

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

This study is to analyze "The Impact of Family Nurture on a Child's Behavior". To get a fuller understanding about the story, the writer needs to concentrate on the novel itself. Therefore, the Objective Theory is required. The first step to come to the analysis is to see the inner elements of the novel. Thus, the application of the Intrinsic Approach is inevitable.

Moreover, to clarify the influence of family role toward a child, the writer applies Psychological Background, especially, which is related to the development of a child. The theory, approach, and background above will be used to analyze Little Lord Fauntleroy.

#### **A. OBJECTIVE THEORY**

According to Rene Wellek and Austin Warren in Theory of Literature, the starting-point for a study of literary work is the interpretation and analysis of the literary work itself. The first and

most prominent concentration on their study should be directed toward the work (ibid., p.139).

Abram's Objective Theory is considered as theory, which analyzes literature, based on the work itself without concerning any other references.

In The Mirror and The Lamp, Abram stated:

“...The ‘objective orientation,’ which on principle 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.”(ibid., p.26)

### **A.1. INTRINSIC APPROACH**

To come to the analysis of the Objective Theory, it requires the description of the intrinsic parts of the novel. Thus, the approach to its intrinsic elements is inevitable.

The internal elements included in this part are characterization and setting. It is for the reason that the subject of the problem is on the main character, together with some other characters that have direct relationship to the main character in building his characters. While the

setting of the story provides the readers with valuable information about the surrounding where the characters lives.

### **A.1.1. CHARACTERIZATION**

According to Edgar V. Roberts and Henry E. Jacobs in Literature: An Introduction to Reading and Writing, character in literature generally, and in fiction specifically, is an extended verbal representation of a human being, the inner self that determines thought, speech, and behavior. Through dialogue, action, and commentary, author capture some of the interactions of character and circumstance (ibid., p.143). Therefore, a character is a reasonable facsimile of a human being, with all the good and bad traits of being human (ibid., p.56).

In Mastering English Literature, Richard Gill stated that characters in novels have been specially created by author. When authors create characters, they select some aspects of ordinary people, develop some of those aspects whilst playing down others, and put them together as they please. The result is not an ordinary person but a fictional character who only exists in the words of novel (ibid., p.90).

Characters are disclosed in fiction through four distinct ways, that are, *what the characters themselves say (and think), what the*

*characters do, what other characters say about them, and what the author says about them, speaking as storyteller or observer* (Roberts and Jacobs, p.147-148). From these ways, the writer attempts to have a descriptive picture about the main character being analyzed. To support it, it will be supported by some other characters that are directly related to the main character.

### **A.1.2. SETTING**

Setting refers to the natural and artificial scenery or environment in which characters in literature live and move, together with the things they use. The setting may also extend to references to clothing, descriptions of physical appearance, and spatial relationships. In short, the setting of a work is the total references to physical and temporal objects and artifacts (Roberts and Jacobs, 229).

While in Mastering English Literature, Gill states that setting covers the places in which characters are presented; the social context of characters, such as their families, friends, and class; the customs, beliefs, and rules of behavior of their society; the scenes that are the background of the situation for the events of the novel; and the total atmosphere, mood or feel that is created by these (ibid., p.106).

In conclusion, the setting makes the readers familiar with the reality in which the characters live. From it, the readers are informed about circumstances that often influence the characters' development, to the good or to the bad (Bakker, p.10).

## **A.2. PSYCHOLOGICAL BACKGROUND**

The relation between Literature and Psychology is separated into four kinds: *the psychological study of the writer, as type and as individual; the study of the creative process; the study of the psychological types and laws present within works of literature; and the effects of literature upon its readers* (Wellek and Warren, p.81). In this case, the study will be taken to the third relationship, that is, the study of the psychological types and laws that exists in works of literature.

The term *Psychology* indicates science or study of the mind and its processes (Hornby, p.782). Within the work of literature, the element of fiction which is closely related to the term above is the character since it is an extended verbal representation of human being. And the creation of characters may be supposed to blend, in varying degrees, inherited literary types, persons observed, and the self (Wellek and Warren, p. 89).

