literary work concerning the author’s life. A biography is primarily a story that depicts the life of a person over a specific period. In this situation, the author's biography in his or her literary work will occasionally be reflected in the story. The author may appear in his or her works or exert influence through the characters.

Lucy Maud Montgomery was born on November 30, 1874, in Clifton, Prince Edward Island. Her parents, Hugh Montgomery, a former sea captain turned merchant, and Clara Macneill Montgomery came from large, old, and prominent families on Prince Edward Island. Clara Montgomery died before her daughter, always known as Maud, was two years old, and her grieving father sent her to live with her very Presbyterian maternal grandparents at their remote farmhouse in Cavendish, Prince Edward Island.

Montgomery, an only child who lived with an elderly couple, found camaraderie in her imagination, nature, and literature, particularly those by Dickens, Scott, Byron, and Longfellow, and in composing her own stories and poetry, a gift she discovered at a young age. Montgomery started writing when she was nine years old when she kept a notebook and experimented with poetry.

, as a teenager, she had great success with short stories. She published her publications under a variety of pen names before settling on L.M. ery. Throughout her time at Cavendish, Montgomery continued to write



and submit poems, stories, and serials to Canadian, British, and American magazines. Despite numerous rejections, she eventually made a decent living from her writing. In 1905, she wrote her first and most famous work, *Anne of Green Gables*. She sent the book to numerous publishers, but after receiving rejections from all of them, she placed it in a hat box. In 1907, she found the manuscript again, re-read it, and decided to attempt again to publish it. The Page Company of Boston, Massachusetts accepted *Anne of Green Gables* and published it in 1908. It rapidly became a best-seller, launching Montgomery's successful writing career.

Montgomery's childhood experiences inspired a portion of *Anne of Green Gables*' story. Montgomery spent her early years in Cavendish solitary. Despite having many people around her, she spent most of her childhood alone. Montgomery spent the majority of her youth making up imaginary companions and her world to cope with her loneliness, which allowed her creative mind to flourish. The story of Anne as the main character in this novel has similarities with Montgomery's life story. The writer aims to find the connection between Lucy Maud Montgomery's life and her character 'Anne' from the book using The Biographical Approach.

The biographical approach represents an old literary approach that has been explored from the first century to the current era of globalism. However, with the introduction of structuralism theory in the early twentieth century, the biographical approach began to be abandoned. As an outcome, this becomes one of the writer's objectives in analyzing a literary work using a biographical approach. Biographical theory is still significantly needed in literary studies. The author's biography is highly useful in understanding the creative process and the creation of literary works in literature. The process of analysis is both expanded and limited by biography.



main character in "*Anne of Green Gables*," Anne Shirley, is known for her personality and traits, which have made her a beloved literary figure. Anne's vivid and active imagination to deal with the difficulties she faces. Anne

sees the world colorfully and imaginatively and often escapes the harsh reality of her past through fiction and stories. Montgomery's experiences from her early years are also included in *Anne of Green Gables*. The novel *Anne of Green Gables* is interesting to analyze because of the uniqueness of Anne Shirley as the main character and the various social issues along with solutions written by Lucy Maud Montgomery. The writer finds the storyline of *Anne of Green Gables* to be captivating. The writer was intrigued to learn more about *Anne of Green Gables* because of Montgomery's writing style and how she conveyed her feelings and thoughts. Montgomery's life undoubtedly has obstacles and challenges outside of writing, just like any other human being. Through *Anne of Green Gables*, the writer learns insight into Montgomery's hardships and her ways of overcoming them. *Anne of Green Gables* provides several valuable lessons, which are complemented by the distinctiveness of its main character.

Several researchers have undertaken extensive research on *Anne of Green Gables*. A study by Kristanti (2014) entitled “Anne Shirley’s Characterization and Character Development as The Reflection of Her Imagination in Montgomery’s *Anne of Green Gables*”. To know the character and the connection of imagination in *Anne of Green Gables* novel, the researcher used the New Criticism theory to analyze the literary text. The second study is a thesis by Evelyn Nissi Adjikusuma (2020) entitled “Reading *Anne of Green Gables* Through the Lens of Post-Truth Culture”. The researcher discusses the character development of Anne Shirley, the main character of the novel *Anne of Green Gables* by Lucy Maud Montgomery. Understanding Anne Shirley's character development and looking at the variables that influence it are the objectives of the study. M.H. Abrams' objective approach is used to do the analysis. Another study is a thesis by Hafida Amalia (2019) entitled “The Representation of Alistair Maclean’s Life as Reflected in *South by Java Head: A Biographical Study*”. The researcher used the Biographical Approach as the basis of analysis.



