CHAPTER II

FRAMEWORK OF THEORIES

As stated in the previous chapter, the theories that are applied for this research includes intrinsic and extrinsic approaches. The intrinsic approaches include characterization through telling and showing methods, plot and setting. The extrinsic approaches that is applied consists of sociology literature and the values of character building.

A . Intrinsic Approaches

1 . Characterization

According to Pickering and Hoeper (1997 : 25-27) Characters are vital for a story, because without them, no story can be told. Characterization is the way to create and present characters in a fiction. In presenting and establishing a character, there are two basic methods that can be applied, telling and showing methods.

a . Telling Method (Direct)

Telling method relies on exposition and direct commentary by the author. Telling method consists of characterization through the use of names, appearance and author. (Pickering and Hoeper, 1997 : 26)

1) Characterization through the Use of Names

Names are often used to provide essential clues that aid in characterization. Some characters are given name that suggest their dominant or controlling traits, other characters are given names that reinforce (or something 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, 1997 : 28)

2) Characterization through Appearance.

While in real life appearances of some people can be deceiving, in a fiction the details of it can serve as essential clues of a character. Details of a dress can be clues for a character's background,

occupation, economic and social status. Meanwhile, details of a character's physical appearance can be clues for their age, general state of their physical health and well-being, as well as their emotional state and health. (Pickering and Hoeper, 1997 : 29)

3) Characterization by the Author

Pickering and Hoeper stated in his book (1997 : 30) An author can interrupt the narrative and reveal the nature and personalities of the characters, including the thoughts and feelings that are in their minds. The author has full control of the readers' attention and supposed attitude toward the characters.

b. Showing Method (Indirect)

There are two methods of characterization, telling method and showing method. Showing method involves the author's stepping aside, as it were, to allow the characters to reveal themselves directly through their dialogue and their actions. (Pickering and Hoeper, 1997 : 27)

1) Characterization through Dialogue

Based on Pickering and Hoeper (1997 : 32) Dialogue often represents and carries the speaker's attitude, values and beliefs. That is the reason why it may consciously or unconsiously reveal the speaker's inner most character and personality. In a fiction, the author has to maintain the dialogues of a character guarded and careful in order to use it for characterization.

a) What is Being Said

In this case, we need to know whether the dialogue will be discussed is something that is important and can influence the events in the story. (Pickering and Hoeper, 1997 : 32)

b) The Identity of the Speaker

Something delivered by a main character, which in this case is more important than a subordinate figure, although sometimes information by subordinate leaders can provide important about main characters. (Pickering and Hoeper, 1997 : 32)

c) The Occasion

Based on Pickering and Hoeper (1997 : 33) Location or situation of the conversation can also affect a person's character, we will know more about the character of the particular way of seeing them talk to the people around them, usually they will show their character when talking to people which closest to them.

d) The Identity of the Person or Persons the Speaker Addressing

The narrative performed by characters in the story, where a certain figure says something about the character of the other. (Pickering and Hoeper, 1997 : 33)

e) The Quality of the Exchange

Characters can also take a look through their mental quality is through rhythm or flow when they speak. (Pickering and Hoeper, 1997 : 33)

f) The Speaker's Tone of Voice, Stress, Dialect, and Vocabulary

Characters also a figure we can see through their voice, stress, dialect, and vocabulary, but we can see that if we observe and examine it properly and carefully. (Pickering and Hoeper, 1997 : 33)

2) Characterization through Action

The action can reveal what a given character is. An action, even as little as the gesture and facial expression usually represent about their unconscious emotional and psychological states as well as their conscious attitudes and values. In doing so, it is necessary to identify the common pattern of conduct and behaviour as well as underlying motives behind an action. (Pickering and Hoeper, 1997 : 34-35)

1. Plot

Based on Pickering and Hoeper (1997 : 13-15) Plot is a narrative of events that form a basic narrative structure of a fiction. The events are arranged deliberately in a certain sequence that help readers to understand the story as well as to arouse readers' curiousity. A plot is usually created as lifelike and real as possible in order to not confuse the readers with the kind of random and indeterminate events. A plot usually flows in five certain stages or sections as follows:

a. Exposition

According to Pickering and Hoeper (1997 : 16) Exposition is the beginning part of a story. An author usually puts several necessary background information, takes sets, builds the situation and actions. It may also introduce the characters, and a conflict or a potential conflict.

b. Complication

It is also called as rising action. Complication breaks the existing equilibrium as well as introduces the characters and the underlying or inciting conflicts if they have not been introduced already in the exposition. Starting from this, the conflict in a fiction will develop and intesify gradually. (Pickering and Hoeper, 1997 : 17)

c. Crisis

Based on Pickering and Hoeper (1997 : 17) The crisis is also referred as climax. It is the peak of the conflict in a story and the turning point where the plot reach to the point of greatest emotional intesity.

d. Falling action

It exists after a crisis happen, when the tension subsides and the plot flows to the appointed conclusion. (Pickering and Hoeper, 1997 : 17)

e. Resolution

Pickering and Hoeper stated in his book (1997 : 17) It is the final part of a story. It contains the outcome of the conflict and establish some new condition and situation. The resolution is also known as the conclusion.

