



**THE ANALYSIS OF FORMAL AND INFORMAL EDUCATION
ON THE DEVELOPMENT OF ATTITUDE AND BEHAVIOR
OF THE MAIN FEMALE CHARACTER
IN LUCY MAUD MONTGOMERY'S
*"ANNE OF GREEN GABLES"***

THESIS

By:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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Composed to fulfill one of the requirements to obtain S1 Degree
at the English Language Education Study Program
Language and Arts Education Department
The Faculty of Teacher Training and Education
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DEDICATION

I would like dedicate this thesis to:

1. My beloved mother, Prisca TS. Ratih.
2. My beloved grandmother, Lidwina W. Suratman.
3. My adorable sisters, Valentina and Regina.
4. My dearest, M. Farikhi “Gembel”.

MOTTO

*We must remember that intelligence is not enough.
Intelligence plus character—that is the goal of true education*

*) Martin Luther King Jr., an American clergyman, activist, and prominent leader in the African – American Civil Rights Movement.

CONSULTANT APPROVAL

THESIS

**The Analysis of Formal and Informal Education on the Development
of Attitude and Behavior of the Main Female Character
in Lucy Maud Montgomery's "*Anne of Green Gables* "**

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This thesis entitled “The Analysis of Formal and Informal Education on the Development of Attitude and Behavior of the Main Female Character in Lucy Maud Montgomery’s *Anne of Green Gables*” was approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

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SUMMARY

“The Analysis of Formal and Informal Education on the Development of Attitude and Behavior of the Main Female Character in Lucy Maud Montgomery’s *Anne of Green Gables*”; Cecillia Whenny Kusumaningtyas, 0902010401102; 2012; 85 pages; English Education Program of the Language and Arts Education Department; Faculty of Teacher Training and Education; Jember University.

Consultants: (1) First Consultant : Dra. Wiwiek Istianah, M.Kes, M.Ed, App.Ling
(2) Second Consultant : Drs. Bambang Suharjito, M.Ed.

This research was intended to describe the development of main female character’s attitude and behavior through formal and informal education in the novel *Anne of Green Gables*. The research design was descriptive qualitative research and the data were taken from the novel and then by analyzing the document that were events related with education in a novel entitled *Anne of Green Gables*. The data analyzed were mainly taken from words, utterances, dialogues and the description about the main female character in the novel that were related to her education. In analyzing this novel, two approaches were applied. The Sociological Approach was dominantly applied because the main discussion of this research was about the influence of formal and informal education that are given by the society including her foster parents, teachers and her friends to the main female character’s development. Psychological Approach was applied to support the analysis about the mental situation and the state of mind of the main female character. The research result showed that Anne quickly establishes herself in Green Gables and the Avonlea community. At the first time, she was a girl who was guided by her imagination and romanticism. She could not accept her own and always wanted to become someone else. As she grew older, Anne ceased to hate her looks,

and she appreciated the simplicity of her life and truly growing into a trustworthy person. Anne's characters which made her unique and enrich her inner life also caused her to behave passionately, stubbornly, and carelessly. Further, Anne changed from a careless child into a mature girl who had high responsibility. The development of her attitude and behavior changed to better in the end of the story through her education in both formal and informal education. That was resulted in positive attitude and behavior.

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I would like to express my deepest gratitude to Jesus Christ, for His care and blessing during the writing of the thesis. I had to overcome all difficulties so that I was able to finish my thesis.

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1. The Dean of the Faculty of Teacher Training and Education, Jember University,
2. The Chairperson of the English Education Program, the Language and Arts Departement, Faculty of Teacher Training and Education, Jember University,
3. The First and Second Consultants, Dra. Wiwiek Istianah, M.Kes, M.Ed, App. Ling and Drs. Bambang Suharjito, M.Ed, for their time, suggestions and many ideas that have led me to compile and to finish my thesis.
4. My Academic Supervisor, Drs. Annur Rofiq, M.A, M.Sc.
5. The lecturers of English Education Program who have given me very valuable knowledge and motivation during my study,

I accept the responsibility for any weaknesses which may remain. Any criticism from those who really want to have the thesis better improved would be wisely considered. I also hope that this thesis will be useful for the readers.

Jember, August 2012

The Writer

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