Compared to the studies above, this research uses different approaches and in terms of object resemblance some of the previous studies mainly analyze

the intrinsic elements of the novel, while this research additionally examines the social aspects beyond the novel, and this research also employs different objects relevant to the research approach. It is fairly common for a writer to use his or her past life (biography) as the source of his or her writing. This inspired the writer to discuss the connection between Lucy Maud Montgomery's life and her novel *Anne of Green Gables*.

1.2 The Identification of the Problems

The problems of the research were identified as follows:

1. The reader's inadequate information of the author's experience and life as it relates to Lucy Maud Montgomery's literary work.
2. The readers could have wrong interpretation or misunderstanding the story in the novel *Anne of Green Gables*.
3. A shortage of knowledge of the author's personality and the circumstances that influenced her while she was writing *Anne of Green Gables*.

1.3 Scope and Limitation

Based on the problem identified previously, this research is focused on the biography of Lucy Maud Montgomery and its influence in her literary work, *Anne of Green Gables*.

1.4 Research Question

The problem of this research was formulated as follows:

1. How does Lucy Maud Montgomery's biography reflect the story of her novel?
2. What theme does Montgomery want to show in her novel and the correlation with her personal life?



1.5 The Objective of the Research

Based on the research questions, the writer formulates the objective of this research as follows:

1. To describe the stages of Lucy Maud Montgomery's life as they relate to Anne of Green Gables.
2. To find out what theme is used in this novel and the correlation between the author's personal life with her work.

1.6 The Significance of the Research

This research is expected to be significant in theoretically or practically:

a. Theoretical Significance

Potentially, this research can be used as a resource for other researchers to enrich their knowledge about literary works and Lucy Maud Montgomery's life. The results of this study are expected to be useful in subsequent literary work analysis, particularly when applying a biographical approach.

b. Practical Significance

The research undertaken is expected to be beneficial for people to learn more about the novel *Anne of Green Gables* and Lucy Maud Montgomery's life. This research may provide an insight into how the author lived their life and how they felt about the world around them. Understand the author's life can help readers comprehend the work better. The writer hopes that readers can apply the moral lessons from Lucy Maud Montgomery's novel to their everyday lives.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Related Studies

It is essential to have a foundation or point of reference in the form of theory or conclusions drawn from the findings of many previous studies, as these can serve as supporting evidence. The researchers claim that previous research that is relevant to the issues raised in this study should be included as supporting evidence and should be placed in a separate section. Previous research on related topics can be used as a reference. The findings and theoretical approaches applied in this instance are the main points of previous studies that are cited. As a result, researchers studied several research findings that were available online in the form of theses and journal articles. To guide researchers, multiple previous research related to the same object and/or topic were chosen. In this case, the writer finds a few previous studies that are relevant to the research that the writer has undertaken. The studies indicate that this sort of research has been conducted.

The first study was conducted by Kristanti in 2014 entitled “Anne Shirley’s Characterization and Character Development as The Reflection of Her Imagination in Montgomery’s Anne of Green Gables”. The study aims to explain Anne Shirley’s character as the reflection of her imagination in the story and to describe Anne Shirley’s character developments as portrayed in the story. To know the character and the connection of imagination in Anne of Green Gables novel, the researcher used the New Criticism theory to analyze the literary text. The researcher said the story can give moral value to readers about maturity in life.

The main character of the book, Anne, and her characters are the main topic of discussion in Kristanti's research. The characters in the novel are solely the subject of search. Based on this, the writer additionally developed the discussion's focus. This research will cover Montgomery's, the novel's author, point of view, in addition to Anne's character.



