CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1. Theoretical Framework

In conducting this research, the researcher will use Sociological approach theory as the theoretical framework. The theoretical framework will be divided into some parts in explaining this chapter, as follow:

2. 1.1. Sociology in Literature

Laurenson and Swingewood in *The Sociology of Literature* argue that sociology and literature have same a similar conspectus. They define sociology is essentially the scientific, objective, study of man in society, the study of social institutions and of social processes which is stressed that it seeks to answer the question of how society is possible, how it works, why it persists (Laurenson and Swingewood 11). It concerns in one of the process whereby society changes, step to step as in revolution, from one type of society to another and the effect which these changes have on social structure (12).

Meanwhile, literature also concerns with man's social world, his adaptation to it, and his desire to change it. Novel, as one of major literary genre of industrial society, can be determined as an accurate effort to re-create the social world of man's relation with his family, politics, or the state. In novel too, it represents his role within the family and other social institutions, the conflict and tensions between groups and social classes (12). Moreover, literature, as an art is

beyond the description and objective scientific analysis where it penetrating the surfaces of social life, showing the ways in which men and women experience society as feeling (12-13).

Although literature and sociology have similarity in some disciplines, they still, on the contrary complement each other in society understanding for human kind. The sociological study of literature may late arrive and there are well developed sociologies of religion, education, politics, and social change today, but there is no virtually no established corpus of knowledge called sociology of literature (13).

2.1.2. Social Psychology Theory

Social psychology is the part of psychology that studies about human including its manifestation, causes, consequences, and the psychological processes. Hogg and Vaughan describe that Gordon Allport defines social psychology as the scientific investigation of how thoughts, feelings, and behaviors of individuals are influenced by the actual, imagined or implied presence of others (Hogg and Vaughan 2). It means that social psychology develops psychology theories in explaining human behavior and examines the theories through empirical experiments and observations. It is also focuses on thoughts, feelings and behaviors – some include physical actions such as what and how a person speaks because it is difficult to know what people think and feel without through what and how they speak – of individuals.

The different between social psychology and other psychology disciplines is that individual's behaviors are influenced by other's presence either actual, imaginary or implicitly. Actual presence is when an individual gets influence by other people's presence physically (close or far) or ever have interaction with them. Imagined presence is imagining being in the presence of other people, such as anticipating something from them. Implied presence is quite difficult where it refers to the way that human interaction assigns meaning to things. This type of social interaction is constructed and transferred through language which will not exist without social interaction (2).

Social psychology is strongly influenced by Freudian psychodynamic analysis of the human mind especially the extension of his theory to groups. Michael Billig describes that Freud in his work *Group Psychology and the Analysis of the Ego* (1921) states that psychodynamic notions have left a special and enduring mark on social psychology in the explanation of prejudice. Besides, it is also influenced by general psychology, primarily cognitive social of cognitive psychology is a cognitive perspective on social behavior that use cognitive methods such as reaction time and concepts such as memory to describe wide range of social behavior and it is a dominant paradigm in social psychology (5). Therefore, social psychology plays a role to distinct the behavior such as confidence, active, achievement with hurting, injuring and destroying where these behaviors are influenced by other presence around the individual (Nisa' 9).

2.1.3. Genetic Structuralism

Zubaidi cites in his thesis that the first founder of this approach is Hippolyte Taine. He claims that a literary work is not only an imagination of personal author, but also a reflection of society and culture which uses a kind particular perspective when it is written. This statement is developed; one of them is by Lucien Goldmann (Zubaidi 26). He believes that a literary work is a structure. This structure is not static, but as a product of structure progress and restructured process conducted by the society where the literary works are created (Khusnia 7).

The genetic structural sociology of culture rises to a number of works which are characterized. To establish an operational method for the positive study of human facts, an author has to fall back on a type of philosophical reflection that be described as dialectic (Goldmann 493). According to Goldmann, a literary work has to be understood as a meaningful totality. A prominent literary work and philosophy have a total harmony and the elements that create texts contain meanings only if it gives a complete and harmonized image about the whole meaning of that work (Darmono 43).

