

## Anne Shirley's Character Development and its Causes as Seen in *Anne of Green Gables* by Lucy Maud Montgomery

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### ABSTRACT

This research discusses the character development of Anne Shirley, the main character of the novel *Anne of Green Gables* by Lucy Maud Montgomery. The objective of the research is to understand the character development of Anne Shirley and also examines the factors that cause development. The analysis is conducted by using the objective approach by M.H Abrams because the approach is suitable to analyze character, characterization, and character development. The result of this research shows that the character of Anne Shirley is developed from a loveless girl to a mature teenager. Her character development is caused by two factors, internal factor which is her own motivation and external factors which come from the people around her and new environment.

**Keywords:** *Anne of Green Gables, Anne Shirley, character development, LM Montgomery.*

### INTRODUCTION

Lucy Maud Montgomery is a Canadian Female Writer who was born in 1874 and spent her childhood during North-West Resistance. Based on the information gathered from *L.M. Montgomery and War's* introduction by Andrea McKenzie and Jane Ledwell (2017), since her father served for the North-West Resistance and her mother had died because of tuberculosis, Lucy spent her childhood with her grandparents and interacted mostly with adults such as her grandparents, uncles, and aunts. (p. 3) Thus, according to the information taken from her website in [lmmontgomery.ca](http://lmmontgomery.ca), she became lonely and she found that imagination and writing stories as her escape from loneliness. ("About L.M. Montgomery")

Carole Gerson, in his article published on L.M. Montgomery and Canadian Culture stated that *Anne of Green Gables* is the first of four Anne series that was published in 1908. After being rejected by four big publishers, Page & Co. finally accepted the script and the novel became very likable and popular worldwide. *Anne of Green Gables* is even categorized as an 'overall bestseller' as it had sold 800.000-900.000 copies by 1947 (p. 49).

This classic novel of girlhood and adolescence (p. 49) tells a story of an orphan named Anne Shirley who is mistakenly sent from her asylum to two old siblings in a farm called Green Gables located in Avonlea, a fictional small town in Prince Edward Island. Through the novel, the readers could follow the journey of 11 years old Anne Shirley since her first arrival at the Green Gables

until her adulthood when she turned 16 years old. Anne who never received any proper caring must meet with the folks of Avonlea, especially Green Gables. Marilla and Matthew Cuthbert, the siblings who adopted her and decided to take care of her and the people of Avonlea who might not have an imagination which is as bright as hers.

## LITERATURE REVIEW

A considerable number of research on Anne of Green Gables has been conducted by many scholars. A study by Hanifah (2016) uses psychoanalytic approach to observe the imagination of Anne Shirley in the novel which includes Anne Shirley's position as an orphan who tries to survive with all of her imagination. Another study that also employs psychoanalytic approach is an undergraduate thesis by Prameswari (2016). The study analyzes adoption experienced by Anne Shirley through the perspective of psychoanalytic approach. Finansia (2013) also studies Anne's extraversion by using psychoanalytic approach

Even though the three studies use Psychoanalytic approach and see the literary work from the aspect of characters' psychological condition, the results are different since the first study discusses only about the imagination owned by Anne Shirley, while the second study discusses adoption experienced by Anne Shirley which leads to a finding that adoption gave many positive impacts to her life, and the third study focuses on Anne's specific personality, extraversion, which leads Anne to her own effort to stay alive and exist.

The fourth study is a thesis by Kathleen M Patchell (2011). She studies the popularity of *Anne of Green Gables* and the disappearance of *Sowing Seeds in Dany*. She analyzes the reason why *Anne of Green Gables* was more popular than *Sowing Seeds in Dany*, whereas the books were published with almost the same time and period. It is also found that the religious content within the books influences their popularities.

Another study about the novel's popularity is conducted by Hammill (2016). The study proves how the popularity and likeness of the people toward *Minter* and *Anne of Green Gables* have

shifted. *Anne of Green Gables* has successfully become more popular – not to mention more iconic – than *Minter*. Both studies clearly prove that *Anne of Green Gables* is very likable and outstanding.

The last study is a research conducted by Virokannas (2011) from University of Tampere, Finland. The study sees the work through the glasses of third-wave feminism and concludes that *Anne of Green Gables* is an example of "early female bildungsroman which has distinct feminist undercurrents." (p. 66). The study also sees how feminist mothering is conducted by Marilla to Anne and Lynde that represents patriarchal institution of motherhood.

Compared to the studies above, this research uses different perspective in seeing the character of Anne Shirley and the novel. When the previous studies tend to discuss how Anne's talkative behavior and imagination affect other characters and readers from the perspective of psychology and feminism, this research sees deeper into Anne Shirley's development as a character and how other intrinsic elements in the novel play role in the development.

## THEORETICAL FRAMEWORK

This research employs objective approach proposed by Abrams (1999). As Abrams (1999, p. 52) stated:

Objective criticism deals with a work of literature as something which stands free from what is often called "extrinsic" relations to the poet, or to the audience, or to the environing world. Instead it describes the literary product as a self-sufficient and autonomous object, or else as a world-in-itself, which is to be contemplated as its own end, and to be analyzed and judged solely by "intrinsic" criteria such as its complexity, coherence, equilibrium, integrity, and the interrelations of its component elements.