The second study is by Evelyn Nissi Adjikusuma (2020) entitled “Reading Anne of Green Gables Through the Lens of Post-Truth Culture”. This research was conducted in July 2020 in the Faculty of Language and Arts, Soegijapranata Catholic University of Semarang. The study aims to reveal and compare the differences between the real life of LM Montgomery and Anne Shirley her novel's main character. The theory that researchers used was the post-truth theory in literary criticism. A study conducted revealed that Canadian novelist Lucy Maud Montgomery included a small amount of her history in her work. The story fills with the imaginations, emotions, and struggles of Anne Shirley that somehow blur the borderline between the real life of LM Montgomery and Anne Shirley's life in fiction. To conclude, the researcher analyzes Anne of Green Gable's novel to compare it with Lucy Maud Montgomery's life in dealing with the post-truth era.

The previously mentioned study assists the writer in the analysis of the connection between Montgomery and Anne of Green Gables. The real-life stories of Montgomery and Anne, the book's central characters, are revealed and contrasted in this research. This research provided the author with fresh insights. Adjikusuma's research covers a broad spectrum of topics, but the writer of this research narrows it down to give readers a deeper comprehension of the novel Anne of Green Gables through Montgomery's real-life experiences.

The third study is an undergraduate thesis research conducted by Amalia (2020) entitled “The Representation of Alistair Maclean's Life as Reflected in South by Java Head: A Biographical Study”. The research was conducted at Ahmad Dahlan University of Yogyakarta. The research aims to understand and inform the period of World War II experienced by the author Alistair MacLean from a military perspective rather than from a war leader. The writer considered the research interesting because it can find the similarities and differences between the novel and Alistair MacLean. The writer applies the biographical approach as the basis of

sis. The method of the analysis systematically used qualitative methods in this research as the techniques –library data sources, journal articles, the and all books dealing with the research, and the main textual data in South



by Java Head. The researcher concluded that “There is a knowledge from Alistair MacLean's experience in the Royal Navy. The novel is supported by the background of MacLean's life which is summarized into similarities and the difference experienced by MacLean”.

Amalia's research serves as the writer's reference for conducting the analysis. Finding connections between the author and their work is the aim that Amalia and the writer have in common. The object of the research is where Amalia's and the author's research differ. The study mentioned above analyzes Alistair Maclean's novel South by Java Head. To address the writer's life as it is reflected in his work, Amalia also takes a biographical approach.

In contrast to the research mentioned above, this study examines the connections between the author's life story and her writings from an alternate point of view. Only a few studies deal with the author's background; the majority concentrate on Anne Shirley's character in the book. The relationship between the author's life and the contents of the novel has been discussed in various studies using a biographical approach. In comparison to other studies, which tended to focus on Anne's character and the novel's fundamental elements, this research goes additionally into the life of the author and the influence caused by her well-known work Anne of Green Gables.

2.2 Biographical Approach

This research entitled The Reflection of Lucy Maud Montgomery's Life in Her Novel Anne of Green Gables: A Biographical Approach. This research described how the author Lucy Maud Montgomery's background influenced the story of the novel Anne of Green Gables and showed the relationship between literary works (the Anne of Green Gables novel) and Montgomery's biography.



ture is primarily produced because of its authors. For this reason, the most
d and time-tested literary device is the description of the author's
ty and biography. The biographical approach was studied indirectly and

provided an overview of the novel's actual content. In this research, Anne of Green Gables novel was studied from the author's perspective using a biographical approach. The author's relationship with Anne of Green Gables became the primary focus of this research. A wide range of loosely related techniques that use one's own experience as a primary source are collectively referred to as "biographical methods"; these include narrative studies, life history, storytelling, autobiography, biography, memories, and life narrative.

The earliest and most well-established study in literary studies is author biographical studies, which date back to the 19th century. Wellek & Warren (1989: 112) propose that the primary source for the social study of writers will be their biographies, which can also include information about their upbringing and surroundings. As stated by Wellek and Warren (1989: 111), "the economic basis of literary production, the social background, and the author's status and ideology" are the three main needs. The social background of the writer refers to their position in the society in which they live. The place of origin, family, education, and social standing of an author are all factors in determining his background.

