CHAPTER 2

FRAMEWORK OF THEORIES

This chapter tells about further explanation of the concepts and theories that have been told in previous chapter. I choose Pickering and Hoeper as theory in intrinsic approaches, because Film and Novel have same character and characterization, setting and plot. In chapter I, I have written the concepts and theories of intrinsic and extrinsic approaches. In this chapter I will explain these concepts and theories.

2.1 Intrinsic Approaches

To analyze this autobiographical film I use some concepts through intrinsic approach, they are characterization, setting, plot, and theme. These concepts are explained as follows.

2.11 Characterization

Character is an important thing in literary work. Pickering and Hoeper explain some terms of character in literary work. The major, or central, character of the plot is the protagonist; his opponent, the character against whom the protagonist struggles or contends is the antagonist.(Pickering and Hoeper, 1981: 24-25)The term protagonist and antagonist do not directly show the characterization of each character. It does not mean protagonist always has good nature and also antagonist always has bad nature. There are flat and round characters. Flat characters are those who embody or represent a single characteristic. Round characters are just the opposite. They embody a number of qualities and traits. (Pickering and Hoeper, 1981: 62) On the other part it is said that flat character is a minor character of a story. Round character is a major character of a story. To establish characterization of characters can be analyzed through showing and telling methods.

a.   Showing Method (Indirect)

There are two methods of characterization, telling method and showing method. To analyze this novel I use showing and telling methods. Showing

method involves the author's stepping aside, as they were, to allow the characters to reveal and directly through their dialogue and their actions.(Pickering and Hoeper, 1981: 27)

1) Characterization through Dialogue

To know characterization in literary work I have to analyze characters through dialogue between characters. Some characters are careful and guarded in what they say: they speak only by indirection, and we must infer from their words what they actually mean. Others are open and candid; they tell us, or appear to tell us, exactly what is on their minds.(Pickering and Hoeper, 1981: 32) It needs more concentrating and understanding to determine a characterization of a character.

2) Characterization through Action

Characterization through action is as important as characterization through dialogue. To establish character on the basis of action, it is necessary to scrutinize the several events of the plot for what they seem to reveal about the character, about their unconscious emotional and psychological states as well as about their conscious attitudes and values. (Pickering and Hoeper, 1981: 34-35)

b. Telling Method (Direct)

Direct methods of revealing character-characterization by telling-include the following:(Pickering and Hoeper, 1981: 28)

1) Characterization through the use of names

Names are often used to provide essential clues that aid in characterization. Some characters are given names that suggest their dominant or controlling traits, other characters are given names that reinforce (or sometimes are in contrast to) their physical appearance, names can also contain literary or historical allusions that aid in characterization by means of association.(Pickering and Hoeper, 1981: 28)

2) Characterization through Appearance

Although in real life most of us are aware that appearances are often deceiving, in the world of fiction details of appearance (what a character wears

and how they looks) often provide essential clues to character.(Pickering and Hoeper, 1981: 29)

3) Characterization by the Author

Through a series of editorial comments, nature and personality of the characters, including the thoughts and feelings that enter and pass through the characters' minds.doing the author asserts and retains full control over characterization, the author not only directs our attention to a given character but tells us exactly what our attitude toward that character ought to be. Nothing is left to the reader's imagination. Unless the author is being ironic and there is always that possibility-we can do little more than assent and allow our conception of character to be formed on the basis of what the author has told us.(Pickering and Hoeper, 1981: 30)

2.12   Setting

The term setting in literary work gives broadest sense to the reader. Setting includes place where the action is taken and time when the action is taken. It is most basic, setting helps the reader visualize the action of the work, and thus adds credibility and an air of authenticity to the characters.(Pickering and Hoeper, 1981: 37) There are five functions of setting that will be explained as follows.

a.   Setting as background of action

When we talk of setting as background, then, we have in mind a kind of setting that exists by and large for its own, without any clear relationship to action or characters, or at best relationship that is only tangential and slight.To see setting acts as an essential element in the fiction, or whether it exists merely as decorative and functionless background, we need ask ourselves this: Could the work in question be set in another time and another place without doing it essential damage? If the answer is yes, then the setting can be said to exist as decorative background whose function is largely irrelevant to the purpose of the work as whole.(Pickering and Hoeper, 1981: 39)

b.   Setting as antagonist

Setting in the form of nature can function as a kind of casual agentor antagonist, and it helps to establish plot conflict and determining the outcome of events. (Pickering and Hoeper, 1981: 39)

c. Setting as means of creating appropriate atmosphere

Many authors manipulate their settings as a means of arousing the reader's expectations and establishing an appropriate state of mind for events to come. (Pickering and Hoeper, 1981: 40)

d. Setting as means revealing character

An author can also use the setting to clarify and reveal character by deliberately making setting a metaphoric or symbolic extension of character. (Pickering and Hoeper, 1981: 41)

e. Setting as reinforcing of theme

Setting can also be used as a means of reinforcing and clarifying the theme of a novel or short story. (Pickering and Hoeper, 1981: 42)

