

CHAPTER II THEORETICAL BACKGROUND

The study is meant to give a view of how the influence of environment acceptance is to a child's behavior. The writer intends to analyze the Dursleys' and the Hogwarts people's treatment to show their acceptance to Harry and the impact of this treatment toward Harry's behavior. In order to obtain the purpose she uses the objective structural approach. Accordingly, the novel will be analyzed intrinsically on three elements, respectively: characters, settings, and plot. The character will be expounded primarily. The setting and plot will be discussed to accomplish the analysis of the previous statement.

A. Structural theory

Literature theory is only one aspect of structuralism. Structuralism in general is an attempt to apply linguistic theory to object and activities other than language itself. Structuralism as the term suggests, is concerned with structures and more particularly with examining the general laws by which they work. Literary structuralism flourished in the 1960's as an attempt to apply to literary methods and insight of the founder of modern structural linguistics. It is the extension of the Russian formalism which was proposed to exempt literary study from other subjects of study, such as psychology or history. The formalists tried to look for the characteristics of literature: literariness. Structuralism, in literary study, views literary texts structurally with deep laws and structures underlying

literary text. What is notable about structural analysis is that it concentrates entirely on the form to have a certain intrinsic significance (Eagleton 84).

Structuralism is used as a basic assumption that views a work of literature as a total, one united meaning and intrinsic coherence. It is the basis of the structural approach which concerns with the intrinsic elements of the work of literature. It is used to accomplish the description of the intrinsic elements being analyzed (Teeuw 124).

Ann Jefferson in her book *“Modern Literary Theory: A Comparative Introduction”* underlines some important aspects of structural criticism. The structural criticism emphasizes on the form to exclude the objects of the content. The essential feature of structural criticism is the totality of the work. It concerns with the structure which implies a whole organization. The structure should be synchronically organized based on the presence of intrinsic element being analyzed (68).

Jean Piaget mentioned three aspects of structural concept:

- a. The idea of wholeness, internal coherence: its constituent parts will conform to set of intrinsic laws which determine its nature.
- b. The idea of transformation: the structure is capable of transformational procedure where material is constantly processed by and through it.
- c. The idea of self-regulation: the structure makes no appeals beyond itself in order to validate its transformational procedures; it is sealed off from reference to other system (Teeuw 141).

Moreover, A. Teeuw states that the purpose of structural analysis is to

reveal and explain clearly in detail every elements and every aspects inside a work of literature bound altogether to produce one united meaning (135).

1. Character

Character is a term applied to a literary form that flourished in England and France in the seventeenth and eighteenth centuries. It is a brief descriptive sketch of a personage who typifies some defined quality. The person is described not as an individualized personality but as an example of some vice, virtue or type (Holman and Harmon 81).

This term has several meanings, the most common is 'the aggregate of traits and features that form the nature of some persons or animals. Character also refers to moral, qualities and ethical standards and principle. In literature, character has several other specific meanings, notably that of a person represented in a story, novel, play, etc. In the seventeenth and eighteenth centuries, at England, a character was a formal sketch or descriptive analysis of a particular virtue, vice as represented in a person (Shaw 70-71).

Character is also a complicated term that includes the idea of moral constitution of the human personality, the presence of moral up brightness and the simpler notion of the presence of creatures in art that seem to be human beings of one sort or another (Hoffman and Harmon 81).

Writers use any or all of several basic mean of a character can be revealed by an action of his speech, his thought, physical appearance and from what other characters say or think of him. Furthermore, Shaw divides characterization in a

work of literature into two kinds: flat and round characters. A flat character is a minor participant in fiction; one who is characterized briefly by only one or two of these basic methods. While a round character is one fully developed by four or five of these methods and thus likes on such added dimensions that, as readers, we come to know and to understand him as a living, breathing and human being (Shaw 71).

2. Setting

Setting is the environment or surrounding of anything. The term is usually applied in literature to the locale or period in which the action of a play novel, motion picture, etc. takes place (Shaw 340).

Setting is physical and sometimes spiritual background against which the action of a narrative (novel, drama, short story, poem) takes place (Holman and Harmon 465). Further, Holman and Harmon states that the elements making up a setting are:

1. The actual geographical location, its topography, scenery and such physical arrangement as the location of the window and doors in a room.
2. The occupation and daily manner living of the character.
3. The time or period in which the action takes place. For example: epoch in history or season of the year.
4. The general environment of the character, for example religious, mental, moral, social, and emotion condition through which the people

in the narrative move.

Setting is a broad world. It covers the place in which the characters are presented; the social context of character, such as their families, friends and class; the customs, beliefs and rules of behavior of their society; the scenes that are the background or the situation for the events of the novel; the total atmosphere, mood or feel that is created by these (Gill 106).

Setting gives contribution to build up the story in accordance, it is important to pay attention in it since it can reveal the emotion or moral of the characters. The changes in the characters, whether to be better or to be worse are caused by presenting of the setting as well. Environment which mostly affects the changes is included in the setting.

3. Plot

A substantial element of the novel is the plot. Plot is the framework of the story. There we come to learn what happens in the story. Plot renders us the ordered sequence of events. Plot can be defined as the planned groundwork of action (Baker 10).

Plot is a plan or a scheme to accomplish a purpose. In literature, plot refers to the arrangement of events to achieve an intended effect. A plot is a series of carefully devised and interrelated actions that progresses through a struggle or opposing forces (conflict) to a climax or a denouement (Shaw 289).