The theory is suitable because it sees a literary work as the work on its own. According to Abrams (1976), using objective approach means "regards the work of art in isolation from all these external points of reference, analyzes it as a self-sufficient

entity constituted by its parts in their internal relations, and sets out to judge it solely by criteria intrinsic to its own mode of being.” (p. 26). This approach only sees the intrinsic elements of the novel and disregards the extrinsic elements. The intrinsic elements, according to DiYanni (1986), as the basic elements of a story includes plot, setting, and characters (p. 44). Thus, the researcher uses objective approach to gain comprehensive information about the character, in this case the character of Anne Shirley in the novel *Anne of Green Gables* by Lucy Maud Montgomery.

In order to have a deep analysis on the character development, the theory of character and characterization also must be applied. The concept of character that is used in this research is the person or animal or certain creatures with several qualities related to their behavior, emotional, and intellectual are attached (Abrams, 1999). Character has two distinct types as mentioned by E.M Forster (1927), flat and round character. Flat character is defined as the character with simple and remarkable traits (p. 4). A flat character does not have a detail description about their emotions, behavior, and moral. As its traits are easier to be analyzed, the protagonists and antagonists of a literary work with flat characters are obviously recognized. Meanwhile, round character is understood by Forster as a character that is “capable of surprise, contradiction, and change; they are representations of human beings in all of their complexity” (p. 5). A round character is as real as real human who has a complicated thinking, traits, and it particularly plays many emotions.

However, the term ‘character’ is different with another similar term, ‘characterization’. Characterization is the technique used by the author to build and develop a character. There are two types of characterization, showing and telling. Showing is the technique where the motives of the characters are shown through their behavior, other character’s comments, and its own sayings. (Abrams, 1999) In the opposite, another type, ‘telling’, is the technique which lets the author to have an intervention indirectly describing the characters (Abrams, 1999) The theory of character and characterization in this research are used to find the traits, emotions, thinking, and moral of Anne Shirley through the description given by the author,

dialogue between the characters, and the comments of other characters about Anne Shirley.

The research focuses on the character development of Anne Shirley. Thus, an understanding about the character development should be developed first before the analysis. Griffith (2011) urged that there are two distinct types of characters based on how they undergo change or develop. The first type is dynamic character, a character that can undergo change in form of appearance, behavior, way of thinking, and etc. The second type is static character, where the character does not undergo change and it remains the same from beginning until the end of the story. The concept of character development is applied to recognize the development experienced by Anne Shirley throughout the novel.

## METHODS

Library research method is used in this research. It is the method where the researcher uses the sources from any books in library, electronic books and journals, articles, and data that are relatable to the subject of matters. The data of this research are divided into two kinds, the first data are called primary data. The primary data are the characters’ utterances, dialogues, behavior, and all the intrinsic aspects of the book that are collected through the process of reading and taking notes by the researcher. The secondary data are supporting documents and information such as journals, books, and websites. The library research method is the most effective method in collecting data because through collecting information by reading library sources, the writer can gain accurate and sufficient knowledge.

In analyzing data, there are several steps that were done. First, the researcher reads *Anne of Green Gables* for five times, after that the primary data in form of utterances, dialogues, behavior, and any intrinsic elements related to Anne Shirley were collected by taking notes. Through the data, the researcher analyzes the character development of Anne Shirley and factors that affect it. After that, the result of the analysis is arranged and written systematically.

## RESULTS AND DISCUSSION

The analysis of Anne's character development is based on three stages: the early stage of Anne Shirley's character development, realization and learning process, and how Anne Shirley finally reaches the stage of maturity. The stages are based on the events that are analyzed through plot observation. Plot, according to Klarer (1999), has four sequential levels of an ideal traditional plot line, "exposition—complication—climax or turning point—resolution" (p. 15). Exposition is 'an introduction' of the situation where the readers can know who the characters are. After the explanation of the background is given, the characters are led to have complication or problem that is unsolved yet. The peak of the problem is called a climax or a turning point, followed by the resolution as the ending or problem-solving. The first analysis discusses the character development of Anne Shirley in three stages and the second analysis examines the factors that cause Anne Shirley's character development.

### Anne Shirley's Character Development

The analysis of Anne's character development is divided into three stages: the early stage of Anne Shirley's character development, realization and learning process, and how Anne Shirley finally reaches the stage of maturity.

#### *The Early Stage*

In the early stage, Anne is introduced as a loveless little girl. Loveless can be understood in two definitions; "1: having no love" and "2: not loved" (Loveless, n.d.). She is loveless because she is not surrounded by love and affection that she needs as a little girl. Even though she is adopted twice by Mrs. Thomas and Mrs. Hammond, Anne must take care of their children and spend her time with them. She is also always surrounded by unsupported environment, where Mr. Thomas is abusive and alcoholic and Mrs. Hammond demands her to take care of many children. It can be understood that adoption cannot guarantee that Anne's life is filled with enough care and love. The lack of love and

affection builds her to be a girl who is insecure, loner, irreligious, bad-tempered, and selfish.

Since her first arrival, Anne has been very insecure about her own appearance and it leads her to the feeling of being unwanted, not confident to be the best version of herself, and she has always been comparing herself with other girls. Anne Shirley always thinks that she is not beautiful because of her red hair and skinny body and finds it as a mistake. She always imagines if she has darker hair color and beautiful face, people around her will accept her. She even believes that ones' appearance can make someone change the decision to adopt a child.

