

## CHAPTER 2

### LITERARY REVIEW

#### 2.1 Theoretical Framework

This chapter focuses on discussing some theories which are going to be used as a guidance of conducting this study. Actually, there are many theories used to analyze this novel, but psychoanalysis would be the proper one. Psychoanalysis theory used in this research is Erik Erikson's theory. In his theory, Erikson divides human development into eight stages. Then, the supporting theories used in this study is new criticism theory.

Through psychoanalysis theory, this research can analyze psychological aspect of character in this novel. Whereas, new criticism theory can analyze characterization of the main character in this novel, Charlie Gordon. Those theories are explained as follows:

##### 2.1.1. Development Theory

This research will analyze the character's identity using understanding of psychology. Erik Erikson's theory of development is one of the best-known theories of personality in psychology. Much like Sigmund Freud, Erikson believes that personality develops in a series of stages. Erik Erikson has been the most influential writer on identity in the past two decades. He creates the term identity crisis and believes that it is one of the most important conflicts people face in development. According to Erikson, an identity crisis is a time of intensive analysis and exploration of different ways of looking at oneself

([psychology.about.com/od/theoriesofpersonality/a/identitycrisis.htm](http://psychology.about.com/od/theoriesofpersonality/a/identitycrisis.htm)). Such crisis occurs during the teenage years in which people struggle between feelings of identity versus role confusion (Erikson 11).

Each Erikson's development stages are characterized by a different conflict that must be resolved by the individual. When the environment makes new demands on people, the conflicts arise. If a person is unable to resolve a conflict at a particular stage, they will confront and struggle with it later in life. Each confrontation with the environment is called crisis as the turning point faced at each developmental (Schultz 211).

Erikson divides the total life-span into eight stages. There are trust versus mistrust, autonomy versus shame and doubt, initiative versus guilt, industry versus inferiority, identity versus role confusion, intimacy versus isolation, generativity versus stagnation, and ego integrity versus despair (Pikunas 14). Each stages will be explained as follows:

### Stage 1 - Trust versus Mistrust

The first stage of Erikson's theory is basic trust versus basic mistrust (7). The first stage occurs to infant between birth and one year of age approximately. Erikson states that the basic strength of the first stage is hope, or the expectation that difficulties in life, presenting whatever challenges they may, will eventually result in a positive outcome. This sense of hope is, in turn, needed to meet the challenges presented at later stages of development (7). It means, the infant will success through this stage if they becomes more active and get new experiences

from primary caregivers such as mother. However, the infant's needs are not merely oral and are not primarily sexual. In addition to experiencing pleasure from breast or bottle, the child needs physical contact and consistency in attention (Erikson 7). It means, to develop the infant's ability of trust, the infant not only needs source of food, but needs affection and attention from people around them also. If the infant does not get their need, the infant will feel mistrust.

#### Stage 2 - Autonomy versus Shame and Doubt

The second stage of Erikson's theory is Autonomy versus Shame and Doubt. The second stage occurs during early childhood about 1-3 years old. According to Erikson, 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. Increasingly, she or he wants to do these things without adult help (8). It means, if caregivers especially their parents encourage self-sufficient behavior, toddlers develop a sense of autonomy, a sense of being able to handle many problems on their own. However, if caregivers demand too much, refuse to let children perform tasks of which they are capable, or ridicule early attempts at self-sufficiency, children may instead develop shame and doubt about their ability to handle problems.

### Stage 3 - Initiative versus Guilt

The third stage of Erikson's theory is Initiative versus Guilt. This stage occurs in the child about 3-6 years old. Some people called this period as preschool era. According to Erikson, 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 (10). It means, at this stage children are learning to master the world around them, learning basic skills and principles of physics. They also learn some regular activity like how to zip and tie, count and speak with ease. In the other case, guilt occurs when the child's developing conscience feels in competition with the parent (Erikson 11). It means, the child's guilt develops from their parent itself. The parents discourage the child from doing some independent activities or force the child to do a good behavior so hard.

## Stage 4 - Industry versus Inferiority

The fourth stage of Erikson's theory is Industry versus Inferiority. This stage occurs in the child from approximately age 7-12 years old, when the child sits in elementary school generally. Erikson states 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 (11). It means, the child must be ready to face the competence in their school. If the child can complete the competence in their school, they will develop ability of industry. If they fail, the result is they develop feeling of inferiority.

## Stage 5 - Identity versus Confusion

The fifth stage of Erikson's theory is identity versus role confusion. This stage occurs in the child from approximately age 13-18 years old. This period is a transitional period from childhood to adulthood. According to Erikson, Adolescence is a time of great change; about 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 parents and to assume an identity (11). During adolescence, people are exploring their independence and developing a sense of self. If they receive proper encouragement and reinforcement through personal exploration, they will emerge from this stage with a strong sense of self and a feeling of independence and control. If they are unsure of their beliefs and desires, the result is they will be insecure and confused about themselves and the future.

## Stage 6 - Intimacy versus Isolation

The sixth stage of Erikson's theory is intimacy versus isolation. This stage occur to the young adult age 18-40 years old. According to Erikson, intimacy and mutual sharing with another is the basic strength of this stage (13). Erikson believes that a strong sense of personal identity is important for couple to developing intimate relationships. The negative side of this stage is isolation. (13) It happens when the adolescence doesn't get an comfortable in their relationship.

So, from this problem, it can lead the adolescence feel isolation, loneliness or sometimes they feel depression.

