

CHAPTER I INTRODUCTION

This chapter consists of seven elements; background of study, identification of problems, scope of problems, research questions, objective of study, benefits of study, and sequence of chapters.

1.1 Background of the Study

In general, neighbors are people or houses whose houses are very close or next door. In the realm of urban studies, Galster (2001:2112) conceptualizes a neighborhood as “a bundle of spatially based attributes associated with clusters of residences”. This definition highlights the multifaceted nature of neighborhoods, encompassing physical, social, and functional dimensions. On the other hand, urban planner, Perry (1929) introduced the "neighborhood unit" concept in the early 20th century, describing it as a self-contained residential area designed to meet the daily needs of its inhabitants. Perry's model emphasized the importance of planning neighborhoods that promote social interaction and provide essential services within walking distance. These varying definitions underscore the complexity of the neighborhood concept, reflecting its physical boundaries, social dynamics, and functional roles within urban environments.

Canada is a country that has prominent neighborhood differences with other cultures. One unique aspect of Canadian neighborhoods is their strong emphasis on multicultural inclusivity, where diverse cultural backgrounds coexist harmoniously, reflected in community events, multilingual signage, and a welcoming atmosphere that fosters social cohesion. In the late 19th century, Canada's environment developed rapidly as a result of a variety of social, economic, and political factors. This period was characterized by urbanization, large-scale immigration, industrial development, as well as government policies encouraging settlement and infrastructure development that led to the emergence of the Canadian Neighbourhood. Industrial development in big cities encouraged population migration from rural to urban areas to encourage economic progress (Gaffield, 1984). Apart from that, there was massive migration which opened the door to the arrival of immigrants from various countries who contributed to the diversity and dynamics of Canada's social environment (Green and Green, 1995).

Neighborhood relationships in Canada are heavily influenced by core Canadian values, such as inclusiveness, friendliness, and mutual respect. Canada is a multicultural country that embraces diversity, so many neighborhoods are made up of people from a variety of ethnic, religious, and cultural backgrounds (Heidy, 2013). In general,



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relationships in Canada tend to be warm and supportive, although the level varies depending on the type of community and region. In suburban areas, for example, interactions between neighbors tend to be more intense, and community activities such as barbecues, neighborhood events, or helping each other are more common. In smaller towns, there is a need, such as clearing snow in the winter. In larger cities, relationships tend to be more individualistic due to busy lifestyles, many people

still show friendliness through a brief greeting, a smile, or offering small favors, such as carrying packages or babysitting.

The neighborhood itself, can not happen without social interaction between the people. According to Gillin and Gillin *Social interactions are dynamic social relationships between individuals, between human groups and between individuals and human groups* (Gillin and Gillin in Soekanto, 1982). When two people meet, social interaction begins at that moment. They admonish each other, shake hands, talk to each other or maybe even fight. Such activities are forms of social interaction. Humans as social creatures in reality cannot be separated from interactions between themselves. Interactions between humans are caused by various things which are the basis of broader social events. Events in society basically originate from the interaction of an individual with other individuals. Soekanto (2010) stated that there are two conditions for interaction, namely social contact, where individual or group actions receive a response from other parties, and communication, namely the process of exchanging information from one party to another.

The representation of human interaction can be seen in the novel *Anne of Green Gables* by Lucy Maud Montgomery. Lucy Maud Montgomery was a famous Canadian writer who was born on November 30, 1874. Her first famous work, *Anne of Green Gables*, was published in 1908 and became a huge success, inspiring several sequels and adaptations to various forms of media. The novel became a highly acclaimed work in Canada and around the world, raising Montgomery's profile as one of Canada's most beloved writers. Montgomery died on April 24, 1942, in Toronto, Ontario, Canada. His works remain an integral part of Canada's literary heritage and continue to be appreciated by readers around the world (McIntosh and Devereux, 2013).

Anne of Green Gables by Lucy Maud Montgomery, is a timeless novel that tells the enchanting story of Anne Shirley, an imaginative and spirited eleven-year-old orphan, who through a twist of fate, is sent to live with Marilla and Matthew Cuthbert, an elderly brother and sister residing at Green Gables in the idyllic fictional village of Avonlea on Prince Edward Island. Despite their initial reservations, Anne's infectious enthusiasm and creative spirit soon endear her to the Cuthberts and the broader Avonlea community. Over time, Anne matures from a dreamy, awkward child into a bright and resilient young woman, her journey reflecting themes of identity, belonging, and personal growth. Her presence brings joy and change to those around her, fostering friendships and weaving herself into the fabric of the community. Set against the picturesque backdrop of Prince Edward Island, beautifully rendered by Montgomery, the novel explores Anne's pursuit of her academic dreams and her navigation of life's challenges with unwavering optimism and resolve, making her one of the most beloved characters in literary history. (McIntosh,