Genetic structuralism is related with Jean Piaget's work which is strongly influence Goldmann. However, he uses that theory in wider spectrum as a synonym of Marxis Hegelian theory. The basic of genetic structuralism is all of human behaviors that try to give responds about certain situations and tend to build a balance between subjects and object act (Goldmann 156).

The external influence toward man's behavior will change the world and by the appearing of transformation makes the old balance cannot be equal any longer and has to be replaced by the new balance. Therefore, man's reality is served as a two side processes that become a new structure. The new structure can build balance that satisfies new demand from social classes (Goldmann 159). He also states that scientific study about human facts (economy, social, politics, or cultures) engages efforts to describe old and new balance processes. In human facts, there are problem sequences that one of them is who is actually become subject of thinking and act (156).

To affirm the theory, Goldmann (1980) divides the basic concept of Genetic Structuralism into four basic principles:

2.1.3.1. Human Fact

Human fact includes human behaviors, either physically or verbally that can change social history created by collective subject. The fact may be a certain social or political activities, cultural creation such as philosophy, or art and literary arts (Goldmann 40). As Khusnia cites from Goldmann, a man produces human fact as the result of the relation between human and world surrounding his life. To emerge world view, human fact becomes the significant part to obtain social facts in order to form social structure. Social structure connected with the literary works by world view. Goldmann states that human fact is the first basic principle of genetic structuralism where "Genetic" means where the literary work

was born. Human fact is the social history where the literary work has written (Khusnia 11).

2.1.3.2. Transindividual Subject

It is the subject that surpasses the individual who acts due to the collective aspiration. In other hand, a great literary work is also considered as social facts created by the transindividual subjects. Transindividual is collective subject that becomes part of certain society. This means that the author who writes such literary work play role as an individual person, but represents a certain social group. Collective subject is the subject of the paradigm to the subject of social facts. It is also referred to the subject of transindividual (12).

Goldmann (1980) states that:

The structure of an individual can be explained only by reference of his socialization to the collective categories making up his becoming. He calls it as level intrasubjective that is the final insertion process involving the totality of plural subjects. It is a level where the history is created. In fact, it is through the collective subject that history become possible.

2.1.3.3. Significant Structure

Significant structure is the depiction of social history into the form of literary work. Social history is changeable from time to time. It means that the literary work not only about internal coherence, but every element also has a relationship with the global structures of meaning, the world, or the social and natural environment. The central part of structure in literary works is the relation between the character and the object surrounding the characters (Khusnia 13).

The interaction and the relationship between human and environment can cause structuring process. It is a process of structure formation as the result of human interrelationship to be surrounding environment. The social condition will influence the author's ideology and it will influence the works because of the homological relationship between the structure of the society and the structure of the literary work (Khusnia 13).

2.1.3.4. World View

Literary works express the relationship between social class and te environment. The member of collective subjects that come from the same social group and background experience the way of thinking about their surrounding environment and how to make a better balance in relation to their environment. Khusnia cites from Goldmann that literature is a meaningful structure that would represent a world view of the author, not as an individual but as member of society. Therefore, genetic structuralism connects the literary structure of a literary work to the structure of society through a world view or ideology (Khusnia 10).

World view is a main discussion in genetic structuralism where human facts and collective subject are purposed upon total comprehension which is considered as conclusion of the research. Supriyadi cites from Goldmann that the world vision as psychological expression via relation of collective dialectic with social physic, and being in a long period. The concepts which are based on world view must dig up in a group consciousness through involving indicator of belief system, history of intellectuality and culture (Supriyadi 19).

2.1.4. Child Abuse

Strickland defines child abuse as the act of harming children by neglect, physical force, violence, sexual attack, or by inflicting psychological or emotional distress (Strickland 112). Meanwhile The World Health Organization through *Child Abuse Prevention* defines child abuse as following:

"Child abuse or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power" – *World Report on Violence and Health* 59.

There are some definitions that focus on the behaviors or actions of adults (parents or other caregiver) but other definitions refers to take place if there is harm or the treat of harm to the child (59).

According to the World Health Organization, there are four forms of child abuse; (1) Physical abuse, (2) Emotional/ Psychological abuse, (3) Sexual abuse, and (4) Neglect.