"She brought Lily Jones for herself. Lily is only five years old and she is very beautiful and had nut-brown hair. If I was very beautiful and had nut-brown hair would you keep me?" (p. 19)

The excerpt above shows that Anne feels unwanted because of her appearance. She thinks that people will only accept her if she looked beautiful. It also implies she does not even accept her own self by thinking that she does not deserve to be accepted by anyone.

Anne's insecurity is also manifested through her preference on Sunday School dress. When Marilla sends her to Sunday School for the first time, Anne complains about being given a dress without puffed sleeves. Puffed-sleeves is popular among the girls and Anne thinks that she will look beautiful only by wearing a puffed-sleeves dress,

"But I'd rather look ridiculous when everybody else does than plain and sensible all by myself," persisted Anne mournfully." (p. 59)

Her longing of having a puffed-sleeves dress is not only to follow the trend among the girls or being prettier, but Anne's response toward Marilla's comment on puffed-sleeves reflects Anne's insecurity that brings her to an idea that being different is loathsome and ugly. The research finds that Anne is being afraid to look different and be herself. Thus, she tries hard to be like everyone else for the sake of being accepted and erasing her look that is considered 'ugly' in her opinion. Anne also decides to dye her hair after being intrigued by a

peddler who sells a hair coloring and says that Anne's hair will become raven-black. Hoping her red hair will be washed away, Anne does not get her raven-black hair, but a weird green hair. Anne's effort to look like others from the style until hair color can be interpreted as Anne's dissatisfaction of her look and escape of her insecurity. Anne agrees that she will accept herself if only she changes to be like anybody else.

Her insecurity also leads her to compare her look with her new friend when she is at the Green Gables. When she is playing a role play with Ruby Gillis, Diana Barry, and Jane Andrews, she does not want to be the fairest character in the play because she believes that she is not beautiful enough. She compares her look with Ruby Gillis, whom she considered as the most beautiful girl among them. By comparing her appearance with other girls, Anne shows her feeling of being more inferior and worthless than others just because she does not have fair skin and darker hair. Anne's insecurity prevent her from seeing herself in a positive way and being to try new things, such as to play a role as a beautiful drama character.

In the early stage, Anne is also characterized as an irreligious little girl. The lack of proper and intimate parenting not only results in emptiness in Anne's heart but also how Anne practices her religion. Going to Sunday School is indeed a part of common basic education for children at the time and society where Anne lives. It is shown from Anne's experience to go to Sunday School when she lives in the asylum and how the children in Avonlea are required to go too.

However, Anne never takes her Sunday School in the asylum seriously since it is boring for her and she thinks that saying a prayer is unnecessary because of three reasons or backgrounds. The main reason is that nobody teaches Anne to say her prayer or explains to her in detail about involving God in every activity. The second reason is the people and the society where Anne used to live with do not see a religious practice as an important activity that a child must do. The proof is clearly shown on how Anne is treated when she lives with Mrs. Thomas and Mrs. Hammond. They never teach Anne to say her prayer and make Anne prioritize taking care of their

children until she gets tired. They also never ask Anne to guide their children too to say their prayer and that means, not because Anne is adopted that she is not taught to say her prayer before bed, but it is the society that finds such religious practice unnecessary. The last reason is Anne's dissatisfaction of her appearance, as she believes that "people who haven't red hair don't know what trouble is. Mrs. Thomas told me that God made my hair red ON PURPOSE, and I've never cared about Him since." (p. 38) The excerpt can be inferred as Anne's dissatisfaction of her appearance that makes her blame God for giving her red hair that she hates the most.

Before Anne Shirley comes to the Green Gables, Anne Shirley is a loner. She does not have any real friends and she is too anxious to make a new friendship as she is afraid that she cannot be accepted. Instead of having a real one, Anne creates her own imaginary friends, Maurice and Violetta. Maurice is not more than just a piece of a bookcase that has broken in Mrs. Thomas' house and Violetta is an echo that is produced in a long green little valley when she used to live with Mrs. Hammond. Anne always talks to them about everything and strangely feels connected with them. This is acceptable because that is the way Anne fulfills her need of having a real friend. In addition, the presence of imaginary friends can be understood as Anne's way to express her need of someone whom she can talk to and play with, the figure that every child needs but it is not there for Anne. Anne also has the imagination to come to Katie Maurice's place to have a real talk and physical interaction, which means that Anne's longing of a real friend with a real house and physical appearance is unbearable.

However, when Marilla says that she may introduce Anne to Diana Barry, Anne is very anxious. She is afraid that Diana would not accept her as a friend although Anne consciously understands that she really wants Diana to be her "bosom-friend". Anne's anxiety to meet a real friend is understandable because she never makes any real friendship before and nobody teaches her to.

Since Anne is very lonely and lack of interaction with other people except with the Thomas, the Hammonds, and the people at the

asylum, she becomes a bad-tempered little girl as she cannot control and recognize her own emotions. She has a very bad temper which leads her to a sudden cry, anger, and uneasiness to forgive and ask for an apology.

The evidence is shown from Anne's reaction when Marilla and Matthew are debating whether they want to keep Anne or not. Rather than waiting for Marilla's decision, she shouts at them and impulsively throws her carpet bag. She "burst into tears she did. Sitting down on a chair by the table, flinging her arms out upon it, and burying her face in them, she proceeded to cry stormily." (18) Anne cannot control herself because she feels that she is unwanted. Not only because she feels unwanted, through her sudden cry, it can be understood that Anne is also afraid to have nobody to take care of her as she has put a huge expectation toward the Green Gables. Thus, she thinks of crying and shouting as the best way to express her fear, without thinking about what Marilla and Matthew would think about her temper and behavior.