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n Gables is a very interesting literary work because it contains many es that are reflected in it, including the concept of the Canadian igh a structuralism approach in analyzing social interactions in cur in Canada as reflected in this novel, it is hoped that this research on the social life of society and its impact on the survival of each

individual. This is very relevant because nowadays, interactions between neighbors are often ignored, especially in urban areas, even though the interactions that exist can have a positive impact on social life.

1.2 Identification of Problems

Based on the background of study provided, the writer identified several problems on the following identified points:

1. Social interaction between neighborhood
2. Intergenerational relationship between Anne and Marilla
3. Neighborhood system in Prince Edward Island
4. Role of gender within the people in Avonlea
5. Character Development of Anne
6. Family Identity that is reflected in Matthew's family
7. Childhood's point of view in Anne's character
8. Social Class of people in Prince Edward Island.

1.3 Scope of the Problems

As explained in the identification of problems, there are several issues that can be studied in this novel. However, writer need to provide limitations to the problems that will be studied in this research. Therefore, this research focuses on examining the portrayal of Canadian Neighborhood in *Anne of Green Gables* by Lucy Maud Montgomery.

1.4 Research Questions

Based on the identification of problem, and scope of problem, the writer proposed the research questions below:

1. What kind of neighbors' interaction portrayed in *Anne of Green Gables*?
2. How are the portrayals of Canadian neighborhood reflected in *Anne of Green Gables*?

1.5 Objectives of the Study

Below are the objectives of study based on the research questions:

1. To elaborate the kind of neighbors' interaction portrayed in *Anne of Green Gables*.
2. To identify how are the portrayals of Canadian neighborhood reflected in *Anne of Green Gables*.

1.6 Benefits of the Study



not only provide insight into the novel *Anne of Green Gables* itself, rch can also provide a valuable contribution to social understanding ices in society at large. It is hoped that this research can help enrich al interaction and the neighborhood system, in the fields of ary studies. This provide a valuable contribution to the development e disciplines. With a better understanding of how social condition

influences the neighborhood system, writer expect educational practitioners, sociologists, and any other reader to take steps to ensure that social interaction between neighbors can bring a good impact to each individual.

1.7 Sequence of Chapters

This research informs about the Canadian neighborhood reflected in *Anne of Green Gables* novel by Lucy Maud Montgomery. This research is divided into five chapters. Firstly, Chapter One contains background of study, identification of problems, scope of problems, research questions, objectives of study, benefits of study, and sequence of chapters. Secondly, Chapter Two mentions a number of previous researches relevant to the current research, the corresponding approach applied on the research, and the theoretical background of the research. Thirdly, Chapter Three provides the methods the writer used in collecting and analyzing the data in this study. Fourthly, Chapter Four consists of findings and discussions regarding the research. Lastly, Chapter Five summarizes the main points of the entire research in the form of conclusion and suggests several insights for future writer.



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CHAPTER II LITERATURE REVIEW

This chapter consists of previous studies relevant to this research, sociology of literature as the approach used in this study, and the pertinent ideas related to the subject of this research.

2.1 Previous Related Study

The incorporation of existing research aims to emphasize the originality of this study by examining resemblances and disparities between prior research and the current investigation. Additionally, these studies will function as important points of reference and supplementary data to aid the writer throughout the execution of this research project.

Firstly, Wallingford (2015) in *So Much Hope for The Imagination: Subversive Social Performivity and Spiritual Synthesis in Anne of Green Gables* used a sociological approach in analyzing the novel *Anne of Green Gables*. This approach involves in-depth textual dismantling to explore various aspects of literary works, including themes, narrative style, characters, and the message conveyed by the author. This research highlights how Anne, despite often clashing with rigid social norms, continues to show the courage to express herself authentically and blaze new, unconventional paths. The results of this research highlight how the novel *Anne of Green Gables* is not only a feel-good story about a young girl, but also conveys deeper messages about courage, social justice, and spiritual synthesis. Through the character Anne Shirley, this novel builds a narrative about how someone can become an agent of change in society through the courage to be different and pursue truth and justice.

