

# CHAPTER 1

## INTRODUCTION

### A. Background of The Study

We live in an age where many of us are connected with literature in everyday life. According to Hirsch (1978) has found that “Literature includes any text worthy to be taught to students by teachers of literature when these texts are not being taught to students in other departments of a school or University”. Literature is most basically written by the text. The most important kinds of literature are not just only to include an entertaining component but also to give a great lesson and education. There are plenty of novels which have their own various lessons for the readers, either for the kids or young adult.

According to experts, Rousseau in his paper of *Early Childhood Development; a Question of Rights* mentioned “The young child is naturally innocent, development is fostered by protecting their innocence and giving them the freedom to play, learn, and mature” (5). Children are born innocent. The reality of children is innocent is that not knowing or inexperienced, so by giving them the freedom to learn, they will understand over time. When it comes to Hobbes' consideration about children's development in the *Early Childhood Development; a Question of Rights*, “The young child is naturally wild and unregulated. Development is about socializing children to take their place within society” (5). As a result, it can be seen that society is also the most component stuff in the term of developing children to take experiences. On the other hand, those all the things about development,

children's growth, maturity and or adulthood, there is a suitable theory which analyzes personal development's children to adulthood. Christy writes that Bildungsroman is a novel of education and it focuses on the personal development of the mind in the main character in the novel from childhood to adulthood, and an individual that searches for identity (Christy 1234). This term of study focuses only on the Bildungsroman cases. This theory focuses on the personality development or education of the character (mainly the protagonist character) innocent children to gain experiences from childhood to adulthood. This theory is fit to analyze literary work (novel only) which has the main theme of focusing on the development process of coming of age to pursue adolescence.

In Germanistik, presented by Wilhelm Dilthey in Experience and Poetry which states that Bildungsroman is,

All portray a young man of their time: how he enters life in a happy state of naiveté seeking kindred souls, finds friendship and love, how he comes into conflict with the hard realities of the world, how he grows to maturity through diverse life-experiences, finds himself, and attains certainty about his purpose in the world (qtd. in Swales 98).

This quote explains how the childhood passages going to adolescence in Bildungsroman towards the protagonist character. The author writes that "As a child, they obviously learn something but they cannot learn on their own. The people encounter in their life and the experiences they face are the opportunity to lead them to educate themselves" (Au 15). As stated above, it concludes that society or social life takes a big role regarding individual development steps going through

the maturity phase, and the way people respond towards the problems in their life is how the individual reaches their form of maturity.

Moreover, the protagonist character in Bildungsroman theory has purpose and goals, whether about their dreams, their desires in life and also it is possible to know their Identity, to search who they really are and who am I. Beddow criticizes about Dilthey (1982) that,

Bildung is the expression and recommendation of a particular understanding of the nature of humanity through the more or less overtly fictitious narrative of the central character's development is, in my view, the most important feature which gives the novels on which this study concentrates their peculiar generic identity.

Searching for identity is one of the further aims of the Bildungsroman theory. Not only that, according to Morgenstern (1976) states in her theory, "The main theme of these novels is the development of the Protagonist's mind and character from childhood to adulthood. The protagonist develops through various experiences and gets matured and it is also a sort of search for identity". Based on this statement it concludes that seeking an identity includes the process of building maturation and some sort of goals for an individual to know who they are.

After all, the Bildungsroman focuses on the inner experience development of the main character. The Bildungsroman more likely focuses in the idea of social impact, morality, and psychology in relation to society. In Erikson's theory, he theorized the development of an individual through an entire lifespan. Erikson also emphasizes the inner experience of a person, in most likely personality and

emotions impact in social experiences. As stated by Erikson (2013), “Erikson was an ego psychologist. He emphasized the role of culture and society and the conflicts that can take place within the ego itself”. This theory discusses the interrelation connections between these two experiences that individuals have.

Moreover, Erikson proposed that each the crisis at the development will serve as a turning point in development. According to Erikson (1994), “Erikson emphasized that the ego makes positive contributions to development by mastering attitudes, ideas, and skills at each stage of development”. Therefore, it does not matter what the crisis they got, he suggested that the negative and positive result is also necessary for growth and helps the individual navigating the world.

It can be seen in *Never let me go* novel describes clearly about the references above. In the storyline set of the main character named Kathy.H. Kathy as the main character with 2 closest friends Ruth and Tommy. They grow up together in Hailsham. Hailsham is a boarding school in England intended just for cloning students. Hailsham students were created to donate their organs to humans to people who need it. It is a place and it has mysterious rules where the teachers are constantly reminding them how special they are. The teachers often tell that being healthy is very important, especially for Hailsham students. After schooling, they send to society to become carer for other clones who are in the beginning process of donating their organs, and before finally they begin to donate themselves until they complete, or it means going to die.

Several facts prove inside in the *Never Let Me Go* Novel, have made Bildungsroman as the proper theory fits in this Novel. The Novel depicts how

crucial and tragic Kathy is to thoroughly overcome facing problems step by step to finally succeed to overcome it. Therefore, the title of this study is KATHY'S GROWTH PROCESS AS THE BILDUNGSROMAN'S PERSONAL DEVELOPMENT PORTRAYED IN *NEVER LET ME GO* Novel.

### **B. Limitation of The Study**

In this paper, the study is about how the main character overcomes long journey through the problems in order to shape the final of personal development in the main character *Never let me go* novel based on Bildungsroman Theory by Karl Mongenstern. In the case of the data, this work is only limited in textual sources and analysis by this novel with Bildungsroman Theory.

### **C. Problem Formulation**

1. How are the Bildungsroman characteristics portray in Kathy's character in *Never Let Me Go* Novel?
2. How is Children Development describe in Kathy's character in *Never Let Me Go* Novel?
3. How is Bildungsroman's personal development in Kathy's character in *Never Let Me Go* Novel?

### **D. Objectives of The Study**

Based on the background study and research questions, the objectives of the study are:

1. To portray the Bildungsroman characteristics in Kathy *Never Let Me Go*.
2. To portray children development in Kathy's character in *Never Let Me Go* novel.
3. To analyze Bildungsroman's personal development in Kathy *Never Let Me Go*.

### **E. Significance of The Study**

Every single piece of literature should produce a better example and an attribute to become a trustiest reading source component, and there is a Bildungsroman theory which is likely suitable stuff for and it is more concerned in the development personality from an early age to develop mature educationally. *Never Let Me Go* novel is one of the object literary work which is suitable with Bildungsroman theory. The readers are expected to learn and get more knowledge by this study. Through this study is expected that this paper would be able to help them to practice as a referential source for everyone in their Proposal Writing or Final Project for upcoming study correlation by using Bildungsroman Theory, particularly for English Literature student Faculty of Languages and Communication Sultan Agung University Semarang.

### **F. Outline of The Study**

This study consists of five Chapters. Chapter one is Introduction in which contains Background of The Study, Limitation of The Study, Problem Formulation, Objective of The Study, Significant of The Study, and Organization of The Study. Meanwhile, chapter two consists of the review of related synopsis *Never Let Me*

Go, literature, and the discussion theory which is used in this study, the Bildungsroman characteristics, children development by Erikson's theory, and the personal development in Bildungsroman. Chapter three consists research method, which details with types of data, data organizing, and data analysis. Chapter four contains of Findings and Discussion. Whereas the Chapter five is divided into two parts, they are Conclusion and Suggestion.