Anne is also being bad-tempered when someone gives comment about her look. It is shown when Mrs. Rachel Lynde sees her for the first time and gives a rude comment about her freckles, skinny body, and red hair. Anne then constantly shouts at her and tells her how much she hates Mrs. Lynde before she runs into her room.

Her bad-temper is also shown when Gilbert calls her 'carrot', she is not just angry to him, but she decides to crack her slate onto his head. Anne's bad-temper leads her to be resentful and unwilling to forgive both Mrs. Lynde and Gilbert Blythe. She even promises not to forgive Gilbert forever. The evidence implies that Anne behaves rudely because nobody teaches her before what to do and how to manage herself when she is angry or insulted. Nobody teaches her to understand and express emotions. Thus, Anne has her own way to understand her emotions and explore her own reaction when she has a certain emotion. She chooses to repulsively show an overwhelming emotion when she is angry or insulted as her expression and defense.

Moreover, selfishness also becomes one of Anne's characterization. Since Anne never experiences good experiences in her life before she

comes to the Green Gables, Anne becomes too excited about her activity with her friends. She will do anything as long as she can do the activity that she wants. She never thinks about the consequence or involving others' feeling or morality in deciding her activity or decision. Her rivalry with Gilbert Blythe also brings her ambition in the wrong place.

The evidence can be seen through the part when Anne is invited to a picnic where she will eat her first ice cream. Unfortunately, Anne is not allowed to go to the picnic when Marilla knows that Anne has made her amethyst lost. Anne then decides to make a false confession about the amethyst for the sake of being allowed to go to the picnic. Her dishonesty implies that Anne could not understand involving morality and honesty as a positive value in her action. Rather than thinking about right or wrong, Anne chooses to follow her ego and she is willing to do anything for it, including telling lies to Marilla.

Anne's selfishness is also shown through the motive of Anne's ambition to be the smartest at school. Anne decides to be the smartest at school when she knows that she hates Gilbert Blythe. She uses her hatred feeling toward Gilbert as her motive in pursuing her achievement at school, while she actually should have a more virtuous motive behind her study. Anne mistakenly uses hatred and negative feeling as her weapon to boost her spirit in studying. It is indeed not always bad, at least, Anne could have a high motivation to study hard, but, she still does not understand her goal after she can achieve it. She also cannot set her focus and decides her choice to have a future after being graduated. All she knows is only about defeating Gilbert Blythe.

### *Realization and Learning Process*

In her realization stage, Anne starts to be getting inspired. She finds that she is precious because now she belongs to Green Gables. She also starts to concern about how to fix herself rather than thinking about her weakness and inferiority. Anne grows a hope to herself that she is sure to become a better woman in the future. However, Anne still does not have the courage to love herself and see herself as a beautiful girl.



Her arrival at the Green Gables has inspired her to see herself in a better way. Anne still cannot accept her physical appearance, but it is understood that the place where she belongs to is an important matter in defining her own self. By labeling herself as 'Anne of Green Gables', Anne starts to believe that she is becoming a better version of 'Anne'. She perceives that she could be better as she now lives in the Green Gables, compared to when she used to live from a house to another.

Since Anne first arrival, Mrs. Allan, the minister's wife, impresses her so much in a good way, "...I hope I shall be a little like Mrs. Allan when I grow up. Do you think there is any prospect of it, Marilla?" (pp. 153-154) Anne's aspiration of being a woman like Mrs. Allan in the future is a sign that Anne starts to have hope about a better self of her own. It also implies that to Anne, appearance is not the only parameter to decide someone's profile, but behavior and manner are also important.

In her realization stage, Anne also starts to rethink about her behavior when she has to face older people rather than her appearance and realizes that she could ask for any suggestion about it rather than just be sinking in despair like she used to do when she is not satisfied with her appearance. As the consequence of socializing with others, Anne starts to rethink about her behavior in front of others and put her appearance at the second place on a certain occasion. The rethinking of her behavior and to have someone who can guide her on what to do has changed the way Anne faces her insecurity. However, Anne still has doubt to claim her beauty. She does not have enough courage to say that she is beautiful. That can be seen through the part where Anne is not sure to be the Lily Maid until her friends convince her that her beauty is suitable to play the role.

In this stage, she also starts to have a willingness to learn by recalling her understanding about God, developing her ability in making prayer and reciting it before bed, and also going to the Sunday School in Avonlea. Before Anne sleeps, Marilla asks Anne to say her prayer, but Anne refuses because she never says any prayer before bed. To hear that, Marilla is very surprised.

"I never say any prayers," announced Anne. Marilla looked horrified astonishment. (p. 38)

Marilla's response can be inferred that the society where Marilla lives is different with the society where Anne used to live. The people, including Marilla, are very religious. Religion practice, especially prayer before bed is really important and it has been a common activity that children in Avonlea do. It is different from Anne who used to live in Nova Scotia, where Mrs. Thomas and Mrs. Hammond never tell her to pray and it makes a prayer before bed seems unnecessary to Anne. Marilla then let Anne try to say her prayer. Anne then decided to say her prayer with her own words. Even though she makes a prayer that sounds like a spoken letter, Marilla accepts that as her way of learning. On the next day, Anne starts to realize that she must learn to make a good prayer, although she is still not focused when Marilla asks her to read.

