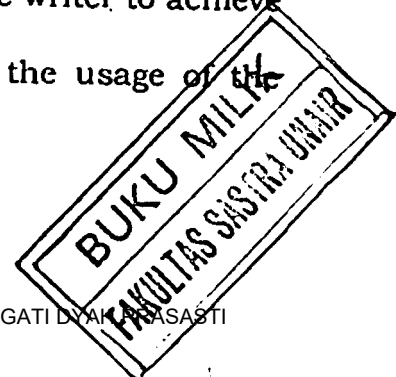


## CHAPTER II

### THEORETICAL FRAMEWORK

The study is meant to give a view of how important a friendship is to Mary, Colin and Dickon, the children characters who have an important role on the development of the story. The writer intends to analyse the relationship among these children and its impact. In order to obtain her purpose, she uses the structural approach. Accordingly, the novel will be analysed intrinsically on three elements respectively characters, setting and plot. The characters will be expounded primarily. The setting and plot will also be discussed to accomplish the analysis of the previous element.

To make the study clearer and more significant, the analysis will be supported by the psychological approach mainly concerned with the content of the work. The approach is needed to ease the writer to reveal the children's characters. Due to the fact that the children's friendship gives impacts to their behaviour and habit, a specific theory is important to be the basis of the analysis. Social Learning Theory formulated by Walter Mischel, which concerns with the forming and development of children's personality, is considered to give an aid to the writer to achieve her aim of writing. Since the study is on literature, the usage of the



theory will be limited so that it will not be considered a research of any other field of study.

#### A. Structural Approach

Literary theory is only one aspect of structuralism. Structuralism in general is an attempt to apply linguistic theory to objects 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 1960s as an attempt to apply to literature the methods and insights 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 texts. What is notable about structural analysis is that it concentrates entirely on the form to have a certain intrinsic significance (Eagleton 84).

Further, Gerard Genette states that literary structuralism ought to be on its own ground whenever criticism abandons the search for the conditions of existence or the external determinations - psychology,

social or other - of literary work itself, regarded as no longer as an effect, but as an absolute being. In this sense, structuralism is bound up with the general movement away from positivism, 'historizing history', and the 'biographical illusion' (Newton 138).

Structuralism is used as a basic assumption that views a work of literature has a totality, one united meaning and intrinsic coherence (Teeuw 124). 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 analysed.

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 present of intrinsic elements being analysed.

Jean Piaget mentioned three aspects of the structural concept :

- a. The idea of wholeness, internal coherence : its constituent parts will conform to set of intrinsic laws which determine its nature and theirs.

- b. The idea of transformation : the structure is capable of transformational procedures, whereby new 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 systems (Teeuw 141).

Moreover, A. teeuw states the purpose of the 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).

#### A.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 definite 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 which 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 principles. In literature, character has several other specific

meanings, notably that of a person represented in a story, novel, play, etc. In seventeenth and eighteenth centuries in England, a character was a formal sketch or descriptive analysis of a particular virtue, vice as represented in a person (Shaw 70-71).

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

Writers use any or all of several basic means of characterization : a character can be revealed by his action, his speech, his thought, his physical appearance and from what other characters say or think of him (Shaw 71). Furthermore, Shaw divides characterization in a work of literature into two kinds : flat and round character. 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 takes on such added dimensions that, as readers, we come to know and to understand him as a living, breathing and human being.

## A.2. Setting

Setting is the environment or surroundings 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 the 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 windows and doors in a room.
2. The occupation and daily manner of living of the characters.
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 emotional condition through which the people in the narrative move.

Setting is a broad world. It covers the places in which characters are presented; the social context of character, such as their families, friends and class; the customs, belief and rules of behaviour of their society; the scenes that are the background or the situation for the

events of the novel; and 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 emotions or mood of the characters. The changes in the characters, whether to be better or to be worse, are caused by presentation of the setting as well. Environment which mostly affects the changes is included in setting.

### A.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 arrangement of events to achieve an intended effect. A plot is a series of carefully devised and interrelated actions that progresses through a struggle of 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 principles 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 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 the 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 upon its reader (audience psychology) (Wellek and Warren 81).



Eagleton states that psychoanalytical 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 (Eagleton 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, psychoanalysis of the content of the work is in fact the most limited and problematical. 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 remains the question of 'psychology' in the works themselves. Characters in play and novels are judged 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 importance of friendship to the children, the writer

wants to explain the impacts caused by friendship to the psychological condition of the children. Therefore, psychological approach is required to give an aim in analysing the novel.. Social Learning Theory proposed by Mischel will be used instead for it concerns with how children learn to live in society that it will influence the progress of children's personality. Some influential aspects in children's development will be also included to confirm the theory.

### B.1. Social Learning Theory

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

Social learning theory emphasizes cognition, or information processing or thought that is rational and logical (Maddi 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 basis of presumed outcomes ( Maddi 622 ).

To be more specific, the writer uses the theory formulated by Walter Mischel. He states that :

In addition to being rewarded and punished by external environment.....one learns to monitor and evaluate his own behaviour and punish himself, thus modifying his own behaviour and influencing his environment. (Maddi 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 and respected by the society.

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.

## B.2. Influential Aspects in Children's Development

Childhood is the time when one goes through some development, which will lead him to maturity. There are things which can make them more progress, and there are some which cannot. However, environment has important role to help them go through this stage.

The environment may be thought of as all 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 neighbourhood, friends, neighbour, teachers, baby-sitters 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 (Grolier 228).

In accordance with the statement, friends are considered important in the development of a child. Peers, or friends of the same age are very important to children in their stage of development. A child will be able to express his feeling towards his peers. It is easier for him to share his problems and feelings with them than with their parents or older people for he thinks they will understand him more than his own parents. The important thing for children to build a friendship with the others is to show them that they do not live in the world by themselves. They have to understand that there are people around them and that one person is created differently from the others. There are rules and manners they have to obey in order to be accepted by their friends. To be friends with peers will make a child knows how to socialize and interact with the others well.

## **CHAPTER III**

# **THE IMPORTANCE OF FRIENDSHIP TO MARY, COLIN AND DICKON**