

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

In order to focus on the main character in this thesis, which is behavioral changing of the main character in the novel *Cage of Stars* by Jacquelyn Mitchard, the writer uses the intrinsic approach suggested by Edgar V. Roberts. Intrinsic approach is used to explore and understand the work itself. The intrinsic approach is focusing on the literary work in isolation from other aspects outside the work of literature. The approach is used to analyze the intrinsic elements of the work such as character, plot, and conflict. It is used to know more about who the main character is, how the main character's behavior changes after losing her two younger sisters, revealed from the tragic experience, and how her sense of guilt affects her life.

The writer tries to do a study on the changing of the main character's behavior in Jacquelyn Mitchard's novel, *Cage of Stars*. In fact, psychological background of the main character will be analyzed by using Erik H. Erikson's psychosocial - developmental stages.

Furthermore, psychological background of the main character is used to reveal the inner conflict faced by the main character, Veronica, which also strengthens the writer's arguments in analyzing the developmental stages of a person. This is applied to support the writer in interpreting who is the main

character portrayed in the novel, the main character's problems, how the problems occur, and how it affects to the main character.

### **1. Intrinsic Approach**

In making the analysis, the writer focuses on the novel *Cage of Stars* itself. The writer discusses the main character's behavioral changes after she is losing her younger sisters and feels guilty. Then, the appropriate starting point is by focusing the analysis on the intrinsic elements of the novel. In fact, the most important thing to begin the analysis is to go directly toward the work. The main thing in order to begin an analysis of a literary work is discussing its intrinsic elements in order to give clearer understanding about the literary work itself. Intrinsic approach covers the elements such as characters, plot, setting, point of view, and theme. In order to maintain the objective of the study, the writer focuses on the character and plot.

#### **a. Characters and Characterization**

Since the writer focuses on the main character, the writer considers using Edgar V. Roberts' *Writing Theme about Literature* to explain the meaning of character. Roberts, in his book, stated that,

Character in literature is an extended verbal representation of a human being, the inner self that determines thought, speech, and behavior. Through dialogue, action, and commentary, authors portray characters who are worth caring about, rooting for, and

even loving, although there are also characters at whom you may laugh or whom you may dislike or even hate. (64)

Thus, the readers may know the personality of the characters in the story through the character's actions and dialogues toward other characters.

In studying a literary character, it is important to know the traits of the character. According to Roberts, a trait is a mode of behavior or quality of mind, such as acting first and thinking later, or looking into a person's eyes. Often, traits are minor, but sometimes a particular trait may be the primary characteristic of a person (65). So, characters may be lazy or ambitious, careful or careless, confident or self-doubting, and so on.

Moreover, Roberts also stated that there are two types of character. The first is 'round character' and the second is 'flat character'. Round character profits from experience and undergoes an alteration, which may be the realization of new strength and the acceptance of new condition. Obviously, round characters are central to serious literature, for they are the focal points of conflict and interest. Round character can be called as dynamic character (66). In contrast to round characters, flat characters do not grow, no matter what the circumstances. They end where they begin, and they are static, not dynamic like the round characters.

In Gill's *Mastering English Literature*, he also explains about round and flat character. He explains that round characters are full, complex and rich, whereas flat characters are simple ones. Then, another way of distinguishing between characters of a wide and those of narrow range is to call one open and other closed (94). It means that the open character can grow and develop, whereas

a closed one is fixed and not changing. Gill also explains about the difference between the character and characterization. Character is a person in literary work, while characterization is the way in which the character is created (127). Gill argues that characters in books may have all sorts of links with the people we meet everyday (in some cases we feel more strongly about them than real people) but we only meet them in books. A way of putting this is to say that characters are all the product of characterization; that's to say, they have been made in a particular way. Characters are what they are like because of the way they have been made. The kind of conversation they have, the things they do, their appearances and so on are the particular ways which the author has chosen to characterize his or her characters (127).

It is important to understand the character's feelings, thoughts, words, and also action in the novel by focusing an attention on the characterization of the main character, in this case, Veronica. Then, by analyzing the character as one of the intrinsic elements, the expectation is to achieve a deeper understanding of Veronica as the main character.

