

## CHAPTER II

### THEORETICAL FRAMEWORK

In this study, the writer wants to analyze the connection between children's developmental stages and character development in the main character of *The Adventure of Pinocchio*. In order to accomplish that the writer needs to apply the intrinsic approach by interpreting the literary work and explore it deeply. Beside that approach, the writer also uses the psychological theory as the extrinsic approach to make the study more complete.

The psychological theory is applied to make a connection between the development of the main character and children developmental stages. Moreover, the writer tries to focus on certain part of psychology, which explains about how, what, why, where, and when the development of the main character is taking place and the similarity with children developmental stages. This branch of psychology, which studies children development, called Children Developmental Psychology, is concentrated in the Cognitive Development. The writer assumes this is suitable to analyze the work of Carlo Collodi, since in it explain about the development of a child physically and socially. The writer will limit the usage of the theory in the analysis.

#### A. The Intrinsic Approach

Wellek and Warren in *Theory of Literature* state that the first step in working in literature is by doing the interpretation and analysis of the work of literature itself (139). This means that in order to make a good analysis in the work of literature, we must focus

on the element that build the literature itself, such as theme, plot, setting, character and characterization, etc.

From those elements of literary work, the writer will mainly discuss about character and characterization, and the setting of the story. The writer chooses these elements because he assumes that these elements have a strong connection between the developments of the main character as an imitation of children's developmental stages.

### **A.1. Character and Characterization**

Character is a term used in literary work, to name persons who involve and develop the story from the beginning until the end. Character inside literary works sometimes is not a real person; it is only created by the author of literary work. When the author wants to create certain character, he or she will take some aspects of ordinary persons then he or she will develop it as they please and put it anywhere they prefer. The result is the character becomes not ordinary person but a fictional character, which only exists inside the literary work.

Shaw explains in *Dictionary of Literary Terms* that the term of character has several meanings, but inside literature it has specific meaning, which is a person represented in a story, novel, play, etc. He also explains that in 17<sup>th</sup> and 18<sup>th</sup> century of England, a character was a formal descriptive analysis of particular virtue as represented in a person (70-71). According to Robert and Jacobs in *Literature: an Introduction to Reading and Writing*, character has several types, round and flat, open and closed. Round character is major participants in fiction, full, complex and rich; meanwhile flat character is minor participants in fiction, or simple one (1039). Other types are more concern with

the capacity of the character to change; an open character can grow and develop, but closed character is fixed and unchanging.

The usages of character inside novel are different from the play, especially from the character's appearances and activity during the story. Inside the novel, the appearance of the character is depending on the author; from the existence until the characteristics of the characters. However, the most important thing is to convince the reader that the characters inside the novel are real and exist in their own world. Nevertheless, we can still analyze a character by using a particular psychological theory, since a character is a person in an imaginary world of a novel.

Besides the types of round and flat character on previously discussion, there are other types. They state that these types exist if we see from the conflict point of view; we can find protagonist and antagonist. Moreover, they explain that protagonist is a character that we identify and adore; and it likely to be the round character, meanwhile antagonist is opposing the protagonist and often become the enemy inside the novel (1039). They also explain about how characteristics of a character may develop. When we analyze a certain character, we will not only analyze the physical appearances, but we will also analyze the psychological condition of the character. This we may see by the way the author write about a character, whether the way it thinks, behaves and reacts toward diverse situations and events (144). This character's development will be interesting to observe, because in it we can see the character's development, from one thing to another, in which many of conflicts will take place, whether from inside or outside.

Meanwhile Shaw explains that inside literary work there is some creation of the images of imaginary persons, it is called characterization. It existence inside every

literary work are crucial and important for the reader. The reader will need to know that the characters inside literary works are alive. In order to be sympathizing or opposing, the reader must see or even imagine how a character talks and acts like the real world. That moment is when the author uses characterization to fulfill what the reader wants (71). All of those feeling and expression from the character are needed to build the atmosphere of the story or the mood. This is important to make the story interesting or not. If the mood is flat or with no feeling from the character, the story would be boring, but in other hand if it is full of the character's feeling, the story will be interesting to read.

Moreover, Shaw states that the author can use any or all of several basic means of characterization, in which a character can be revealed by a character's action, a character's speech, a character's thoughts, a character's physical appearance and what other characters think or say of him (71). Therefore many of fictional characters look like the real persons, because the author describes the fictional character as if they were real ones, with human attributes.

