

CHAPTER I

INTRODUCTION

This chapter presents five sub chapters that consist of background of study, research question, objectives of the study, significance of the study, and scope and limitation.

1.1 Background of Study

Literary works are the result of the author's imagination in various forms. According to Klarer (2004, p.1) literature is refers to as the entirety of written expression, with the limitation that not all written documents can be categorized as literature in the more specific sense of the word. Literary works can contain many emotions such as sadness, happiness, and tragic events. Literary works are influenced by real life. The problems to be studied are also related to real life. The issues explored in this study often reflect problems that arise in literary works and also appear in real life, allowing readers to analyze and interpret the impact of these themes on society. Through this analysis, readers can gain insight into the changes that occur in the main character's attitudes, physical self, interpersonal relationship, and importantly, the development in personality factors.

Novels provide space for writers to develop characters, plots, and themes in more depth (Aliyev, 2021). *The School for Good and Evil* is a fantasy novel written by Soman Chainani and published in 2013. The novel is a New York Times Bestseller, selling more than 3.5 million copies worldwide and translated into more than 32 languages. Most readers of this novel just enjoy the storyline that is told without giving curiosity about things that can be learned and analyzed from this novel. This novel was chosen as a data source because the phenomenon of personality development was found in the characters of this novel. No previous studies analyzed this novel by using personality development by Elizabeth Hurlock.

This novel is the first in the *The School for Good and Evil* series. This first novel tells the story of two girls, Sophie and Agatha, who are kidnapped by a mysterious force and taken to a school that trains heroes and villains from fairy tales. At this school, Sophie hopes to become a beautiful princess, while Agatha, who is seen as a witch by the villagers, just wants to live in peace. The conflict between their desires and the reality they face at school creates an interesting dynamic, where their friendship is tested by the choices they make and the many changes that occur in their friendship.

The main characters such as Sophie and Agatha in *The School for Good and Evil*, experience significant personality development throughout the story. Their character transformations reflect the internal and external conflicts they must face. Sophie, who initially believes that her beauty and social status are the keys to achieving happiness, must face the reality that the traits considered "good" and "evil" are not always clear. Meanwhile, Agatha, who feels alienated and unaccepted, learns to appreciate her uniqueness and finds strength within herself. The main focus of this analysis is how the characters develop from the beginning of the story to the end of the story.

The approach used in this study is New Criticism, which emphasizes the importance of in-depth text analysis without considering external contexts such as the author's biography or historical background (Stockwell, 2020). The focus of New Criticism is on the literary elements contained in the text itself, including the use of language, structure, and literary devices (Resseguie, 2022). Besides using new criticism, this study is also supported by psychology theory, especially the theory of personality development by Hurlock. In the context of the novel *The School for Good and Evil*, this study focuses on types of characters and the main characters' personality development.

The urgency of this study lies in the importance of understanding how traits and characterizations can be used to analyze types of characters and the psychological side of characters. By analyzing *The School for Good and Evil* through the lens of New Criticism and Psychology, this study seeks to contribute

to the study of modern literature, especially in the context of fantasy novels. Each character experiences character development and each character searches for identity as an adolescent.

There are 6 previous studies that can support this study. The first previous study, “Archetypal Analysis In *The School for Good and Evil* Novel by Soman Chainani” by Arneta Putri Nurani and Dina Amelia published in 2023. The study utilizes theory Archetype by Carl Gustav Jung. The focus of this study is analysis archetype to character in novel. The second previous study entitled “Miles’ Personality development In John Green’s *Looking for Alaska*” by Fitrotul Mawaddah published in 2023. The study utilizes theory Personality development By Elizabeth Hurlock. The third previous study entitled “The Main Character Development and Gothic Conventions in Rudnick’s *Maleficent* Novel” by Alvionita, Anjar Dwi Astuti, and Nasrullah published in 2022. The study utilizes Personality development theory By Elizabeth Hurlock and Gothic from Snodgrass.

The fourth previous study entitled “Arisu’s Personality Development across the Death Games In *Alice in Borderland*” by Rista Fathika Anggrela, Faya Fadella Jasmine Budiman, and Salsabila Dwi Febriyanti published in 2021. The study utilizes theory Personality development from Elizabeth Hurlock. The fifth previous study entitled “The School For Good and Evil: *The Last Ever After* Novel By Soman Chainani” by Yanti Rosalinah, Ibnu Subroto, Retno Rahayuningsih, and Tias Mawarni published in 2023. This previous study utilizes the theories from McPhillip in analyzing the type of manipulation in novel. The last previous study entitled “An Analysis of Sue Ann’s Personality Development in *Ma 2019*” by Widiya Febriani Lubis and Sri Minda Murni published in 2022. The study utilizes theory Personality development from Elizabeth Hurlock.

The writer found 2 previous studies that used the same data source, namely the novel *The School for Good and Evil* by Soman Chainani and also 4 previous studies that used personality development theory by Hurlock. The novelty of this

study lies in its dual theoretical framework, which not only focuses on personality development but also categorizes the characters based on their traits and growth patterns. This study offer a fresh perspective on character analysis in fantasy literature, contributing to a deeper understanding of how personality factors influence character dynamics and relationship in *The School for Good and Evil*.

1.2 Research Question

How are the main characters' developed in *The School for Good and Evil* by Soman Chainani ?

1.3 Objective of the Study

The objective of this study is to discover the development of the main characters' in *the School for Good and Evil* by Soman Chainani, focusing on the changes in their personalities, behaviors, and motivations throughout the story.

1.4 Significance of the Study

There are two significances of the study. They are theoretical and practical significance. The explanation is as follow:

1) Theoretical Significance

Theoretically, this study supports the existence of new criticism and theory of psychology, especially type of character and personality development. This study also provides an understanding of type of character and Elizabeth Hurlock's Personality development in the novel *The School for Good and Evil* by Soman Chainani.

2) Practical Significance

The writer hopes that this study can enrich the writer's understanding of the type of character. In addition, it is hoped that readers can understand character development as seen from the main character's personality in the novel *The School for Good and Evil*. This study is expected to benefit all readers, especially students majoring in English Language and Literature to interpret literary texts.

1.5 Scope and limitation

This study investigate the character types and personality development of the main character in the novel *The School for Good and Evil* by Soman Chainani. The writer will use new criticism, especially for character type of character, and psychological approaches to analyze this novel. This study will use an approach that explains the type of character by E.M. Forster and personality development proposed by Elizabeth Hurlock. This study is limited to only analyze the utterances and narrative from author that show character types from characters and personality development from the main character.