#### **b. Plot**

According to Edgar V. Roberts and Henry E. Jacobs in *Literature – An Introduction to Reading and Writing*, he explained that in a well-written story, all the actions or incidents, speeches, thoughts, and observations are linked together to make up an entirety, sometimes called an organic unity. The essence of this unity is the development and resolution of a conflict in which the protagonist or

central character is engaged. The pattern in which the protagonist meets and resolves the conflict is called the plot. The plot is based on the interactions of causes and effects as they develop sequentially or chronologically (59).

The most significant element of plot is conflict. In fact, it is the essence of the plot. Roberts said that in conflicts, human energy was brought out to the highest degree (52). Conflicts will develop the tensions that attract the reader's interest toward the story of the novel. Roberts also stated that the controlling impulse in a connected pattern of causes and effects is conflict, which refers to things that a character (often the protagonist) must face and try to overcome (often the antagonist) (94).

Holman and Harmon in *A Handbook to Literature* stated that conflict is the struggle that grows out of the interplay of the two opposing forces in a plot. Conflict provides interest, suspense, and tension. One of the opposing forces is usually a person, and this person is usually the protagonist (107). Roberts then stated that conflicts might also exist between groups, although conflicts between individuals are more identifiable and therefore more suitable for stories. A difficult or even impossible choice, dilemma, is a conflict for an individual (95).

A conflict can also be brought out in the differences between ideas or opinions. Through the plot, the writer can show about Veronica's conflicts as well as shown in the novel. Conflict with her self (inner conflict), with another person or with other situation. Like Holman stated that the character who usually the protagonist may be involved in conflicts of four different kinds: (1) a struggle against nature, (2) a struggle against another person, (3) a struggle against society,

or (4) a struggle for mastery by two elements within the person (107). The plot and characterization are in fact connected, so in understanding about one character, it is indeed, cannot ignore the plot of the story.

Afterward, in this thesis, the writer wants to seek the beginning of the problem dealing with the guilty feeling faced by Veronica Bonham Swan as the main character in the novel *Cage of Stars*, after she is losing her two younger sisters, Ruth Swan and Becky Swan, then finally the main character deals with her guilty feeling and finally can go on with her own lives peacefully by forgiving the killer at the end of the novel.

## **2. Psychological Background of the Main Character**

### **a. Behavioral Changing of the Main Character, Veronica**

Psychological background here means going deeply to the character's feelings and thoughts. The importance of this background in literary study is in fact that both psychology and literature focus their object of study on human. In the book *Theory of Literature* Rene Wellek and Austin Warren stated that Psychology of Literature, means the psychology of the writer, as type and individual, or the study of the creative process, or the study of the psychological types and laws present within works of literature, or finally, the effects of literature upon its reader (audience psychology) (81).

Childhood may have a very big impact to someone's adolescence through the adulthood. Erikson's theory of personality development has much in common with Freud's, but it is marked by some important differences. It deals with the

entire of life cycle. The life cycle is an important concept in Erikson's theory, and it refers to eight principal stages through which the person must pass on the route from infancy to old age.

In this study, the main character experienced the tragic experience in her twelve years old, which is considered as adolescence. Santrock in his book *Life-Span Development* explains that adolescence is not a time of rebellion, crisis, and deviance. A far more accurate vision of adolescence is of a time of evaluation, of decision making, of commitment. What adolescents need is access to a range of legitimate opportunities and to long-term support from adults who care deeply about them (370). In Hilgard and friends in their book *Introduction to Psychology* are also explaining about the role of adolescent, they stated that adolescence refers to the period of transition from childhood to adulthood. The age limits are from age twelve to the late teens when physical growth is nearly complete (91).

Erikson is one of Freud's friend and his early followers. Each of Erikson's eight stages presents the individual with a developmental task, an achievement he must accomplish before he can successfully move on to the next stage. This describes Erikson's principle of epigenesis, the view that the personality evolves from the way in which the person copes with the challenges of the various developmental tasks (Bruno 346). According to Craig, in his book entitled *Human Development*, Erikson's eight stages of development encompass all ages of human life. He sees personality formation as a continuing process throughout childhood, adolescence, and adulthood (44). Erikson, in Hilgard and friend's book describes that a progression of psychosocial stages in which the child faces a wider range of

human relationships as he or she grows up and has specific problems to solve at each of these stages (79).

