

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In this chapter, the researcher will discuss about some literary theories to support the description in the next chapter. There are some quotations, values, and judgment taken related to the topic in this research for supporting the analysis. In making description, the researcher will uses New Criticism theory to analyze it. The researcher focuses on character, characterization and the friendship condition between Sam and Felix in this novel by concept of friendship from Aristotle. Then, to reveal the effects of friendship between Sam and Felix toward to Sam's character, the researcher will uses psychology approach from B.F. Skinner theory. These theories are used to answer all of the statement of problems. In this research, researcher will only focuses on Sam Oliver McQueen as the main character in this novel.

2.2 New Criticism

New Criticism was active from the late 1930s to late 1950s, also took on most of the ideas of Elliot and Richards, as well as those Empson (Carter 26). According to the book of *Literary Criticism*, New Criticism consist of some elements formal in the text which will work together to build the organic unity of the text (136). In this point, some formal elements are including of character, characterization, plot, theme, setting, point of view, images, symbols, etc.

However, in this research, the researcher will take the character, characterization, and plot related to the research problems. Tyson also said in the book of *Critical Theory Today* that the most important concepts in New Criticism are concerning the nature and importance of textual evidence – the use of concrete, specific examples from the text itself to validate our interpretation (135). In other statement, Selden said that New Criticism wants to explore what is specially literary in texts, and rejects the limp spirituality of late Romantic poetics in favor of detailed and empirical approach to reading (Selden 29). Based on those points, the researcher decided to analyze the whole of text to finding the data without taking outside the story.

2.2.1 Character

a. *Definition of Character*

According to the book of *Writing Themes About Literature*, Edgar V. Robert said that character in literature is an extended verbal representation of a human being, the inner self that determines thought, speech, and behavior (65). Thus, through to the dialogue, action, commentary and suggests details of character's traits. It will help the researcher to analyze and make conclusion about the character in this novel.

In the book of *Mastering English Literature*, explained that understanding character is more difficult than understanding any other elements of story such as plot or setting. Character is much complex. There are two ways in how characters are depicted in a text, it is called telling and showing (Gill 113). Telling a

character is when the author describes the character by its physical appearance such as the dress, age, how the character looks like, while showing a character is more complex than telling because the author tries to get the reader's response to judge the character's trait, it is good or bad, or maybe the character has other traits by showing the character's way of behave and think in some condition (134).

Then, understanding the character is very important to this research, because the characters give description as the real actions in human life.

b. Types of Character

Robert Di Yanni said in his book that character can be categorized as major and minor character. A major character is usually called as the protagonist. In a story, a protagonist usually has a conflict with the antagonist which sometimes also called as a static character because they are not changing from the beginning until the end of the story while major character called as dynamic character because they are changing (55). Without the role of character, a literary work will be nonsense because the element which makes the literary work alive is character.

Further, there are two kinds of characters, namely flat character and round character. A flat character also called as a type of dimensional character. It means that the character is built on a single idea or quality. Therefore, he/she is presented in outline and without much individualizing detail, only in a short phrase or sentence in the novel. Whereas, a round character is called as a dynamic character which is complex in temperament and motivation (Abrams 24). Characters from the novel may surprise the readers with their actions unpredictably. It because the

author use the describes the character like a human being in real life. That is make the novel becomes interesting. Therefore, the researcher excited to observethe characters in Sally Nichols's novel, because observing characters is similar to observing a real human.

2.2.2 Characterization

a. *Definition of Characterization*

According to the statement of Rohrberger and Woods Jr. that, define characterization as the process by which an author creates character (20). Thus, In literature the characterization refers from step by step process where is an author introduces and then describes a character. The creation of the imaginary person presented to the readers as lifelike is called characterization (Holman and Harmon 81).Characterization is very important since the reader can explore the novel by paying attention on the character's speeches, actions and comments of the other character in order to understand about the idea of the story (Holman and Harmon 2). Therefore, the story will not alive and real without any characterization. An author must has a good ability to make characters because the great story must has characters with good characterizations.

b. *Ways of Characterization*

Commonly, there are two methods to characterizing the characters. First, the author uses direct manner. It means that, the character can be described directly by the author. Second, the author uses indirect manner. It means that, the author does not always tell the character by telling the characters to the readers

but showing the characters through how the character looks, what the character does, what the character says, what the character thinks, and how the character affects other characters (Baldick 37).