Secondly, Gross (2022) in *Anne: An Adaptation of Anne of Green Gables* using structural literary research methods. This method involves deconstructing the adapted text to identify changes, emphases, and interpretations made by the adaptation author. This research discusses how Anne was adapted into other forms, such as films, stage plays, or other formats. Gros examines how story elements, characters, and themes from the original novel are changed, retained, or expanded in the adaptation. Through this approach, Gros' research tries to understand how the adaptation interprets and re-represents Anne Shirley's story and her world. The results of this research include a deeper understanding of how a literary work is reconstructed in a different form, as well as how this adaptation influences the way we understand and interpret the original story. Gros may also identify patterns or trends in the adaptation of Anne, as well as consider the implications of the changes made in different cultural and social contexts.

Thirdly, Tarigan, et.al (2023) in *Lennie's Small's Social Interaction in John and Men* using sociological approach in analyzing the social character Lennie Small in the novel *Of Mice and Men* by John Steinbeck. This research identifies two types: associative and dissociative. Associative type is his friendship with George and moments of cooperation with Candy. Dissociative type is his desire for companionship and shared dreams. However, his dissociative actions, stemming from his inability to control his strength and



understand social norms, result in fear and conflict, ultimately leading to his tragic fate. The study concludes that Lennie's social interactions reflect both his innocence and the inevitable isolation caused by his differences, reinforcing the novel's themes of friendship and loneliness.

The first and third study uses a sociological approach, and the second study uses structuralism approach. The novel that analyzed in first and second study was *Anne of Green Gables*, and the third study analyzed the novel *Of Mice and Men*. The first and third study both analyzed the social interaction of the main character and the second study analyzed the adaptation of the novel *Anne of Green Gables*. While this research examine how the Canadian Neighborhood is reflected in a literary work in the form of a novel entitled *Anne of Green Gables* using structuralism theory. In this research, the writer tries to elaborate how are the neighbors' interaction and tries to identified what are the portrayals of Canadian Neighborhood reflected in *Anne of Green Gables*.

2.2 Structuralism Approach

Structuralism is a theoretical framework that emerged in the mid-20th century, emphasizing the identification and analysis of underlying structures that shape culture, language, and literature. In literary studies, structuralism posits that meaning arises from the relationships between elements within a text, such as characters, narrative devices, and linguistic patterns, rather than from individual components in isolation.

Ferdinand de Saussure, a Swiss linguist born in 1857, is widely regarded as the father of modern linguistics and a pivotal figure in the development of structuralism. His posthumously published work, *Course in General Linguistics* (1916), compiled from student notes, laid the foundation for structuralist theory by proposing that language is a structured system of signs governed by relationships and differences.

With the aim to determine a literary work's whole meaning, the structural approach examines the structural components that make it up from the inside out and searches for connections between them. The idea that a literary work's topic, characters, plot, setting, morals, and other components are all interconnected and work as a cohesive whole to create overall meaning is known as the structural approach. A literary work's formal structure can be referred to as one or more of its constituent elements since it mirrors the text's structure (Adam, 2015).

Structuralism is an approach in the popular literary study in the 1950s and 1960s. The basic idea is to see literature as a sign system in which the meaning is formed by the cultural community. When literary critics use a structuralist approach, they analyze the pattern, the way the story is arranged, and certain rules in the text. They also consider

of the place where the text was created.



kes (2004) describes structuralism as a way of thinking that focuses the structure in the world. In the context of literature, structuralism ign system in which the meaning is formed in a particular context. the formalist critics or new critics, which is more focused on formal nge in literature. Structuralist critics are more interested in the code, rning social and cultural practices, including communication.

Basically, structuralism assumes that everything has an analysis of structure. In terms of language, Ferdinand de Saussure played an important role with his famous book, *Course in General Linguistics* (1916). He emphasized the importance of understanding the signs system in language, not just the words. During the 1950s and 1960s, structuralism was very popular in Europe and America, especially in literary theory and literary criticism.

Literary structuralism research methods strongly emphasize the importance of understanding the structure in a literary work. This includes how elements such as narratives, plots, characters, and languages are regulated and interact in text. By analyzing this structure, the writer strive to reveal the meaning in the work. The analysis of meaning is also emphasized on the relationship between parts and the whole work. Writer look for patterns and contrast between various elements in the text to identify how these elements interact and contribute to the overall meaning.

In addition, Nurgiyantoro (2007:30) also said *“Intrinsic elements are elements that build literary works themselves”*. That is what causes a literary text to be factually present in reading a literary work. That is, the intrinsic element of literary works can provide support so that the reader can understand the things contained in a factual drama script. Based on some of the expert opinions above, it can be concluded that intrinsic elements are elements that build literary works themselves and can make it easier for someone to understand the contents and meanings contained in a text of literary works. Intrinsic elements consist of several aspects, namely character and characterization, plot, settings, and theme.