The intrinsic and extrinsic components of a literary work can be examined using literary theory. A work's fundamental components, such as its theme, imagery, symbolism, figure of speech, etc., are known as its intrinsic elements. On the other hand, extrinsic elements are literary works' supporting components that derive from outside the work itself, such as the author's biography and details about their upbringing, social circles, religion, and educational background. According to Wellek and Warren (1956:75), the author is the most evident source of a work of art; as a result, interpreting a work of literature in terms of the writer's personality and life is among the most traditional and well-established approaches to literary analysis.



author's life narrative and a literary work may at times be comparable, with r transforming their real-life experiences into fictitious portrayal. There different types of writers when it comes to creative activities:

- a. Writers whose works are inspired by their personal experiences. Stories such as this tend to be referred to as true-based stories since the elements within are derived directly from events that occurred in the author's life.
 - b. Writers who rely only on their imaginative abilities. The author employs fictitious elements that do not occur in actual life.
 - c. Writers who use their creative abilities to compose narrative stories. The writer employ data from all sources in addition to facts and creativity.
- (Nuraeni, I., & Fadhly, F. Z, 2016)

In his article *Literary Critical Theory: Background*, Michael Delahoyde (2011) explains that "to understand a work you need to understand the author's social background, the author's life and ideas circulating during the time the author was writing". Delahoyde adds another significant point when he suggests literary text researchers examine "the other works which influenced the creation of the one under examination."

A method that enables researchers to examine how an individual gives meaning to experience is biographical approach. A range of techniques are contained in the term "biographical research," including the analysis of life stories, the draft of case studies and life histories, oral histories, memories, and life reviews. Based on the author's personal issues and conflicts, biographical analysis aims to shed light on the deeper meaning of themes, conflicts, characters, settings, and connections to literature.

Kennedy and Gioia (1995: 1790-1818), also state about the biographical approach that: Biographical approach "begins with the simple but central insight that literature is written by actual people and that readers can comprehend a work by having a deeper insight into the author's biography." The novel is compared to what is known about the author's life as part of the literary analysis method known

biographical approach. Knowing the author's life story or biography is important if we intend to apply this method.



Therefore, it frequently provides readers with a useful technique to help them comprehend a text more thoroughly. The biographical approach is significant because it allows readers and researchers to gain insight into the author's remarkable life along with the progression of his moral, intellectual, and cognitive capacities. Because a biography can be thought of as a thorough examination of the author's mind and creative process. Put simply, this approach sees a literary work chiefly, if not exclusively, as a reflection of its author's life and times or the life and times of the characters in the work. When analyzing literature through a biographical lens, the research is more insightful. One method of literary analysis is through biographical lens. When attempting to decipher the story's meaning, readers inevitably wonder about the author's motivations and influences. The premise of biographical approach is that the text is greatly influenced by the author's life, ideas, and emotions. Thus, to fully comprehend the text, biographical theorists contend that one must study the life of the author.

The basic but essential idea at the foundation of biographical analysis is that authors in literature are actual individuals and that reading about their lives can help readers appreciate their works more fully. It's easy to see how much an author's life experiences influence their work, both directly and indirectly, from reading their biography. Therefore, reading that biography may alter our reaction to the work, though it usually deepens it. The thrust of the biographical approach is that to understand some literary works, readers need knowledge of the author's biographical facts or experiences.

Faraday and Plummer (1979:779) state, “The life history technique, along with its ally symbolic interactionism, is more concerned with portraying the immediate lived experience as actual members of everyday society grasp it than they are with understanding the entirety of structures or personalities.” This could, however, limit the scope of biographical approaches to explore the relationships that exist between dual and society, the biography and history, and the person and their social ngs. Biographical approaches highlight the ways in which individuals



determine their later years, while also emphasizing that people operate within certain social and cultural circumstances.

The Biographical approach benefits us in a deeper comprehension of work because if we know the author's real-life experiences and occurrences, we may analyze and extract interpretations from the work that may have seeped in willingly or unconsciously. A person's identity is closely related to the times she lives in and her own life experiences. Due to a shortage of data sources to analyze literary works, the biographical approach tends to be disregarded, nevertheless, with current developments, the biographical approach may once again become an intriguing approach to use. The work and its author, however, have indirect connections, parallels, and similarities. Informing readers about the author's life and world is one of the primary objectives of the biographical approach. People are more capable of discerning whether the author takes inspiration from secondary sources or personal experience when writing. Their views, language, and mannerisms of people, things, and ideas can all be understood in light of this. The majority of the pieces of writing were then lost to time after they were written. The work articulately describes a certain period, but as that time went on, so did its ideals, principles, and concerns. Regrettably, many people nowadays are unaware of this and accuse the authors of being biased towards the events of the time.