To make the readers can understand and get clear the character's personality. an author can follow nine ways of characterization which are described by Murphy (161-171). It is include to the character's appearance, thought, speech, attitude, his/her life and so on. There are nine ways of characterization :

1) Personal Description

It explains the psychal appearance of characters to introduce the characters to the readers. An author may describe personal appearance of the character, such as hair, skin, eyes and height.

2) Character as seen by another

To understand characterization of the characters, the author uses other character's opinion to describe a character in the story. In the novel the character may give the opinion from their dialogues .

3) Speech

The personality of the characters can be notified through their speech. The reader can learn the characters by understanding speeches which are produced deeply.

4) Past Life

process of "operating" on the environment, which in ordinary terms means it is bouncing around its world, doing what it does. During this "operating," the organism encounters a special kind of stimulus, called a reinforcing stimulus, or simply a reinforcer. This special stimulus has the effect of increasing the operant—that is, the behavior occurring just before the reinforcer. This is operant conditioning: "the behavior is followed by a consequence, and the nature of the consequence modifies the organisms tendency to repeat the behavior in the future." (Boeree 4).

Behavior is a primary characteristic of living things. We almost identify it with life itself. Anything which moves is likely to be called alive, especially when the movement has direction or acts to alter the environment. (Skinner 45). Human's behavior is controlled by external factor. It can be environment and social-culture. Skinner also states that many theories of human behavior, nevertheless, neglect or ignore the action of the environment. The contact between the organism and the surrounding world is wholly disregarded or at best casually described. This is almost always true in clinical psychology, for example. The clinician often speaks of people, places, and things as "facts" entering into the interpretation of his patient's behavior, without further specifying their action (129).

Human comes from the environment. He/she was born by having some talents which can be developed in every way. By passing shaping process, human can be the certain character who has certain behavior (Farozin 74). It can be concluded that human is able to do some actions based on his/her initiative in

his/her environment. He/she is known as an active object. So that is way, the environment has the important role to build human's character and behavior.

The environment which can build human's character can be the world around his/her. It can be from people lives around his/her. Those can be explained in the following point.

2.3.1 Concept of Friendship

In this section presents the description of friendship and also the kinds of friendship.

a. *The meaning of Friendship*

Friendship is a relationship in which friends spend a great deal of time together, interact in variety of situations, exclude other from the relationships, and provide emotional support to one another (Baron and Byrne 278). People need friends because no one can live alone in the world. Friendship becomes the bridge of two or more people to share something eachother through to the action and feeling.

There are three reasons of having friends. The first is people need friend friends to be included in some activities of others or of our own; the second is to control and to be uncontrolled, dealing with stability and comfort in our interactions with others; thenthird is to give and receive love, support, warmth and intimacy. In other senses of having friendship are helping one another, coping

Friendship will give a chance to every person to operate their functions to another as a friend. They will do it, when both of them do an activity. As a friend, means someone should give and sacrifice their life in aspect of time, energy, and even the voluntary cost to common good.

2) Stimulation

Basically, the friendship will provide a stimulus person to develop his/her potential because of the opportunity in social situations. It means that through friendship, a person gets interesting information, important, and spur the potential, talent or interest to develop properly.

3) Physical support

With the physical presence of a person or a few friends, it will nurture meaningful feelings for someone who is facing a problem. Physical presence shows the willingness to provide time, energy or rescue that can inspire life. That is why the sick person needs the care and compassion of a friend or friend even if he has been attended or visited by his family.