Anne also starts to go to Sunday School where she can learn more about religion and meet the other children. Anne is not really excited about the Sunday School, but as Marilla requests her to go, she tries to learn a lot and even answers all the questions asked by Mrs. Rogerson.

Anne's social life is also improved and she gradually becomes friendly with the new people she meets. Anne makes her first friendship with Diana Barry and fulfills her needs of having a real friend with Marilla's help. She also starts to make a friend when she enters Sunday School and Avonlea School. Anne is brought to Diana's house and starts to know each other. Mrs. Barry let Diana to befriend her and have their own time. Diana likes Anne for her talkative behavior and imagination. Anne, who never starts a friendship with a real girl like Diana, offers a friendship type called 'bosom-friend', a term that Anne makes by herself to represent 'a closer friend than the closest'. Anne's way in introducing the friendship is quite unique and surprising for a person who never makes a real friendship before. The idea of 'bosom-friend' that Anne builds is a form of help given by Anne's imagination and her ability in romanticizing words to build a friendship. This bosom-friend friendship and the solemnization of the friendship which Anne makes by herself has enchanted Diana to accept the relationship wholeheartedly.

The formal education institutions, in this case, Avonlea School and Sunday's School, also play a role in engaging Anne with her peers. Anne has a chance to befriend the other girls such as Ruby Gillis and Jane Andrews who become very close with her although she puts Diana at the first place. However, she has a problem in facing two other new friends, Josie Pye, and Gilbert Blythe. Josie Pye is a potential bully who has sharp words in her mouth. She always tries to make people get down and it annoys Anne. Gilbert Blythe could not have the chance to be Anne's friend and she hates him the most for calling her 'carrots'.

Anne has been softened by her rethinking about her bad behavior toward Mrs. Rachel Lynde and Gilbert Blythe's help. Her rethinking is triggered by Matthew's question the next morning. He asks Anne about how she deals with the punishment from Marilla and suggests to say sorry sooner.

"...I woke up three times and I was just furious every time. But this morning it was over. I wasn't in a temper anymore—and it left a dreadful sort of goneness, too. I felt so ashamed of myself. But I just couldn't think of going and telling Mrs. Lynde so..." (p. 54)

Through the quotation above, it can be inferred that Marilla's punishment and Matthew's question have stimulated Anne to rethink about her behavior and understand what she feels after everything that has happened yesterday. Anne also realizes that what she has said to Mrs. Rachel Lynde is rude, no matter how hard Mrs. Rachel Lynde has commented on her appearance. However, Anne is afraid to say sorry to Mrs. Lynde as she has never done it before. Supposing she still does not have courage to say sorry, her realization toward her behavior is a huge progress that happens to her.

After the slate incident, Anne still refuses to forgive Gilbert Blythe. On the other hand, Gilbert starts to show his effort to be forgiven by Anne. When his apple is refused by Anne, he has another chance to show that he is sorry by helping Anne when she is about to drown. When Gilbert says sorry to Anne and offers friendship, a feeling of empathy starts to grow inside Anne's heart. Unfortunately, her resentfulness is bigger as she decides to refuse it and even shouts at him. Through

the incident, it can be inferred that Anne actually grows a sympathy toward Gilbert Blythe but her resentful heart resists her heart to forgive him.

In this stage Anne also becomes empathetic. Anne starts to involve Marilla in her decision making. Anne's relationship with Marilla and Matthew gradually change Anne's reason for her ambition to be the smartest.

When Diana Barry tells Anne that they are invited to the Old Miss Barry's house, Anne is very happy, but she does not say yes and says that she will ask Marilla's permission first. It implies that Anne starts to involve Marilla in her decision and it can be grasped as a sign that Anne understands about permission. As the consequence of being Marilla and Matthew's responsibility, Anne realizes that she needs their permission and they have rights to say no or disagree with her decision.

As she gets closer with Marilla and Matthew, Anne grows such an obligation and sympathy for them. Anne starts to think about Marilla and Matthew in any decision and wants. When Anne wants to go to Queen's and become a teacher, she says to Marilla that the tuition fee is expensive and she is afraid that they cannot afford it. Even though Anne is excited about going to Queen's, she now thinks about the consequences that may happen to Marilla and Matthew's financial condition when they have to pay Anne's tuition fee.

As she has been taken care of, Anne agrees that she must grow an ambition to make Marilla and Matthew proud to return the favor, while Marilla and Matthew which act as parents agree that Anne is their responsibility whose education need should be fulfilled. However, Anne still thinks about defeating Gilbert Blythe and cannot fully ignore his achievement. She still uses her rivalry with Gilbert Blythe as the parameter of her success at school and when they apply for Queen's.

### *Maturity*

Maturity, as the last stage of Anne Shirley's character development, shows how Anne finally becomes a teenager who is able to understand her own value without erasing her beautiful imagination about things. Anne's maturity in the way she sees herself is shown up when she becomes



confident as she internalizes the concept of self-acceptance. Anne understands that the need of having a beautiful look is not everything since she has more important aspiration in her life rather than just thinking about her appearance that can only be seen outside.