2.13 Plot

Plot is defined as the deliberately arranged sequence of interrelated events that constitute the basic narrative structure of a novel or a short story. Events of any kind, of course, inevitably involve people, and for this reason it is virtually impossible to discuss plot in isolation from character. (Pickering and Hoeper, 1981: 14)

a. Exposition

The exposition is the beginning section in which the author provides the necessary background information, sets the scene, establishes the situation, and dates the action. It may also introduce the characters and the conflict, or the potential for conflict. The exposition may be accomplished in a single sentence or paragraph, or, in the case of some novels, occupy an entire chapter or more.(Pickering and Hoeper, 1981: 16)

b. Complication

Sometime refers to as the rising action, breaks the existing equilibrium and introduces the characters and the underlying or inciting conflict. The conflict is then developed gradually and intensified (Pickering and Hoeper, 1981: 16)

c. Crisis

The crisis also refers to as the climax, is the moment at which the plot reaches its point of greatest emotional intensity; it is the turning point of the plot, directly precipitating its resolution. (Pickering and Hoeper, 1981: 17)

d. Falling action

Once the crisis, or turning point, has been reached, the tension subsides and the plot moves toward its appointed conclusion.(Pickering and Hoeper, 1981: 17)

e. Resolution

The final section of the plot is its resolution; it records the outcome of the conflict and establishes some new equilibrium or stability. The resolution also refers to as the conclusion.(Pickering and Hoeper, 1981: 17)

2.2 Extrinsic Approaches

To analyze this autobiographical film through extrinsic I use psychological approach. I use the concept of behaviourismeto analyzeFreddie's character with Psychology Literature using Skinner's theory. Through extrinsic approach applies the concepts are:

2.21 Psychology

Kartono describes psychology as the science of human behavior (Kartono, 1980). Psychology can be used to explore and explain things and phenomena of human life by applying the principle of psychology in the literary works. Psychology has many branches. They are social psychology, psychoanalysis, psychology of literature, and others. According to Endraswara (2003: 97-99) psychology and literature have ties indirectly and functional. In indirect relation, due either literature and psychology having the same object that is human life, while the functional relation because psychology and literature equally to study the state of psychiatric others, the difference in psychology symptoms the real,

while in literature is imaginative. To support my assumption of the theme I use the concepts of psychology of literature, concepts will explain as follows.

2.211 Psychology of Literature

In a book entitled Metologi Penelitian Sastra it is explained that karya sastra merupakan produk dari suatu kejiwaan dan pemikiran pengarang. (Endraswara, 2011: 96)(in my translation: A literary work is a product of the author's psyche and thought.) As it is said on the book entitled Psikologi Sastra is explained that psikologi sastra adalah sebuah interdisiplin antara psikologi dan sastra(Minderop, 2013: 59) (in my translation: Psychology of literature is an inter-dicipline between psychology and literature.) It is also said that psikologi sastra adalah kajian sastra yang memandang karya sebagai aktivitas kejiwaan (Endraswara, 2011: 96)(in my translation: Psychology of literature is a study of literature that sees works as psychological activities.)

2.212 Behaviorism

Everyone has behaviour. Behavior leads to build our character and from behaviorism, it decides our character. It is said on the book entitled Psikologi Sastra teori dan aplikasinya has explained that Behaviorisme merupakan aliran dalam psikologi yang timbul sebagai perkembangan dari psikologi pada umumnya yang ingin meneliti psikologi secara objektif. (in my translation :behaviorism is a flow in psychology, which appears as develop from general psychology who wants research psychology objectively.) (Wiyatmi, Psikologi Sastra teori dan aplikasinya. (Kanwa Publisher, 2001) bab 1, hal 9) Behavior is an act done by someone in a certain situation. The intended behavior lies between two influences, these are when the influence that precedes it (antecedent) and the influence that follows it (consequences). This can be described as follows:

Antecedent -> behavior -> consequences

or

A -> B -> C

Thus, behavior can be changed by changing antecedents, consequences, or both. According to Skinner (1904-1990), the consequences will determine whether someone will repeat a behavior at another time in the future. The work of Skinner was rooted in a view that classical conditioning was far too simplistic to be a complete explanation of complex human behavior. He believed that the best way to understand behavior is to look at the causes of an action and its consequences. He called this approach operant conditioning.Skinner found behaviorism theory. He divided 2 parts, these are :

a. Classical conditioning

Based on Ivan (1849-1936) Pavlov had identified a fundamental associative learning process called classical conditioning. Classical conditioning refers to learning that occurs when a neutral stimulus (example :a tone) becomes associated with a stimulus (example: food) that naturally produces a behavior. After the association is learned, the previously neutral stimulus is sufficient to produce the behavior.

b. Operant Conditioning

In operant conditioning, the acquisition and further performance of an action depends on the consequence experienced upon its completion. This type of learning calls Operant because the behavior operates(has an effect on) the environment : it is instrumental because the behavior is instrumental in producing reward.Burrhus Frederick Skinner (1904-1990), yaitu suatu situasi belajar dimana suatu respon dibuat lebih kuat akibat ganjaran (reinforcement) langsung. (in my translation: is a learning situation in which a response made is stronger due to direct reinforcement). According to Oxford Bibliographies the example, an operant such as joke telling is shaped and maintained by positive social consequences (example laughter) or extinguished by negative social consequences (example silence). Selection of operant behavior is analogous to the selection of biological traits via natural selection. The environment (physical, social, cultural) selects behavior via the processes of reinforcement and punishment. The skinner's theory box (1930) Operant conditioning chambers are small environments designed to contain an animal subject. They are generally structured to block

external light and sound in order to prevent distracting stimuli from interfering with experiments. The box ensures behaviors are conditioned appropriately and rewards are timed correctly. The purpose of the Skinner box is to analyze animal behavior by detecting when an animal has performed a desired behavior and then administering a reward, thus determining how long it takes the animal to learn to perform the behavior. If the goal of the box is to teach a rat to press a lever, for example, pressing the lever might cause food to fall out of a chute. The rat will likely only push the lever accidentally at first, but eventually it will learn food appears when it does so. Then the rat will begin to perform the behavior independently.

When used to study classical conditioning, the chamber may be structured so an automatic animal behavior, such as scratching, is paired with an unconditioned stimuli, such as a flashing light. When the animal scratches, the light will flash, and the animal will be given a reward. After several trials, the animal will likely associate the unconditioned stimulus with the reward.

In operant conditioning, the consequences which come after a behavior will vary, to alter that behavior. Skinner identified three types, these are :neutral operants, reinforcemet, and punishment. These are explains of 3 of them:

b.1 Neutral operant

Neutral operant responses from the environment that neither increase nor decrease the probability of a behavior being repeated.

b.2 Reinforcers

Reinforcement is the key element in Skinner's S-R theory. A reinforcer is anything that strengthens the desired response. It could be verbal praise, a good grade or a feeling of increased accomplishment or satisfaction. The theory also covers negative reinforcers — any stimulus that results in the increased frequency of a response when it is withdrawn (different from adversive stimuli — punishment — which result in reduced responses). A great deal of attention was given to schedules of reinforcement (e.g. interval versus ratio) and their effects on establishing and maintaining behavior.

a. Positive reinforcement is, perhaps, the most familiar operant conditioning procedure because it delivers what lay people call a "reward." For a rewarding stimulus to be called a "reinforcer," however, it must follow a behaviour and increase the frequency of that behavior (Miller, 2006). If both requirements are not met, the stimulus is not a positive reinforce. In applied settings, praise may be used as a positive reinforcer to increase the frequency of target behaviors in individuals with disabilities (e.g., Dozier, Iwata, Thomason-Sassi, Worsdell, & Wilson, 2012).

b. Negative Reinforcement. Like positive reinforcement, negative reinforcement procedures increase the frequency of a behavior, but the response removes or prevents the presentation of a stimulus. In order for a procedure to qualify as negative reinforcement, a stimulus must be terminated or prevented by a response and that termination or prevention must increase the frequency of the response (Miller, 2006). (Mc Sweeney and S. Murphy, 2014 : 171)

Timing and frequency are very important in reinforcement.