4) Ego Support

Sometimes someone will feel stressed, down, or not excited when faced with a problem that is quite heavy. It is as if his expertise does not mean anything when facing the problem. Therefore, friendship provides ego's attention and support to a person. What a person faces is also felt, thought, and borene by others (his best friend). With that attention, finally and usually a person has the moral strenght and spirit of life to be able to solve the problem as well as possible.

According to the *Law of the Republic of Indonesia; Number 23 Year 2002* on Children Protection, Article 1 and Paragraph 1, children is a person not yet 18 (eighteen) years of age, including a child who is still inContent. Meanwhile, according to *WHO* the age limit of children is from child in the womb until Age 19 years. Under the *Convention on the Rights of the Children* adopted by the *General Assembly of the United Nations* On November 20, 1989 and ratified by Indonesia in 1990, Section 1 of article 1, referred to by the child is any person under the age of 18, except under the law applicable to the child determined that adulthood is achieved early. (<http://www.depkes.go.id/download /infodatin-anak.pdf>). Accessed on 25th May 7:54 PM.

According to the standard of WHO (*World Health Organization*), the researcher tries to applying this standard to clarify the children age of Sam McQueen and his peer, Felix Stranger. Where Sam who told as an eleven years old boy, he still included to the children area. Also Felix who told as a thirteen years old boy, he also stayed in children age.

b. Definition and Characteristic of Peer Group Relationship

Peer group relationship is a form of mutual relations where peer are expected to maintain a balance (reciprocal) from the relationship. Some of the clear manifestation of the relationship is the acceptance or rejection. Acceptance by peers refer to the a level popularity among children, while the peer group rejection by the peers refer to the lack of popularity among the peer group (Reitz 51). Satrock also said in her book that the function of getting along with peers is

to give more new information outside the world of family (220). Children's friendships have inevitable ups and downs. Yet the feelings of satisfaction and security that most children derive from interacting with peers outweigh periodic problems. For a number of children, however, peer relations are persistently problematic. Some children are actively rejected by peers. Others are simply ignored, or neglected. It even appears that some popular children have many friends but nevertheless feel alone and unhappy. Children who are unable to form close or satisfying relationships with peers should be of concern to parents and teachers alike. For one thing, these children miss out on opportunities to learn social skills that will be important throughout their lives. Especially critical are the skills needed to initiate and maintain social relationships and to resolve social conflicts, including communication, compromise, and tact (Asher 1982). Furthermore, the children's peer group relationship is very important among the children's area.

These children may develop little faith in their own abilities to achieve interpersonal goals. Thus, are easily overwhelmed by the normal ups and downs of social interaction. Implications for the children's future social and professional adjustments are obvious. According to Asher said that children without satisfying friendships may suffer from painful feelings of isolation (1984). School may be an unpleasant place for the children. They may ultimately become truant or drop out altogether (Kupersmidt 1983). Or, in their search for a sense of group belonging, the children may become vulnerable to the influence of delinquent or drug-abusing peers (Isaacs 1985). It is can also be called as the transtition up to the

adolescence times. One of the most obvious changes in adolescence is that the relation around the that this decreased frequency of contact with family does not mean that family closeness has assumed less importance for the adolescent (O’Koon 32).

In fact, family closeness and attachment has recently been confirmed as the most important factor associated with not smoking, less use of alcohol and other drugs, later initiation of sexual intercourse, and fewer suicide attempts among adolescents (Resnick, Bearman, & Blum et al., 1997). In youth, they are together to form their own culture; social pressures within the peer group increase, gradually eclipsing that exerted by adults. Similar claims of declining parental influence accompany theories of parent de idealization (Blos 23). According to this view, identity development and individuation require youth to separate from their parents.