Anne knows that her dreams of having darker hair, skin as fair as Ruby's, and dimples like Diana's will never come true. Yet, the realization cannot be concluded as Anne's pessimistic thinking of seeing herself, because at the same time she also realizes that she has more important dreams that she has achieved and/or possible to achieve.

Her confidence and the idea of self-acceptance hit its climax at the end of the novel when Anne and her friends are on the way home to Avonlea after the hotel concert. Through her response toward Jane Andrews' envious words to the glamorous women they have met in the hotel, Anne expresses her gratitude for the little things that mean big for her. She argues that the spark of imagination and love from their family are more than just enough to be rich and happy. (p. 197) Anne understands her own value and grateful for what she has now. She realizes that everyone has their own flaws, including Anne herself. Yet that does not mean she cannot be happy and grateful for her appearance and things around her.

At the end of her speech, she also emphasizes the idea of self-acceptance with a grateful saying,

Well, I don't want to be anyone but myself, even if I go uncomforted by diamonds all my life," declared Anne. "I'm quite content to be Anne of Green Gables, with my string of pearl beads. I know Matthew gave me as much love with them as ever went with Madame the Pink Lady's jewels." (p. 198)

Anne is satisfied to be Anne of Green Gables and feels beautiful and rich without imagining herself to be Lady Cordelia or anybody else that she used to think is prettier and perfect. Anne believes that to be Anne of Green Gables is the most 'beauty' she has gained, added by the love that she has received from Matthew and Marilla, she does not need to be anybody else to be content.

After she is willing to learn the religious practices and reciting bible, she grows up to be a

religious teenage girl. Anne now gets used to the Sunday school and shows her seriousness in reading and praying by answering all the questions asked in the Sunday School. She also unconsciously grasps a concept of praying by need rather than see it as an obligation.

When the first time she learns to pray, she sees praying as an obligation, but now she understands praying as a need, she can pray without feeling obliged. With the guidance from Marilla, Anne now can make her own prayer with the proper sentences. She also understands that to say a prayer is not only when she must go to bed or on any solemn occasion, but also when she needs God to help her in every occasion. It can be seen through the way Anne tells her 'lake-tragedy' to Mrs. Allan when nobody can help her until Gilbert Blythe finally comes. Anne starts to involve prayer when she is in danger, meaning that she needs God's help and she comes into an understanding that to say a prayer is very important.

Anne also can enjoy the Sunday School without any hard feelings since she also gets many friends and good activities there such as picnic to taste ice cream for her first time, having tea at the manse, and meeting Mrs. Allan, the minister's wife who has inspired her a lot and made her feel encouraged to go to the Sunday School and learn a lot. It can also be said that Anne finds the Sunday School that Avonlea more fun than the one she attends at the asylum, and the fun things she has found make her spirit of learning her own religion increase.

Anne now becomes easygoing as she can easily make friends with anyone, even with the Old Miss Barry. Anne also understands how to maintain her relationship with Diana when she is at Queen's and builds a new friendship with the others.

Queen's Preparation Class enables her to meet more people and gives her chance to know Josie Pye more. However, she still finds it difficult to like Josie Pye, but she realizes that Josie Pye is just being Josie Pye. She never means to be someone who is hateful or disliked by anyone, her personality just does not fit to Anne and she tries to accept that.

Anne also makes friend with the Old Miss Barry, the aunt of Diana's father whom they are

insulted when Anne is having a sleepover at Diana's house.

"I thought Marilla Cuthbert was an old fool when I heard she'd adopted a girl out of an orphan asylum," she said to herself, "but I guess she didn't make much of a mistake after all. If I'd a childlike Anne in the house all the time I'd be a better and happier woman." (p. 172)

From the excerpt, it can be seen that Anne's ability in engaging with others has developed very well. She has made Old Miss Barry like her and even invite her to her house. Anne's socialization in Avonlea has made her be able to communicate better with others and—even people from different age and befriend them without feeling anxious at the beginning. When she enters Queen's, Anne also makes friend with others. In the Academy, Anne has been gradually drawing a little circle of friends about her, thoughtful, imaginative, ambitious students like herself. (205) Anne has successfully built a friendship with the girls who have the same aspiration, ambition, also characteristics like hers. They are Stella Maynard and Priscilla Grant. Anne's friendship with them implies that Anne's ability in making a friend has improved since she can choose her own friend and in a group with the people who have similarities with her, make their friendship's quality improve too. Anne is also able to maintain her relationship with Diana by sending her letters although she has made a new one.

Anne also enters her maturity stage when she finally becomes good-tempered girl. After a long debate within herself whether she should say sorry or not to Mrs. Rachel Lynde, Anne's realization of mistakenly saying bad words to Mrs. Rachel Lynde finally forces her to say it. Encouraged by Marilla, Anne has perfectly made her apologize to Mrs. Rachel Lynde and she accepts it.

Anne admits that she feels relief after she can say sorry to Mrs. Lynde. It shows that Anne does not only try to successfully control her temper but also realize the side effect of saying sorry. Marilla also influences her to understand that she might be angry, but that emotion cannot justify her to be impolite to someone who is older. From then on, Anne starts to encourage herself to say sorry whenever she makes a mistake, for example to Mrs.

Barry when she mistakenly gives Diana wine instead of raspberry cordial and to the Old Miss Barry whom she has insulted when Diana invites her to have a sleepover.