Therefore, the application of Psychological Background is for elaborating the analysis, which is about how the role of the family affects a child in his behavior towards his surrounding. Related to this study, the writer compiles the sources which will help the analysis from: Child Development by Laura E. Berk, The New Book of Knowledge Vol. 3 C, Developmental Psychology Today by Lois Hoffmann, Scott Paris, and Elizabeth Hall, The Growth and Development of Children by Catherine Lee, and Essentials of Understanding Psychology by Roberts S. Feldman.

### **A.2.1. INFLUENCES ON CHILD DEVELOPMENT**

The period of childhood, which lasts from 2 years old until late childhood, about 12 years old, is an essential stage for a child. It is the time when a child goes through some development, which will lead him to maturity (Hoffmann, Paris, Hall, 1994).

Many different factors can influence a child's development. While some experiences help to further development, others can delay progress. It is important to understand what some of these influencing factors are.

The two major factors that influence child development are **nature** and **nurture** (Feldman, 1994). Nature refers to genetic factors,

which are those traits passed on to the unborn baby by the parents. Whereas nurture refers to the environment, which is the world around us.

From birth through adulthood, a baby's genetic potential can be changed by the environment in helpful or harmful ways. The environment may be thought of as all of the people and things with which a child comes in contact. The first major environmental influence after birth is the baby's **home and family**. Mothers and fathers are usually the first important people in a young person's life. Another part of the environment is the **community** consisting of the neighborhood, friends, neighbor, teachers, babysitters and many others. The third part is the **country** in which the child lives. Each of the lessons learned by children help the process of growth and development (The New Book of Knowledge, p.228).

#### **A.2.1.1. THE FAMILY**

As explained in the previous paragraph, family is the first major environmental influence after birth. It is the first and formative context for development. Other social settings also have important consequences for development, but the impact of the family is, without a doubt, the most profound.

Family is the source of unique ties to others, for within it, children experience their first relationships of abiding commitment and love. The parent-child relationship is an essential context for the development of intellectual skills, language competence, and social and moral values. Thus the family provides the foundation for an impressively diverse array of characteristics that makes each of us human (Berk, p.599).

#### **A.2.1.2. THE ROLE OF THE ADULT**

In The Growth and Development of Children, Catherine Lee states that young children are entirely dependent on adults for their survival and care. Concerning that adults who surrounded children are the most powerful part after birth, the role of the adult is undoubtedly influential, especially in the early life of young children.

As the responsible adults, parents should try to set down the things that they should do as follows:

*Making relationships* First parents make a relationship with children. The relationship between adults and children, which is most helpful to the children, is one of love, trust and acceptance. Moreover, in Child Development, Laura E. Berk mentions that socialization within the family contributes a great deal to the children's character. The impact

can be traced in the children's own relationships in the wider world of neighborhood and school. It is for the reason that in the process of socialization, parents take a part of shaping the behaviors of their children so that they grow into competent, contributing participants in the society as they gain maturity (ibid., p.605).

*Providing and planning* Parents provide their children with shelter, food, companionship, material for play and work and time to use it.

*Setting standards* Adults set standards and patterns in skills and in social relationships which is mostly done unconsciously. The standards are implicit in the behavior, in the reaction to situations as they arise, in the attitudes towards other people, in the tones of the voice and in the way parents tackle their work. As children have a tendency to imitate, this method is one way to strengthen their obedience.

*Preventing dangers* Parents try to foresee and prevent dangers and distractions for children. Parents keep out of their way such adult tools as might hurt them; parents guard their health by keeping the surrounding clean, by teaching them to wash themselves, and so on.

From the references above, the writer learns that the role of parents in the family is influential in shaping the character and behavior of their children. By using this background, the writer will try to analyze its impact on the main character.

## **CHAPTER III**

### **ANALYSIS**