Physical abuse may include hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise giving impacts physical harm to a child. The failure of parents or other caregivers in protecting children from those harm also decided as physical abuse (Child Protection Sheet; 2009 1).

Psychological or Emotional abuse is maltreatment to a child persistently emotionally or psychologically that causing severe and persistent effects on the child's emotional development. Treatments such as conveying children that they are worthless or unloved, inadequate, or valued only insofar as they meet the need

of another person. These treatments may be occurred by words or actions (Journal of Child Protection Fact Sheet 1).

Sexual abuse is defined as the acts where a caregiver uses a child for sexual gratification (WHO:2010:60). It involves forcing or enticing a child to take a part in sexual activities including prostitution whether the child is aware or not. The activities may be physical contact including either penetrative or non-penetrative acts such as kissing, touching, or fondling the child's genitals or breasts, vaginal or anal intercourse or oral sex (Journal of Child Protection Fact Sheet 2).

Neglect refers to the failure of parents to provide children's needs and support their development in one or more area; health, education, emotional, development nutrition, shelter and safe living conditions (WHO;2010;60). It may be done by parents since pregnancy period as a result of maternal substance abuse. It may cause serious damage to children either physically or emotionally.

The Effect of Child Abuse

Children's Bureau submit the effects of Child abuse in a journal entitled *Long-Term Consequences of Child Abuse and Neglect.* There is a significant body of ongoing research on the effects of the child abuse. The effects are various depending on the circumstances of the abuse or neglect, personal characteristics of the child and the child's environment. The effect may be mild or severe, long term or short term effects and affect to child physically, psychologically, behaviorally,

or in the form of combination of all three ways (Child Welfare Information Gateway Fact sheet 7).

The effects that affect a child physically may involve in some of physical health problem; abusive head trauma, impaired brain development and poor physical health. It can be short term effect if the injury is not fatal but it also can be long term effects with the damage is physical defect. These effects can be very serious if the child is abused hardly, especially to infant and toddler. The most fatal effect of child abuse physically is death (4).

Psychologically effects may be long term effects because it influence to psychological condition of child. The effects are such as difficulties during infancy, poor mental and emotional health (stress disorder, depression, anxiety, and other psychiatric disorder), cognitive difficulties and social difficulties (personality disorder) (5).

Behavioral effects can affect to the way children behave and interact in society. Not all victims of child abuse will experience behavioral effects. The effects are difficulties during adolescence, adult criminality, alcohol and other drug abuse, and abusive behavior (bullying to other people) (6).

2.2. Review of Related Studies

The first previous study that similar to this research is an undergraduate thesis by Fatimatuz Zahroh Khoirun Nisa' entitled *Child Abuse in Khaled Hosseini's The Kite Runner* from State Islamic University of Maulana Malik Ibrahim Malang. The thesis describes child abuse experienced by the main

character of novel, Khaled Hosseini, a son of Hazara descendant done by Amir, a son Pasthun's family where Khaled's father work in. Nisa' describes the form of child abuse experienced by Khaled involve; physical abuse, psychological/emotional abuse, sexual abuse, and social abuse. Khaled gets the abuse because of Amir's jealousy that his father is more care to him who is just a son their servant. The abuse he got gives him serious injury either physical or psychological where Khaled gets trauma because of it.

The second previous study is undergraduate thesis by Fithrie Yulyana entitled *The Analysis of Child Abuse in the 21th Century in London Reflected in "Ügly", a Novel Written by Constance Briscoe* from Jakarta National University. The thesis is similar with the first previous study where it describes the child abuse and its effects to the main character. However, Yulyana makes a little distinction in her thesis where she describes the reflection of child abuse experience by the main character from the reality in London at 21th century. The research results the reflection of social conditions in London at 21th century where many children at that time suffer abuses from their parents, guardian or caregiver.

This research uses the two undergraduate theses because both of them have the same issue and theory that is very useful as a reference. However, this research has a distinction from the two previous studies because the used object is different where this research uses memoir book from Rachel Sontag entitled *House Rules*. It also has different character and setting from the previous one which has little girl as the main character and takes American background.