The evidence that shows the good-tempered Anne is when Josie Pye makes her falls after the daring games. Instead of shouting at Josie Pye and blaming her, Anne chooses to accept her 'apology', although Josie Pye is actually never saying it to her. Anne knows to control her temper by using her imagination. She imagines if she were in Josie Pye's position.

Furthermore, she can rethink about what has happened between her and Gilbert Blythe. She decides to forgive him after she knows that Gilbert gives up his chance to teach at Avonlea School so that Anne could teach there.

"I forgave you that day by the pond landing, although I didn't know it. What a stubborn little goose I was. I've been—I may as well make a complete confession—I've been sorry ever since." (p. 221)

However, from the quotation above, it can be inferred that it is not because Gilbert has given his chance to Anne that Anne wants to forgive him, but it is actually more because Anne has reached her maturity to rethink about her behavior. She understands that she used to be very stubborn and denial and that has made her felt uneasy to forgive him. She has softened her heart that she can see what is behind her feeling that used to be denied by her.

As her intimate relationship with Matthew and Marilla grows bigger day by day, Anne is gradually changing her motive in doing every good thing in her life and becomes very responsible. She understands that Matthew and Marilla have taken care of her so that she could be a good girl and also be the brightest one. Thus, Anne starts to set her goal that she would be the credit for the Green Gables folks.

Anne decides to put aside her rivalry with Gilbert Blythe and starts to focus on her goal to be the credit of the Green Gables. As a result of this decision, Anne's choice and the way in pursuing her dream become clearer. She knows what she wants and what she is going to do in the future. That can

be seen from her choice to focus more on pursuing the Avery Scholarship rather than to be the first rank with the highest score as she understands that Avery Scholarship will lead her to pursue a better education and more importantly, to be the credit for Matthew.

Anne's maturity is also shown through her way she shows her responsibility for the Green Gables folks. When Matthew dies and Marilla is sick, Anne decides to give up her scholarship and teaches the nearest school because she cannot leave Marilla alone. When Marilla and the people think that Anne's action is a form of sacrifice, Anne maturely does not think so. She does not feel like she makes a sacrifice for giving up the scholarship to help Marilla. She thinks that it is a must to help the person who has helped her to have a better life.

Through her decision, it can be inferred that Anne is able to feel Marilla's suffering. After she is being empathetic, she decides to be responsible for the situation and take action by leaving her own ambition for good and even arrange solution so that the Green Gables does not have to be sold.

### **Factors that Cause Anne's Character Development**

The second analysis reveals the factors that affect Anne Shirley's character development. There are two major factors, the internal factor, which is related to Anne Shirley's motivation, and the external factors, which are related to the new environment and the people surround her.

#### ***Internal Factor***

The internal factor that causes Anne Shirley's character development is her motivation. When she comes to the Green Gables and realizes that Marilla and Matthew actually want a boy, she is motivated to be the girl that Marilla wants her to be. When she is educated and taken care of by Marilla, she then starts to follow the rule given by Marilla. Her willingness to pray is even firstly triggered by her motivation to be accepted by Marilla and Matthew before finally, she realizes that saying a prayer is a need. When she is continuously changing the motive behind her ambition in the academy, her motivation goes deeper, not only for the sake of

being accepted but how to pay Marilla and Matthew's scarification for her education and life.

Anne's motivation also leads her to change her behavior and starts to give more focus on it rather than her appearance. Anne feels necessary to have a better education since she realizes that a good manner and behavior are very essential for having interaction with other people. Without her motivation, the willingness to learn, change, and develop will never exist, although there are people and environment that force her to develop.

#### ***External Factors***

The external factors of Anne Shirley's character development are in form of the characters that have an essential role also the new environment where she lives.

#### **Guidance from Marilla and Matthew Cuthbert**

When Mrs. Spencer mistakenly sends Anne to them instead of a boy who can help her to help Matthew with the farm, Marilla and Matthew should take care of her without any experience of parenting before. However, Marilla and Matthew have done their best to raise Anne as the substitute parents to Anne. They have successfully internalized the good value to Anne, provided her love, educational and motivational support, and given Anne advice also enlightenment when Anne faces problems since she becomes Anne of Green Gables.

In this novel, both Marilla and Matthew have different roles in educating and taking care of Anne. Marilla provides more about education, knowledge, moral values, religion, and many other things that are more practical. Marilla is the first person who tells her how to behave when Anne asks for any advice before she goes to the drinking tea invitation from Mrs. Allan. She tells Anne to not think too much about herself. She also introduces Anne to the positive habit like saying her prayer before bed, a habit that Anne has never done before she comes to the Green Gables. Marilla also sends Anne to Sunday School and Avonlea School to provide education for Anne. It should be also remembered that Anne would never have her first real bosom-friend if Marilla does not bring her to Diana's house and introduce Anne to Diana.

Meanwhile Matthew has his role to provide love, security, and understanding. Anne calls him the kindred-spirit since he is the first person who accepts Anne to stay at Green Gables. He also patiently listens to every story that Anne told to him. He motivates Anne and always believes that she will be successful in everything. He is also the one who calms Anne when she is in a bad temper because of Mrs. Lynde.

By all of the things they have given to her, Anne grows respect, empathy, and love for them as they are her parents. Anne then also feels like she has the obligation to make them proud, help them, and be a dedicated young woman for Marilla when Matthew has died.