## **A.2. Setting**

Robert and Jacobs state that setting refers to the natural and artificial scenery or environment in which character in the literature live and move; together with the things they use (229). This means that in the literature, the author takes the big responsibility in "carving" and "making" the environment of the story, they must create the environment which surrounding the characters as interesting as possible, so the reader will not be bored. Shaw explains that setting is the environment or surrounding of anything. This term is usually applied on literature to the locale or period in which the action in the

literature takes place (340). Therefore the existence of this element is crucial to the existence of the story, especially to the mood of the story.

Robert and Jacobs also explain that there are two types of setting; natural and manufactured nature, in a short way, it is one of the major forces that governing the circumstances of character who experience life and try to resolve their conflicts (230). The analysis of the setting will help us to understand more about the main character, Pinocchio; especially on everything that he experiences in the story.

## **B. Extrinsic Approach**

### **B.1. Psychological Approach**

According to Wellek and Warren in *Theory of Literature*, they state that literature is an imitation of life in large measure. Moreover, literature takes social reality, the natural of world, and subjective of individual as the objects of inspiration (97). Because of the complexity of the real world we need to use a certain kind of tools to analyze it, especially if it is a world inside the novel; a world that full of imagination from the author. The writer decides to use psychological approach, since it is the most appropriate approach to analyze intrinsic aspect of the literary work, especially the main character. Furthermore, they also explain that the psychological approach considers the main character's psychology (36).

The fields of psychology are wide, especially those who give contribution in the field of child psychology research. Many of psychology scholars give a comment, opinion, or even theory regarding this field. Why this field seems to be an important discussion in psychology? This is because children are the basic of human-adults, because every human-adult has come in the world as an infant, and in the development,

they will pass the stage called childhood. A child is a miniature of an adult, which comes in a small version, if species evolved onto other species, then it is only a small step for child to evolved and developed into adult (Carol Tomlinson-Keasey: 6). The psychologists that give contribution to this field such as Sigmund Freud (1856-1939) with his psychoanalytic theory, he believes that personality has three structures: the id, the ego, and the superego; he also believes that every human must go through five stages of psychosexual development, and at each stage of development the subject (human) experience pleasure in one part of the body more than in others; the stages are oral stage, anal stage, phallic stage, latency stage, and genital stage. Meanwhile other psychologist who also gives contribution is Erik Erikson (1902-1994). He suggests that every human must go into psychosocial stage, in contrast to Freud's psychosexual stage; the stages that Erikson suggest are trust versus mistrust, autonomy versus shame and doubt, initiative versus guilt, industry versus inferiority, identity versus identity confusion, intimacy versus isolation, generativity versus stagnation, and integrity versus despair. In each stage consists of unique developmental task that confronts individual with a crisis that must be faced. There are still many of psychology scholars who give contribution to the field of child research, regarding the development.

In this study the writer decided to use the theory from Jean Piaget (1896-1980). His theory is about cognitive development in children, especially about the developmental of a child from physical, social, and psychological point of view. Piaget stressed that children actively construct their own cognitive worlds; information is not just poured into their mind from the environment. He believes that children adapt their

way of thinking to include new ideas from additional information furthers understanding (Santrock, *Child Development*: 41).

### **B.1.1. Cognitive Theory**

From Piaget's opinion that Santrock quoted above we know that in order to make the cognitive develop in right way, every child must go through into four major stages of cognitive development. These stages are age related, which means that in every stages there are age span, and in every span the cognitive is developed, which makes in one stage is more advance than before. These stages are sensorimotor, preoperational, concrete operational, and formal operational. However the writer adds one stage to begin the stages from Piaget, it is prenatal stage from Hetherington & Parke. In each of stages a child gains a new ability, besides the ability and cognitive, the physical ability also develops, this is because the physical ability has a strong relation with the cognitive ability. Cognitive takes a great role in controlling the movement or even the physical ability for each child.

#### **B.1.1.1. Prenatal Stage.**

In prenatal stage exists three periods; they are the period of the zygote, the period of the embryo, and the period of the fetus. According to Hetherington and Parke in their book *Child Psychology* that they adapted from Fischer and Lazerson, 1984 the period of fetus; lasts for about 10 weeks until 38 weeks. In this period the process of nervous system takes place and Pinocchio action already shows that his nervous system begins to form. As Hetherington and Parke explain that the development of nervous system will take place. Even though it is not fully developed yet, there will be movement

of the fetus, which indicates that the fetus is alive. Moreover, several activities also happen, such as sucking, swallowing, hiccoughing, and stroking the foot (104).