## Stage 7 - Generativity versus Stagnation

The seventh stage of Erikson's theory is generativity versus stagnation. This stage occurs in the adulthood age 40-65 years old approximately. During adulthood, people continue to build their lives, focusing on career, settle down within a relationship, begin their own families and develop a sense of being a part of the bigger picture (14). It means this period is the right time for the adulthood concern to the next generation. 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 and uninvolved in the world.

## Stage 8 - Integrity versus Despair

The last stage of Erikson's theory is integrity versus despair. This stage occurs during old age and is focused on reflecting back on life (17). According to Erikson, 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 the integrity can be seen when a successful life leads the maturity to the virtue of wisdom. The opposite of integrity is despair. Erikson stated that Despair is often disguised by an outward attitude of contempt toward others (17). Despair is the result of unfulfilled

potential or a feeling that people have wasted their life, without hope for personal redemption. So, if people are unsuccessful during this stage, they are going to feel that their life has been wasted and will experience many regrets. Then, people are feel proud of their accomplishments, they will feel a sense of integrity.

This theory can be used to analyze psychological of main character. In the story that used for the research, almost of story contain of psychological transformation. This theory consist of many stages that contain step by step of human's life, so this theory is very useful to analyze psychosis transformation.

### 2.1.2. New Criticism

New criticism is the main tool in an analysis to reveal the true meaning of a text based on the text itself (Tyson 136). It means, new criticism judges and evaluates a literary work based on the text only. Because it is based on the text itself, new criticism's main focus is the formal elements that depicted in the text. Bressler also states in his book that new criticism does not even need to find extra textual information outside the text, the text itself contains all the necessary information to discover the meaning (55).

According to Gillespie, formal elements are including character, setting, point of view, plot, and theme (190). It means, formal elements are parts of the texts itself. Tyson states that the main focus of the formal elements is in the literary language which is different from scientific or everyday language (138). It depends on the connotation which contains implication and suggestion so that it can create an artistic language. This is what new criticism called as the organic unity because the formal elements are working together to establish the theme of



the text (138). So, the writer will take a look the evidence of the formal elements; in this case are character and characterization only; from the text that needed for this analysis.

#### 2.1.2.1. Character

Character is one of the most important elements in literature. Character holds the main role in a story of literature such as novel, drama, tale, and poem. Character is the person represented in dramatic or narrative work who is interpreted by the reader as possessing particular moral, intellectual and emotional qualities that shown with dialog and action in literary work (Abrams 42). Through the character, the reader can enjoy and understand the plot of the story. According to Bennett, character is the life of literature. They are the objects of our curiosity and fascination, affection and dislike, admiration and criticism (60). It means, the author depicted their imagination and describe the story trough the character itself.

Dinuriyyah states in her book that characters can be divided into two kinds, major character and minor character (114). Major character is an important figure at the center of the story. However, the major character cannot stand by isolation. The major character needs other characters to help the story more interest and attractive. Characters who supports the major character is called minor character.

The major character plays the biggest role and is often the first character to be introduced. Most often the story is seen through the eyes of the main character.

Whereas, minor characters play a smaller supporting role and are introduced throughout the story. According to Kenney, character divided into two kinds, flat and round character. (46) A flat character usually has only one outstanding trait or feature, or at most a few distinguishing marks. Minor characters often are flat characters:



these characters are static and do not change significant. Whereas, the round character is complex and many sided. The round character may appear to us only as he appears to the other characters in the story. It can be concluded that round characters play a big role in a story rather than a flat character. These characters often change as the story progresses.

#### 2.1.2.2. Characterization

Character can make a story reliable and vivid. People are always interested in discussing a character. Everybody admits that a human is unique creature who has a very rich dimension to be discussed. Therefore, character becomes an interesting topic in literature. In order to build a full and clear portrait of the character becomes more alive, an author uses characterization. Gill states in his book that character is generally known as a person in a literary work besides characterization is the way in which a character is created (127). In this case, character is only the figure person that created by the author and characterization completed it with the physically description, attitude, and even how they think and act in the text. So, to make the differences between character and characterization is by calling the character as the product while characterization as the method (127). Characterization is very important since the reader can explore the novel by paying attention on the character's speeches action and comment of the other character in order to understand more about the idea of the story (Holman 2).

There are some methods of characterization. According to Gill, there are two ways in how characters are depicted in a text, it is called telling and showing (133). Telling a character is when the author describes the character by its



*Needs of Main Character* (2008) written by Yuliana, student of Bina Nusantara University. In her research, she analyzes the needs of the main character in his struggle to accept his condition and fulfill his needs. She uses structural criticism by Tzevetan Todorov for her analysis.

Another research entitled *A Short Happy Moment of Charlie's Life in Flowers for Algernon by Daniel Keyes* (2012) written by Rini Agustina. She is a student of North Sumatra University. She analyzes the fact about Charlie, whether Charlie really has a short happy moment after an experimental surgery. Agustina uses structural criticism to analyze the character from novel, Charlie Gordon and Miss Kinnian. Miss Kinnian is Charlie Gordon's teacher when he studied in special school for retarded people.

In addition, this study also uses the previous studies from a journal. The journal entitled “*Revealing Charlie Gordon’s Trauma in Daniel Keyes’s Flowers for Algernon*” (2014) is written by Desy Eka Fatmawati. She is student from Surabaya States University. She discusses about Charlie Gordon’s trauma when Charlie experienced many bad experiences in his childhood. She uses theory of trauma symptoms and theory of intelligence by Sandra L. Bloom.

The similarities of all researches and journal above with this research is the same as taking *Flowers for Algernon* as object for research. Then, all of studies also analyze main character from novel, Charlie Gordon. The difference of two previous researches and journal with this research is from theory that used. This research use psychoanalysis theory to analyze Charlie Gordon character,