As adolescents recognize that parents are not infallible, they increasingly question and resist parent influence attempts. This creates an influence vacuum, which tends to be filled by peers. But other scholars have noted that influence is not necessarily a zero-sum proposition. According to this view, parent influence is not necessarily tied to peer influence (Brittain 28). If absolute levels of influence are unrelated across relationships, change in influence accorded to one relationship does not necessarily prompt change in influence accorded to another. It follows that when peers become more influential, parents do not necessarily become less influential. In other words, the influence of parents may not decline in absolute terms over the course of the adolescent years, although it may decline

relative to that of peers. A more nuanced version of this model holds that developmental changes in influence are domain specific (Kandel & Lesser, 1972). Different developmental patterns of influence may arise for different outcomes. For instance, Peer influence may increase over matters such as attire but not over matters such as future career aspirations.

c. *The Role of Peer Groups and Peer Relationships in Personality Development*

Group socialization theory (Harris, 1995) is one of the few approaches that explicitly consider the role of peers in personality development. As outlined before, it posits that with children's advancing age, socialization in peer groups becomes an increasingly important determinant of personality development that accounts, for example, in large parts for personality differences between siblings. Even though siblings may as well experience environmental differences within the family (called unique niches or microenvironments; Dunn & Plomin, 1990), birth-order studies and studies that included children with and without siblings suggest that intrafamilial influences cannot fully account for the observed non-genetic differences that make siblings different (Bleske-Rechek & Kelley, 2014; Harris, 2000). Group socialization theory proposes that siblings who grow up in the same family become different from each other not only because 50% of their genes differ, but also because they belong to different peer groups (Harris, 1995).

Building on Harris (1995) and in view of the previous review that sustained the importance of peers beyond adolescence, we contend that peers account for a

substantial share of variance in lifespan personality development. In particular, we suggest that the distinction between social group (i.e., group-level) and dyadic relationship perspectives (i.e., relationship-level) is essential for understanding peer effects on personality development. Peer group processes of within-group assimilation lead to peer group members' personalities becoming more similar over time; at the same time, between-group differences increase. Nevertheless, peer group members also differ in their personality development, which is driven by unique dyadic relationship experiences. In the following sections, we will first address group-level effects and elaborate on how peer group processes account for between-group differences. We will then turn to relationship-level effects and delineate how specific dyadic relationship experiences determine individual differences within peer groups. We will conclude with examples that illustrate future research prospects that capitalize on the integration of both research perspectives.

2.4 Previous Studies

Actually, the novel *Ways to Live Forever* include on new category in the English department. So, still there is no thesis which conducted by this novel. However, the researcher found only one thesis which has talked about novel *Ways to Live Forever* by Sally Nicholls from other major. The researcher put it as previous study. The researcher also found one thesis using the same theory but different objects and cases. Then, this thesis also put as previous study. They are:

1. The thesis entitled "*Perancangan Visual Komik dari Novel "Ways to Live Forever- Setelah Aku Pergi"*" by Rizky Fergi Pradipta (2011) from Visual Communication Design of Multimedia and Communication department Binus University Jakarta. He used novel *Ways to Live Forever* by Sally Nichols to explained how the author wrote the plot through to the visual design.
2. The thesis entitled "*The Effect of Family Condition on Krystal Weedon's Character Reflected in J.K. Rowling's The Casual Vacancy*" by Fathatun Ni'mah (2016) from English Department Faculty of Letters and Humanities State Islamic University Sunan Ampel Surabaya. This thesis focuses on analyzing Krystal Weedon's family life and the problem in her family. The aim of this thesis is to explain some effects of Krystal Weedon's family condition toward her character. The writer uses New Criticism as the main theory and B.F. Skinner's theory as psychology approach to analyze Krystal Weedon's behavior.

Based on both of thesis above, the researcher has found similar novel will used to this research from thesis "*Perancangan Visual Komik dari Novel "Ways to Live Forever- Setelah Aku Pergi"*" by Rizky Fergi Pradipta. The researcher also found similarity theories will used to this research from thesis "*The Effect of Family Condition on Krystal Weedon's Character Reflected in J.K. Rowling's The Casual Vacancy*" by Fathatun Ni'mah (2016). However, the researcher will uses these theories in different objects and cases. Those are about;how is the