- A continuous reinforcement schedule (commonly abbreviated CRF) provides reinforcement for all noted behaviors. That is, every time the behavior occurs, reinforcement is provided.

- An intermittent reinforcement schedule (commonly abbreviated INT) reinforces some target behaviors but never all of them. Think of it like a slot machine. You won't win on every pull of the lever, but you do win sometimes, and that reinforces the behavior of pulling the lever.
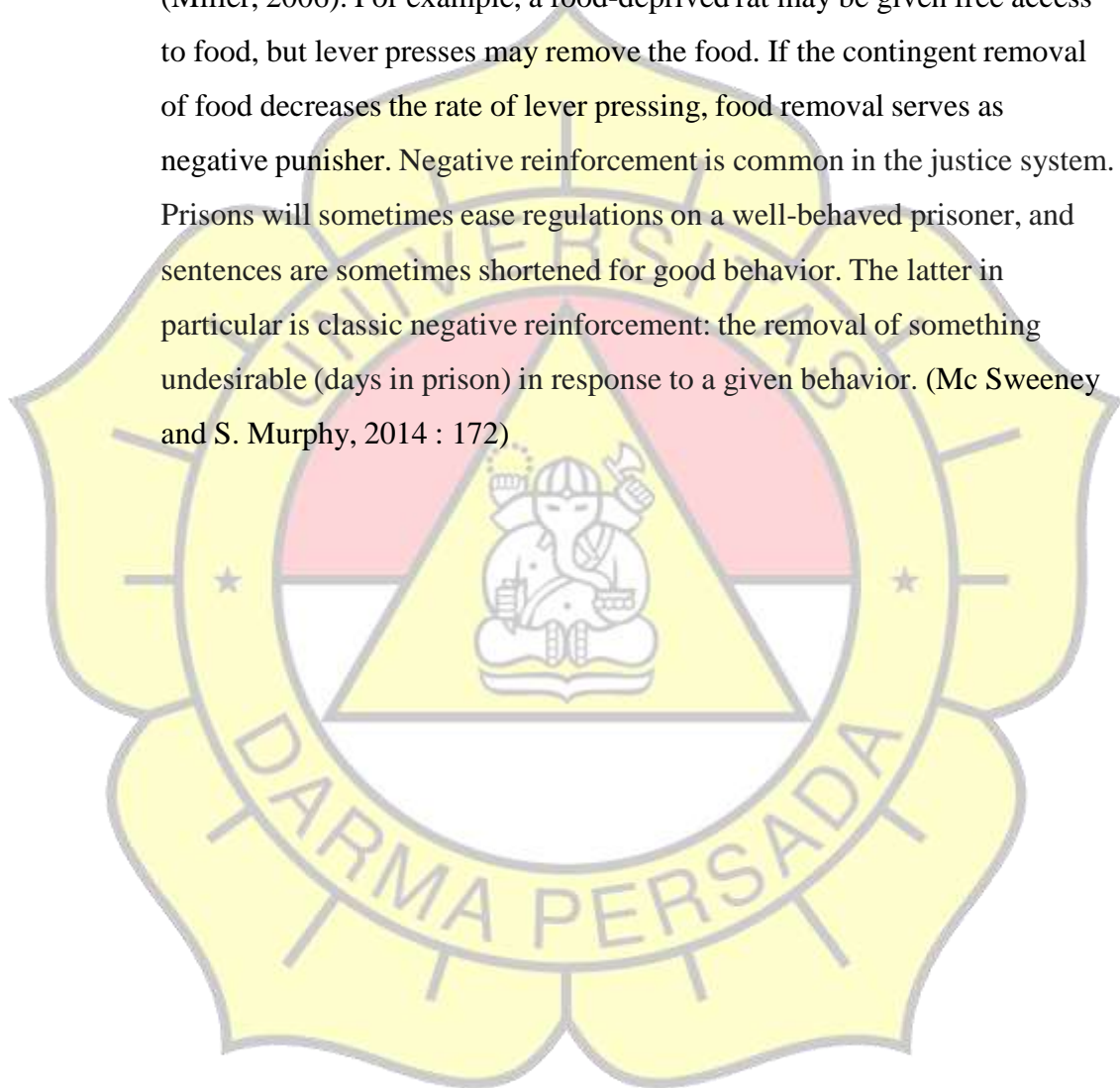
b.3. Punishment

