

LITERARY REVIEW

2.1. Formalism

Formalism concerns in structure, shape, and technique of literary work. Structurally, literary work have fictional device that include in there. The fictional device means theme, plot, point of view, setting and character

2.1.2. Plot

Fictions usually have plot to bring the event of the story become more interesting to the reader. Plot is a structure of event that seen by composition in a good presentation in each event until the story gets the emotional effect and artistic effect (Abrams 265). It means that an event in fiction will interest the reader when the author gives the emotional effect and artistic effect in plot.

In plot, there are some parts to describe the story. Traditional plot maps chart pattern of exposition, rising action, crisis/climax, falling action, and denouement (Gillespie 190). Every part of plot has function to bring the story more interesting. The function of the part of plot will describe below.

2.1.2.1. Exposition

First part of plot is exposition. Exposition creates the toe, gives setting, introduces some character, and supplies other facts necessary to the understanding of the play (Holman 177). It means the author usually draws the characterization of character, the setting of the story happens.

2.1.2.2. Complication

After the author gives information about the story in exposition, the author guides the reader to complication of the story. Complication is a part of dramatic or narrative plot in which the entanglement of affairs caused by the conflict of opposing forced developed (Holman 95). It means that event

or problem that cause of conflict begins appears. The conflict develops become a high conflict in the next phase, climax.

2.1.2.3. Climax

To continue the conflict that happens in complication, the author explains the conflict becomes high level in climax. Climax is the point of highest interest, the point at the reader makes the greatest emotional response (Holman 84). It means that every conflict or contradiction attain in high level. The climax of the story told by the main character as a major character that directs to occurs the high major conflict.

2.1.2.4. Falling action

The story finds the solution in falling action. Falling action is the second half or resolution of a dramatic plot (Holman 180). It means that the author usually gives the solution of the story to close the problem and the story almost ends.

2.1.2.5. Denouement

After the story find the solution, the author close the story in denouement. Denouement is the final unraveling of the plot in drama or fiction (Holman 123). It means that the conflict that finds a solution has end. The author usually gives conclusion and the story end.

2.3.2. Autonomy versus Shame and Doubt

Autonomy versus shame and doubt is the second stage of Erikson's theory. In this stage happens in the toddler was 1-3 years old. Erikson states that the toddler struggles to gain a sense of autonomy or control of bodily functions, large, and small motor skills, should be quite obvious to the parents of such children. Walking, talking, and later dressing and feeding oneself, as well as learning to control bowel functions, are all tasks that the child learns during this stage. And increasingly, she or he wants to do these things without adult help (8). The quotation means the toddler does the task to achieve a degree of his/her autonomy. The parent must not discourage the child, but the parent must push the child ability.

In the other hand, this stage is easy for child to develop a sense of shame and doubt. Erikson states that the child, in turn, seems at times to be at war with her parents. She wants to do things on her own, yet can't – a very frustrating situation all around! The child often feels ashamed of his or her lack of control when, for example, sitting on a potty trying to control urinary or bowel functions. The parent also risks increasing the child's shame, either unintentionally (by a lack of patience, for instance) or intentionally (by exhibiting anger or ridicule). Shame and doubt are the natural opposites of childhood autonomy (8). It means the toddler will give up when the parent come down hard o any attempts to explore something by her/his self. It cans lead the child feel ashamed and doubt with his or her abilities.

2.3.3. Initiative versus Guilt

Initiative versus guilt is the third stage of Erikson's theory. It happens in the child about 3-5 years old. Initiative is actualized through the child's expanding repertoire of capabilities. Children at this age are extremely active and mobile, or in Erikson's terms, locomotive. They are talkative, and they experiment and learn through imaginative play (Erikson 10). The quotation above means the child has a positive response to his or her capabilities. It likes talkative, taking a responsibilities, or learning new skill, because this is time for play. But it is for formal education.

In the other hand, guilt occurs when the child's developing conscience feel in competition with the parent (Erikson 11). It means that the parent apply guilt feeling by force the child too strongly on good behavior.

2.3.4. Industry versus Inferiority

Industry versus inferiority is the fourth stage of Erikson's theory. It happens in the child about 5-12 years old. The basic strength of this stage is therefore competence. The child that is ill prepared for school or lacks the tools for learning from life's experience will despair. Successful resolution of crisis at this stage stems largely from preparation at earlier stages.

Erikson used the term inertia (as in inert, or passiveness) to define the core pathology, the antithesis of competence. But for most children, this is a period of relative calm, as it was in Freud's exposition. Inner conflicts give

way to increased learning and mastery of the skills needed to succeed in later life (Erikson, 10). It means that the successful of this stage is the child ready to face the competence in their school. He must prepare to face it to learn anything around him.

But In the other hand, the child will despair when the child cannot prepare their tools well. It influences the child's life in their later life.

2.3.5. Identity versus Role Confusion

Identity versus role confusion is the third fifth of Erikson's theory. It happens in the adolescence about 12-18 years old. Erikson states that adolescence is a time of great change: the body and the sexual organs mature, new expectations for social and academic adjustments arise with the transition to middle school, self-image typically suffers, and life can be very stressful, especially in the earlier transition stage. The basic task of this period is to separate oneself from one's parents – especially the same-sex parent – and to assume an identity of one's own (11). It means that the adolescence achieves their identity. They try to separate his/her self from their family and focus to their career, relationship, and join to the society.

In the other hand, repudiation can take the form of defiance of authority or of resignation and despair (12). It means that the adolescence cannot do the task in this stage like fidelity or truthfulness and consistency

the importance of “love and work” from above). Generativity is about much more than sex and procreation! Erikson’s concept embraces a sense of caring for the future; caring for the next generation (14). The quotation above means the adulthood concern to the next generation. They practice to having and raising children well.

In the other hand, the opposing concept is generativist is stagnation or the loss of self in self absorption (Erikson, 14). It means that the stagnant stops to be a productive member of society.

2.3.8. Integrity versus Despair

Integrity versus despair is the last stage of Erikson’s theory. In this stage focus to maturity was 65+ years old. Erikson states that integrity in the later years of life implies acceptance of a life that was well lived. It does not mean that life is over, for these can often be very productive years. But by this age a person begins to take a reflective and evaluative look back at his or her life (17). It means that the integrity can be seen when a successful life leading to maturity to the virtue of wisdom.

In the other hand, despair can result from unfulfilled potential or a feeling that one has wasted one’s life, without hope for personal redemption. Despair is often disguised by an outward attitude of contempt toward others (17). It means that the maturity must have support to lead them to redeem their hope. If the maturity does not have anything to support them, the maturity feels despair to face their life.

From the explanation above, Nessi Agustia analyzes main character in *Perfume: the Story of a Murderer* with psychoanalysis by Sigmund Freud and thesis of Meria Zakia Alfisuma also analyzes main character in *Perfume: the Story of a Murderer* with Adler's theory about psychology of literature. The difference from the writer's thesis is the writer includes theme and plot. The writer also uses psychoanalysis but the theory comes from Erik Erikson.