#### **B.1.1.2. Sensorimotor Stage.**

The sensorimotor stage of a child will take place in the first year of infant's life until 2 years old. If the previous stage a child called a fetus, in this stage, a child is called an infant, and the period is known as infancy. In this stage a child will develop his or her sense of movement and action in order to make response to the outside stimulation. This coordination of movement occurs due to the sensorimotor nervous already constructed inside the infants (Santrock, 214). While Hetherington and Parke explain that when an infant was born, he or she will try to construct its understanding about the world, since the world is a new place for him or her. An infant will try to figure out everything that exists in his or her surroundings. This construction is based on his or her daily experience, such as hearing and seeing. The infant's nervous system will accept the image or sound as the outside input, and the input will be restored inside his or her brain as the first experience. The brain will process the input, and give command into the sensorimotor nervous to move or to response toward the outside input (297).

Meanwhile inside this stage there are sub-stages, which exist for the detail explanation. According to Santrock the sub-stages are divided into four sub-stages, they are simple reflexes, secondary circular reactions, coordination of secondary circular reactions, tertiary circular reactions, novelty, and curiosity. The simple reflexes are the basic means to coordinate at the sensation and action through the reflexive behaviors, which the infants have at birth. A secondary circular reaction is the second sub-stage, in this sub-stage an infant becomes more objects oriented or even focused to the world. An

infant would move beyond preoccupation with the self in sensorimotor interactions. The third is coordination of secondary circular reactions. In this sub-stage several significant changes take place involving the coordination of schemes and intentionality. The last sub stage is tertiary circular reactions, novelty, and curiosity. In this sub-stages an infant becomes curious by the variety of properties that the objects possess and by the multiplicity of things, he or she can do anything to the objects (215-216).

#### **B.1.1.3. Preoperational Stage.**

In this stage, a child already move in front of his or her previous stage, the advance ability will be achieved during this stage, but this stage also known as the waiting stage, in which it means that a child when experiencing this stage, he or she will be waiting for the further development. In the waiting stage children will train their ability to go more beyond in the next stages. Santrock states that in this stage a child begins to represent the world with word, images, and drawing; he or she starts to appreciate and understands the world with their own eyes; this stage lasts for about 2 to 7 years of age (42). The process of representing the world will be achieved easily with the previous ability he or she already owns, also in this stage the ability will be trained and improved, for the basic provisions or foundation to the next stage.

#### **B.1.1.4. The Concrete Operational Stage.**

In this stage a child is no longer in waiting process; he or she is ready to accept the further development in their cognitive thoughts. Santrock explains that in this stage, children are entering the highest capability in the term of cognitive development; they begin to show that they are able to organize and synchronize their action with certain

rules logically (42). Moreover they begin to develop their cognitive minds in the more complex way as if they were adults. They will gain the new abilities of conservation such as in number, area, volume, orientation, and reversibility; also the ability to solve problems in a logical fashion, but they are not able to think abstractly or hypothetically (P540-Learning & Cognition, Online).

The more children develop their cognitive, the more ability they receive. They also begin to make a contact with outside world; also in widening their ability to learn about new knowledge, because usually children in that stage is about 7 years old, in which a perfect age to enter a school and begin to study. Soon they will arrive in the last stage of cognitive development, with marks the maturity of children.

#### **B.1.1.5. The Formal Operational Stage.**

In this stage, children are entering the highest stage in cognitive development. They will gain more ability which indicates that their cognitive is in progress. Santrock states that in this stage, children will move beyond the world of concrete experiences and they will think more abstractly and logically. This stage happens between the ages of 11 and 15, in which children are regarded as teenagers (42). In this age children arrive in the mature process in which they will be more likely adults than children, whether in the way they look or think. Responsibility will be added to carry on their maturity into highest level as human. Rational way of thinking would be a common thing to see in this stage.

However, soon after they are ready, they will pass on their ability to the next generation, by giving example or teaching. They will change the role as the parents, with all kind of wisdom, and experiences that they possessed. Then the process of regeneration will continue.

# **CHAPTER III**

## **ANALYSIS**