According to Erikson in Bruno's book *Behavior and Life – An Introduction to Psychology*, there are eight developmental stages.

1. **Trust versus Mistrust** (ages 0 – 1), trust for the infant is the preverbal conviction that the world is a good place that other people – particularly one's parents – really care. If an infant's needs are not adequately met – if he is ignored or abused, he will develop a sense of mistrust – the conviction that the world is a bad place.
2. **Autonomy versus Self – doubt** (ages 1 to 3) becomes the second stage of Erikson developmental stage, and it is associated with toddlerhood, the years from two to three.
3. **Initiative versus Guilt** (ages 4 to 5) is associated with the preschool period.
4. **Industry versus Inferiority** (ages 6 to 11) is associated with the school-age child. The kinds of craft and skills encouraged by organizations such as the Campfire Girls reinforce a child's natural desire to develop a sense of industry, the feeling that one has the capacity to organize and complete a project. If either adult regularly discouraged tendencies toward industry, the result may be a sense of inferiority.
5. **Ego identity versus Role confusion** (ages 12 to 18, adolescence), the great task of this period is to develop a sense of identity. The adolescence



that “can’t get it together” suffers from the role confusion, the feeling that he is wandering through existence with no clear-cut goals and poorly defined future.

6. **Intimacy versus Isolation** (ages 18 to 30, adulthood) becomes the sixth stage that is associated with late adolescence to early adulthood. The basically normal young adult, a person who has more or less successfully consolidated the prior five stages, will be inclined to seek out others and the aim is to establish the intimacy. If one has no close friends and no loving relationship with another person, that person will experience a sense of isolation.
7. **Generativity versus Self-absorption** (late adulthood) is associated with the middle age. The middle-aged person with a healthy of personality will care about other people, including future generations; this is why Erikson means by generativity. Then, a person in which a sense of generativity is absent will suffer from self-absorption.
8. **Integrity versus Despair** is associated with the old age (347).

The key of Erikson’s theory is the personality development linked to human’s relationships with others. According to the main character as the main object in this thesis, the writer will refer to the fifth and the sixth psychosocial developmental stages suggested by Erik H. Erikson. It is helpful to reveal the inner conflict of the main character whom in the phase of adolescence suffers from a feeling of guilty.

The fifth stage of Erikson's psychosocial stage used in this thesis is to explain the psychological condition of the main character, in the age of 12 years old. It is explained that usually in the adolescence phase, a person prefers to be in a group or feel comfortable with his or her friend. They have a rule in that group and much more believe in group's role instead of family's role. The writer takes the fifth stage in order to relate it with the main character's behavioral changes after losing her younger sisters at the age of twelve.

Erikson, in his book *Childhood and Society* explains that the sense of ego identity, then, is accrued confidence that the inner sameness and continuity are matched by the sameness and continuity of one's meaning for others. While the danger of the fifth stage is role confusion, where this is based on a strong previous one doubt as to one's identity (228).

Then, the sixth stage is used to understand the behavioral changing of the main character in the age of 18 above. The sixth stage is about the young adult phase. It explains that usually a person will find a peer or soul mate that someone is trusted on. If so, someone will feel in deep intimacy with one.

## **B. Review of Related Studies**

Since the writer doing her thesis, she cannot find any of related studies discussing about Jacquelyn Mitchard's novel, *Cage of Stars*. But, the writer found many critics and comments that have been made related to the novel *Cage of Stars*. Most of the writings raised different issues that are found in the novel. Then, the writer found an analysis concerning in character development. It is an

undergraduate thesis written by Minerva Maghribi entitled “*An Analysis of Skeeter’s Character Development in James Street’s Weep No More, My Lady*”, in her thesis the main character suffers from losing his pet. In her thesis, she analyzes about the absence of his pet and how he finally find the meaning of a “real man”. The fifth stage of Erik Erikson’s developmental stages is used to analyze the development of the main character, Skeeter.

While, in this thesis, the writer used the intrinsic approach which in this thesis discussing about character, plot and conflict also the fifth and the sixth stage of Erikson’s psychosocial developmental stages in the analysis and support the psychological condition of the main character, Veronica. The writer’s research is also different from Minerva Maghribi’s work since the study of the novel *Cage of Stars* is analyzing the behavioral change of the main character after losing her younger sisters.