Plot is an intellectual formulation about relations among the incidents of drama or a narrative. And it is, therefore, a guiding principle for the author and



ordering control for the reader. Without conflicts, without opposition, plot does not exist (Holman and Harmon 379).

Conflict is the opposition of the persons or forces upon which the action depends in drama and fiction. Conflict can be physical man against the physical world; social man against man, man against society, and psychological a struggle between desires within a person or inner conflict (Shaw 91).

Several conflicts rise in the story, which bring the reader to the wondering of how it is solved. When it comes to the points of highest intensity, it has reached its climax. Then it will be followed by a denouement. Denouement refers to the outcome or result of any complex situation or sequence of events. More specifically, it is applied to the final outcomes of the main dramatic complication in a play, novel, or other work of literature (Shaw 109).

B. Psychological approach

By 'psychology of literature', we may mean the psychological study of the writer, as type and as individual, or study of the creative process, or the study of the psychological types and laws present within works of literature, or finally, the effect of literature on its reader (audience psychology) (Wellek and Warren 81).

Eagleton states that psychological literary criticism can be broadly divided into four kinds. Depending on what it takes as its object of attention, it can attend to the author of the work, to the work's content; to its formal construction; or to the reader (155).

Based on two kinds of division, the writer intends to take account of the third one proposed by Wellek and Warren which means that, according to Eagleton, it attends to the work's content. The psychoanalysis of 'content' - commenting on the unconscious motivations of characters, or on the psychoanalytical significance of objects or events in the text - has a limited value, but in the manner of notorious hunt, it is often reductive (Eagleton 155). Hence, the psychoanalysis of the content of the work is in the fact the most limited and problematic. However, it will be very significance in answering problems to be discussed in the study. Even if the study uses psychological approach, it does not have a tendency to turn the conclusion into another subject of study.

These remain the question of 'psychology' in the works themselves. Characters in play and novels are judge by us to be psychologically 'true'. Situations are praised and plots accepted because of this same quality. Sometimes a psychological theory seems to fit a figure or a situation. (Wellek and Warren 91)

Due to the fact that the analysis is about the influence of environmental acceptance to a child, the writer wants to explain the impact caused by an environmental treatment to a child's behavior. Therefore, psychological approach is required to analyze the novel. Social Learning Theory proposed by Stantrock and Michele will be used for it concerns with how a child learns to react to his environment treatment.

1. Social learning theory

Social Learning Theory is the view of psychologists who emphasize

behavior, environment and cognition as the key factors in development (Stantrock 47). Behavior, environment and person or cognitive factors operate interactively. Behavior can influence cognition and vice versa. The child's cognitive activities can influence the environment. Environmental influenced can change the child's thought processes and so on (48).

Social Learning Theory is generally defined as an off shot of moderate behaviorism which stresses the importance of imitative or observational learning. Children especially are frequent learner by observing a model, with subsequent performance of what they learned dependent upon anticipates reinforcement contingencies. In its emphasis upon cognition, de-emphasis of reinforcement as necessary for learning take place, deviates significantly from moderate behaviorism (Maddi 746).

Social Learning Theory emphasizes cognition, or information processing or thought that is rational and logical (617). Cognition, or information processing, or thought must be very active and important, even in children if it is possible for them to learn by observing others and then to decide whether to express what has been learned on the bases of presumed outcomes (622).

To be more specific, the writer uses the theory formulated by Walter Mischel who stated that:

In additional to being rewarded and punished by external environment ... one learns to monitor and evaluate his own behavior and punish him self thus modifying his own behavior and influencing his environment. (623)

Regarded that the theory is applied on children in general, children's social learning by observing everything happens in their surroundings may lead them to give their own judgment of how to behave well and properly, so that they will be accepted by their environment.

The theory will be applied on the characterization of the children properly, in order to avoid the wrong consideration that the study is on psychology instead of literature.

2. Related theories of children behavior

Family is the most important part of children social net because family is the first and the closest environment of a child's family (especially, the parents) treatment gives big donation to children to shape their character.

Children seem to have well-defined personalities from birth. But how their parents and others treat them will shape their character (Hayden 57-62). Parents' attitude influences how they treat their child and the treatment to their child give influence to child's attitude. If parents have positive attitude, it will create a child with positive attitude and the other way around.

Correlation between parent behavior and children's attitude such as achievement motivation, anxiety, and dependence are already evident before children start school. Also evident are differences between the children warm and accepting parents and the children of cold and rejecting parents. Over time, this rejection causes deep feeling of loneliness and a sense of isolation that increase the risk of long term maladjusted (Krantz 443).

According to Hurlock, there are some concepts that we can use to know whether the parent is rejecting:

- Punish rudely and unfairly
- Easily get upset and angry
- Prevent the child's interest and activity
- Show less love and caring
- Give bad examples
- Angry when the child make mistake
- Show little care to the child's activity and needs
- Forbid the child to socialize and hate the child's friends
- Try to tie the child
- Criticize and blame the child when they fail

When a child is able to interpret his parents attitude and he sure that they reject him or love him less, he will feel anxious, unsaved or even against the parents (Hurlock 219).

The most common rejection is from friends in school or in neighborhood. But they have the similar effect on a child. In one study researchers compared average status sixth graders with aggressive and socially isolated children. The isolated children reported less social support (companionship, emotional support, help, intimacy) from their classmates than other children. They were also not well adjusted, more lonely, depressed, anxious, immature and passive - than their more aggressive peers. (East and Rook 452).

CHAPTER III

THE INFLUENCE OF ENVIRONMENTAL ACCEPTANCE TO A CHILD'S BEHAVIOR