Having examined several theories, the writer then bases her analysis of the novel on Wellek and Warren's theory. Three points of view in their theory should be closely considered. The first biography, which is immediately pertinent, clarifies and elucidates the actual work of literature. This indicates that the author's biography describes the creative process behind the literary work. The second places more emphasis on human personality by arguing for the intrinsic value of biographies. It indicates that the primary focus of a literary work analysis is the author. The third is looking at biographies as potential subjects for the psychology : creation, a potentially emerging field of research. Hence, by exploring to the author's life, this theory will help us appreciate and comprehend a work. Knowing Lucy Maud Montgomery's biography or personal



background is essential to applying this theory since it serves as the primary source for determining the relationship between Montgomery and her work "Anne of Green Gables," and how her experiences were reflected in it.

In his Introduction to Literary Studies, Mario Klarer suggested that there are four theoretical approaches to literature that can be used to analyze literary works. The four approaches are as follows: content-oriented, reader-oriented, author-oriented, and text-oriented. Text-oriented places a strong emphasis on a literary work's intrinsic textual elements. The approach excludes extratextual elements of the author (such as biography or other works), audiences (such as race, class, gender, age, education), or wider settings (such as historical, social, or political conditions) (Klarer, 2005: 78-79). The text-oriented approach focuses on issues related to the "materiality" of texts, such as manuscript copies, language and style analyses, and literary works' formal structures. Author-oriented schools prioritize the author, aiming to establish connections between the artist's biography and the creation of the work of art. On the other hand, text-oriented traditions focus mostly on the text and examine its structural or formal aspects.

The Author-Oriented Approach highlighted a clear connection between the author's biography and the literary work. Literary features of an author's works are linked to dates, facts, and events in the author's life to identify aspects that relate to the author's biography inside the text (Klarer, 2005: 90). Biographies provide examples of how other people live, deal with difficulties, and adjust to change; they are great resources for self-study. This type of technique, which contrasts the fictional portrayal with real-life facts and figures, works well with biographies. Autobiographical content often appears in literary texts in the form of codes. Author-centered methods focus on elements that may have unintentionally or subconsciously found their way into the text.



Reader's perspective is the main emphasis of the reader-oriented approach. It proposes that readers would interpret texts in a variety of ways rather than relying solely on one objective text (Klarer, 2005:92). A reader-oriented

approach known as aesthetics of reception, reader-response theory, or reception theory was established in the 1960s. To describe those approaches that focus on the reader's point of view, all three phrases are used nearly equally. Certain approaches presume that there are as many texts as readers, rather than assuming a single objective text. Reader-oriented approaches look into who reads a work and why, where, and when they read it. Additionally, they look at particular reading habits among national, ethnic, or social categories.

A distinct set of educational institutions and methods known as the Content-Oriented Approach attempts to situate literary texts within a broader framework rather than viewing them as standalone, autonomous works of art. The background can take several forms, such as historical background, social and political climate, literary genre, nationality, or gender. (Klarer, 2005:94). A diverse range of educational institutions and research techniques jointly referred to as "context-oriented approaches" attempt to situate literary texts within a broader framework rather than viewing them as standalone, autonomous works of art. This background could be anything from nationality or gender to literary genre, social and political background, or even history, depending on the movement. Currently, literary history is the most significant movement. It categorizes literary phenomena into periods, puts into perspective writings, dates texts, and looks at how they impact one another.

The theme must be identified to draw a connection between the work and the author's personal life. Jones (1968:82) defines theme in a novel as the underlying idea or "wisdom" that the author is conveying. A story's theme may be stated clearly in some works by authors but not always. The theme can often be apparent right away from the title. However, there are also stories where understanding the theme necessitates reading the entire work. It has a way of making the story more vivid. Nurgiyantoro (2007:13) stated that the novel may have multiple themes. He

l by saying that it's possible the author included some extra themes in the



In his book *An Introduction of Fiction*, Stanton (1965: 19) states that a story's theme relates to the significance of human experience and can contribute to an experience being memorable. A theme offers insight or reflection on certain aspects of life, much like the significance of a human experience, and is therefore valuable even when it is not part of the story itself.