2.2.1 Character and Characterization

Abrams in Nurgiyantoro and Burhan (2007:165) mentioned *“Characters are people who appear in a narrative work, or drama, which are interpreted by the reader as having certain moral qualities and tendencies as expressed in speech and what is done in action”*. A character can be good, evil, friendly, angry, and so on. This means that a character is someone who can carry a story with their respective characters. Without characters in a story, the story will be difficult to understand and not interesting to enjoy. Characters themselves have several classifications. Types of characters based on their roles are major characters and minor characters. Major character is central to the story. They are deeply involved in the main conflict and drive the plot forward. Minor character is the character that supports the story and helps develop the major characters or plot. They appear less frequently and are not the focus, but they still play important roles, such as friend, family members, or background figures. Types of characters based on their functions and appearance are antagonists and protagonists, antagonist usually the hero or central figure the reader follows. The plot revolves around their goals, struggles, and growth whole antagonist is the character or force that opposes the protagonist. They stacles, challenging the protagonist’s goals.



tion is a description of a character in a story, both their condition, s, or custom” (Suhariato, 2010:31). Characterization specifies a nature and traits so that in carrying out a role, the character can run rization helps readers understand and connect with the character nson of conflict in the development of the story. In addition, the re alive and realistic with this characterization. The characterization

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is also the way an author reveals a character's personality, traits, and motivation in a story. It can be done in two ways, direct characterization; is when the author tells the reader what the character is like, and indirect characterization; is when author shows the character's traits through their speech, thoughts, actions, appearance, and how others react to them.

2.2.2 Plot

Plot is the course of events that form a story that occurs in a structure or time sequence. Plot is the fabric from the beginning of the story to the end of the story. In other words, the plot has a sequence of stories and contains a conflict in a literary work. According to Aminuddin (2008:83), the plot is a series of stories formed by stages of events so as to weave a story presented by the actors in the story. In literature, the plot is the sequence of events that make up a story. It shows how the story unfolds, what happens, in what order, and why. The plot includes not just what happens, but also how and why events are connected, driven by conflict, cause and effect, and character actions.

In general, Kosasih (2012:34) based on Freytag's Pyramid Theory divides the plot into 5 parts, namely:

1. Exposition, is the beginning of the story, where the setting, characters, and initial conflict are established, sets up the main conflict or situation.
2. Rising Action, is the series of events that build tension and lead up to the climax, often involving complications and attempts to resolve the conflict, introduces complications
3. Climax, is the turning point of the story, where the central conflict reaches its peak and a significant decision is made, often determines the direction of the rest of the story.
4. Falling Action, is the events following the climax where the conflicts begin to resolve and the story begins to wrap up, it ties up loose ends and leads toward resolution.
5. Resolution, the conclusion of the story, where the main conflict is resolved and the story is brought to a close, often with a new status or emotional outcome.

There are also some types of plot structures, including linear plot (events unfold in chronological order), non-linear plot (uses flashbacks, flash-forwards, or shifts in time), circular plot (the story ends where it began, showing a full-circle journey), episodic plot (a series of loosely connected episodes or scenes), and parallel plot (two or more storylines run simultaneously and may intersect).

2.2.3 Setting



Setting is any information, reference, or clue related to the time, space, and situation. According to Yudi Mulyadi and Ani Andriyani, (2018:250), "*setting the time, space, and atmosphere that occurs in an event*". Setting and against which characters live, act, and interact. Setting plays a role in the mood, tone, plot, and even the behavior and development of the story. According to Yudi Mulyadi and Ani Andriyani, (2018:250), the setting is divided into three parts, namely:

1. Setting of Place, provides information related to the location of an event in a story. It can be real or imaginary (Paris, a spaceship, a desert), and it also can be broad (a country) or specific (a bedroom in a certain house)
2. Setting of Time, provides information about when an event occurs in a story. It include historical time, time of day, season, year, decade, or era.
3. Setting of Atmosphere, provides information about the conditions of an event in a story. It includes class structure, gender roles, traditions, political systems, etc.