### **Green Gables as New Environment and Identity**

Green Gables as the new home for Anne seems like the last and the most perfect departure in Anne's life until she is sixteen. Green Gables to Anne is such a new hope for her life that used to be full of sorrow and loveless.

"I hadn't any real idea what it looked like. But just as soon as I saw it I felt it was home. Oh, it seems as if I must be in a dream. Do you know, my arm must be black and blue from the elbow up, for I've pinched myself so many times today." (16)

Avonlea, especially Green Gables has been home to Anne since her first arrival. Moreover, it is not just a home, but a dreamland to Anne since she can easily find some beautiful places in Avonlea and them unique and beautiful names. Green Gables is such a turning point in her life, from a lonely orphan who used to live from a house to another and asylum, becomes a girl who gets a proper living, care and socializes with her peers.

Green Gables also has a big role in shaping Anne's identity. Anne's insecurity is not only because of her appearance, but also because she feels that she belongs 'nowhere'. But when she comes to Green Gables, she tells herself that now she should worry less because at least now she is Anne of Green Gables and Anne of Nowhere no longer exists. Anne even declares that she is proud to be Anne of Green Gables when she finally can accept and love herself just the way she is.

### **The Inspiration from Mrs. Allan**

Mrs. Allan is the minister's wife who is still young and smart. Since her first arrival at the Green Gables, she has captured Anne's attention for her unique demeanor which is different from the common minister's wife. Like the minister's wife who usually must behave calmly and only walk behind her man, Mrs. Allan shows herself in front of everybody and even starts a close relationship with the children, which refers to what Anne called as 'deep talk'. She builds a relationship with children with fewer boundaries. She also wears clothing that according to Mrs. Lynde is too worldly for a minister wife.

Through how Mrs. Allan is described in the novel, it can be understood why Anne idolizes her and is inspired by her. It is not just because Mrs. Allan is able to take her heart and attention, but also because Anne feels they both have similarity. Both Anne and Mrs. Allan are considered as the people who are quite different from the society of Avonlea. It is rare to find someone who has a spark of imagination like Anne has and Anne also feels different because she is an adopted orphan who is brought to Avonlea. Meanwhile Mrs. Allan is considered different because the way she dresses up and behaves seems to break the conventional rule of what the society expects from a minister's wife.

Mrs. Allan also tells Anne that she used to be very mischief when she was a little girl but she grows to be a good woman. Her life story that she tells to Anne also makes Anne feels more connected to her as she can relate how it feels to be called mischief and troublemaker by the people and also to have a hope of being a better person in the future.

Mrs. Allan's figure is easily affected Anne and inspires her to be a better person. Mrs. Allan also the one who discovers Anne's ability in singing and tells Anne about it. However, it impacts on Anne's confidence since she used to be too afraid to admit that she has indeed a good voice. Mrs. Allan's ability in seeing Anne's hidden talent and encouraging her to believe it makes it clear that she is the person who really puts huge care toward Anne, besides Marilla and Matthew. By all similarities and their interaction, Anne becomes very inspired by her and uses her figure as Anne's 'hope' to be a better self in the future.

### Peers' Support

Diana is the first person who makes Anne realize that love can also exist for someone whom we have just known. Befriending Diana, Anne learns to love and be loved as a bosom-friend. Being loved never happens to her when her only friends are Katie Maurice and Violetta.

In addition, Anne's friends at school also play a big role in Anne's character development. Anne feels that she is important and loved when she comes back to school and everyone is glad and gives her presents. When she is sick, all of her friends also visit her to show that they care for Anne. These treatments boost Anne's confidence and understanding of her own existence. She used to think that darker hair and fair skin will lead her to happiness. Yet, in the end, she realizes that the people around her, including her friends, have just made her feel grateful and important. Her close friends such as Ruby Gillis, Jane Andrews, and Diana Barry also the people who have ensured Anne that she is beautiful and suitable to be Lily Maid.

believed by the society where she lives as an adopted child.

In the stage of realization and learning process, she starts to internalize the new values in defining herself in order to be accepted, inspired by other characters and her new identity, and understands her emotions. The girl finally reaches the final stage, which is maturity. At this point she is able to be confident by accepting her own self and be grateful, able to control her emotion, easygoing by maintaining her friendship with her old friend and choose the most suitable circle for her when she pursues higher education, and responsible by involving others in her decision making.

It is also found that the roles of the parents, inspiring figures, and environment give a huge impact to the one's character development. The motivation that triggers the girl's willingness is also important in developing her character. Her motivation to be accepted by her new parents and new society gives her willingness to learn new things, control herself, and internalize new value.

### CONCLUSION

*Anne of Green Gables* tells about a girl named Anne Shirley whose character develops through her journey and learning process before and after she comes to the Green Gables. Her character development is explained through three stages; the early stage, realization and learning process, and maturity. The research reveals that once a loveless girl like Anne Shirley can experience a gradual development through the journey of life from a loveless little girl into a mature teenager.

The research reveals that a girl can be loveless when she is an orphan and is not provided and surrounded by love and enough care. In the early stage, a loveless girl is first introduced as a girl who is very insecure about her identity and appearance, has a problem in coping and expressing emotions since nobody teaches her how to acknowledge and control them. She is also described as a loner because she finds difficulty in making friends and socializing with others. In addition, she lacks of religious and cultural values that are strongly

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