The term punishment refers to a procedure that decreases the frequency of a response. As in reinforcement, there are two types of punishment: positive and negative.
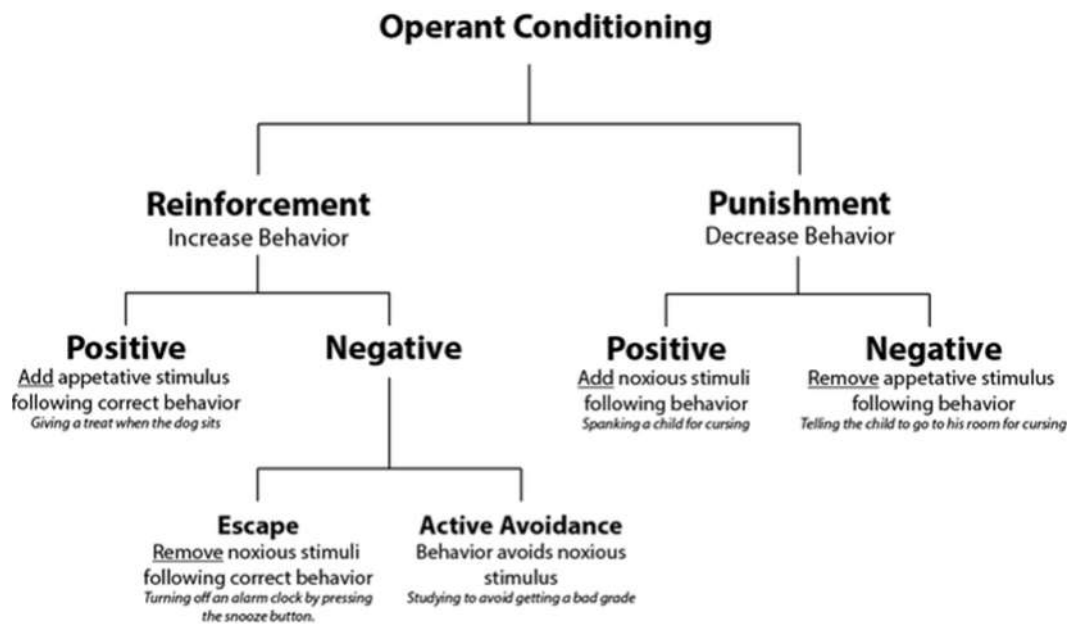
a. Positive Punishment. For a stimulus to qualify as a positive punisher, it must follow a behavior and decrease the probability of that behavior (Miller, 2006). Positive punishment is ubiquitous in the real world. For example, if a person places his or her hand too close to a hot stove, he or

she may get burned. As a result, it is less likely the person will place his or her hand near a stove in the future.

b. Negative Punishment. Negative punishment refers to the contingent removal of a stimulus that decreases the rate of a response. In order for a stimulus to qualify as a negative punisher, stimulus removal must follow a behavior and that removal must decrease the probability of the behavior (Miller, 2006). For example, a food-deprived rat may be given free access to food, but lever presses may remove the food. If the contingent removal of food decreases the rate of lever pressing, food removal serves as negative punisher. Negative reinforcement is common in the justice system. Prisons will sometimes ease regulations on a well-behaved prisoner, and sentences are sometimes shortened for good behavior. The latter in particular is classic negative reinforcement: the removal of something undesirable (days in prison) in response to a given behavior. (Mc Sweeney and S. Murphy, 2014 : 172)

Picture of Operant Conditioning

Operant Conditioning

Reinforcement
Increase Behavior

Punishment
Decrease Behavior

Positive
<u>Add</u> appetative stimulus
following correct behavior
Giving a treat when the dog sits

Negative

Positive
<u>Add</u> noxious stimuli
following behavior
Spanking a child for cursing

Negative
<u>Remove</u> appetative stimulus
following behavior
Telling the child to go to his room for cursing

Escape
<u>Remove</u> noxious stimuli
following correct behavior
Turning off an alarm clock by pressing the snooze button.

Active Avoidance
Behavior avoids noxious
stimulus
Studying to avoid getting a bad grade

Postive presence of a stimulus

Negative absense of a stimulus

Reinforcement increases behavior

Punishment decreases behavior

Escape removes a stimulus

Avoidance prevents a stimulus

This picture above describe is operant conditioning has 2 effects, they are reinfrorcement and punishment. Reinfrorcement and punishment have 2 effects, positive and negative. For negative reinforcemet has 2 results, they are escape and active avoidance. Escape is remove dangerous stimulus with following right behaviour and active avoidance is preserve a stimulus.