2.2.4 Theme

According to Kosasih (2012:60), *“theme is an idea that weaves together the contents of a story”*. Theme is the author's basic idea in telling the world he will create. Theme concerns the problems that occur in a story. Theme can describe all events, characterization, and setting. Therefore, a story contains many events, each of which develops problems that will form a complete story. It is what the story is really about beneath the surface of the plot and characters. A theme is usually not stated outright, but discovered through the characters' experiences, conflicts, and growth. It reflects the author's deeper purpose or commentary on life, society, human nature, or universal truths. There are also the types of theme; major theme, where the main message or insight that dominates the story, this theme is developed deeply and consistently throughout the narrative, and minor themes, that are smaller ideas or topics that appear in the story but are not as central. They may support or contrast with the main theme. Overall, theme is the key-point of a literary work, offering insights into the human experience and encouraging readers to reflect on life, society, and themselves. It elevates a story beyond entertainment, giving it depth, purpose, and emotional resonance. While often hidden beneath the surface, a strong theme unites all parts of a narrative and leaves a lasting impression on the reader.

2.3 Pertinent Ideas

This section discuss all relevant concepts and views regarding the research's title. In total, two pertinent ideas discussed in this section, namely Social Interaction and Canadian Neighborhood.

2.3.1 Social Interaction

Theories and concepts of social interaction form the core of many social sciences, including sociology, social psychology, and anthropology. Social interaction is defined as the process through which individuals influence each other through actions, reactions, and communication in various everyday contexts (Mead, 1969).

Charles Horton Cooley in his book *Social Organization: A Study of The Larger Mind* (1909) introduced the idea of primary groups, which are close; personal, and long-lasting relationships and the secondary groups are formal, impersonal, and temporary. Cooley did not explicitly use the terms “primary interaction” and “n”, his theory of primary and secondary groups laid the foundation sociology.



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raction occurs in intimate, face to face relationships where p emotional connections. This interaction usually happens in small e of belonging and identity, long-lasting and less formal. For

examples, family relationships, friendships, and close-knit community groups. “By primary groups, I mean those characterized by intimate face-to-face association and cooperation. They are fundamental in forming the social nature and ideals of individuals” (Charles, H.C, 1909:23).

Secondary interaction occurs in larger, more impersonal relationships where interactions are goal-oriented rather than emotionally driven. This interaction is functional and task-oriented, more formal and structured, and less emotional attachment, more about roles and responsibilities. For examples, workplace relationships, business transactions, classroom interactions between teachers and students.

Both primary and secondary interactions play crucial roles in society, especially in neighbors. Concepts of social interaction provide a comprehensive framework for understanding how individuals interact with each other, how social identities and meaning are formed through the interactions, and how social structure and context influence interaction dynamics. In *Anne of Green Gables*, both primary and secondary interactions reflected between the neighborhood relationship, which are further explain in this research.

2.3.2 Canadian Neighborhood

Interactions and social relationships within Canadian neighborhoods serve as the cornerstone of community cohesion and well-being, reflecting the nation's values of inclusivity, diversity, and mutual support. This phenomenon is shaped by a variety of interconnected cultural, historical, and social factors, resulting in rich and diverse dynamics in daily life within neighborhoods. Research conducted by Ellison, et al. (2014) highlights the importance of social interactions in forming social support networks within communities.

One key aspect of social interaction within Canadian neighborhoods is neighborly cooperation in the context of daily life. At its simplest level, this may involve exchanging greetings and conversations in hallways, meeting at playgrounds for children, or assisting neighbors with tasks such as shoveling snow or household chores. This emphasis on neighborly cooperation fosters a sense of belonging and solidarity within the community.

Social events and community activities also play a significant role in strengthening social relationships within Canadian neighborhoods. Neighborhood parties, commemorative events, or regular community meetings provide opportunities for residents to connect, build relationships, and celebrate their cultural diversity. These activities contribute to the creation of shared experiences and memories that bind residents together.



However, social relationships within Canadian neighborhoods can also face social mobility, cultural differences, or differing opinions. Therefore, communities to foster open dialogue, tolerance, and mutual respect to resolve conflicts and strengthen social cohesion.

Interactions and social relationships within Canadian neighborhoods are a rich part of community life, embodying the values of inclusivity, diversity, and cooperation. By fostering neighborly cooperation, organizing community events,

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and leveraging social media platforms, residents contribute to the creation of vibrant and cohesive neighborhoods that enhance the quality of life for all residents.

The key value points in Canadian neighborhood life, especially as portrayed in literature and cultural studies, reflect the country's social ideals and community spirit. These values often appear in works like *Anne of Green Gables*, which captures the essence of early Canadian rural communities. The values are community and mutual support, trust and honesty between neighbor, simplicity and modesty, respect each other, connection to nature, education and moral guidance.



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