2. Setting

Based on Pickering and Hoeper (1997 : 37-38) Setting is a word that refer to the physical location that frames the action and the time of an event, the climatic condition, as well as the historical period during which the action take place. Setting has five possible functions, Setting as background of action, as an antagonist, as a means of creating appropriate atmosphere, as a means of revealing character, and as a means of reinforcing theme. However, in this research, the used functions of setting are only three, which are:

a. Setting as background of Action

Every events never happen nowhere. They require a setting or background of some kind, even if it is only as simple as a stage of theatre. As a background for action, setting may consist of costume, manners, events, and institutions that have relation to a certain time and place. (Pickering and Hoeper, 1997 : 38-39)

b. Setting as Antagonist

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

c. Setting as a Means of 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, 1997 : 41)

B. Extrinsic Approaches

1 . Sociology Literature

Based on https:// www.thejakartapost.com/life/2018/01/08/ essay-sociology-of-literature.html Sociology is an objective and scientific study of humans in society and the review of social institution and process. Literature, on the other hand, also deals with human beings in society with regard to their undertaking to adapt to and change society. Sociology and literature, therefore, share the same issues. The novel, as one of the major genres in literature, can be regarded as an effort to recreate the social world; relations between human beings and their family, environment, politics, state and others.

2. Values

Based on (http:// www.academia.edu/ 4234103/MORAL _VALUES _AND _ MORAL _VALUES_ A._Some_Definition_of_Moral_Values) states that value is something interesting for us, something we look for, something delighting and something good. This means that something can be said valuable if it has accepted as something good. The one has tendencity to do something good or something bad. Since the estimation is came up from the others not from the individual him/her self. Moral value is value that must be separated with other values. Every value will get quality if it has relation with other values. For example, Honesty is example of moral values, this value has no meaning if it does not be applied with other values. Types of moral value consists of bravery, enthusiasm, kind-hearted, honesty, love and affection, sorry and apologize, loyalty, peace loving, perseverance, sacrificing for other, strong belief, self-confidence and sincerity.

Based on the (Journal of Literary Works and Character Education: American Research Institute for Policy Development. International Journal of Language and Literature, 2015 URL: http:// ijll-net.com/journals/ijll/ Vol_ 4_No_ 1_June_ 2016/20.pdf) As Daniel Goleman in Soetarjo (2015 :177) said Education of character is value education which consists of 9 basic values, they are 1) responsibility; 2) respect; 3) fairness; 4) courage; 5) honesty; 6) friendly; 7) self-discipline; 8) caring; and 9) perseverance.

3. Character Building

Based on (Journal of Education and Learning. Vol.6 (4) pp. 223-230. URL : https://media.neliti.com/ media/ publications/72829-EN-character-education-and-students-social.pdf) Character building is an important part of education performance. Character is the personality inherent in a person. Character building is not a process of transfering knowledge and memorizing the materials to have an exam. Character building requires habituation. It refers to real action of becoming honest, being ashamed to cheat and also being ashamed to be lazy. Character building of students in each educational environment means the efforts made by the institution in the context of the formation of the character of students. The term

Based on (Journal of Education and Practice URL: www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)Vol.9, No.3, 2018) Muslich Masnur (2014: 204) proposes Nine pillars of character that derive from the noble values of universal, namely: 1) love of God and all creation, 2) responsibility, discipline and independence, 3) honesty and wise, 4) respect and courteousness, 5) generous and cooperation 6) self confidence, creative, and hard worker, 7) leadership and justice, 8) kind and humble, and 9) tolerance, peacefulness and unity. Character Counts Coalition (a project of The Joseph Institute of Ethics) in Muslich Masnur (2014:39) states there are six characters pillar that can be used as references, namely: 1) trustworthiness, it creates someone to be integrated, honest, and loyal, 2) fairness, it creates someone to be open minded, 3) caring, it cares toward others and their environment, 4) respect, it always respect everyone, 5) citizenship, it is the typical to obey law and order, 6) responsibility, this typical has high responsibility, discipline, and perform the best thing is synonymous with coaching is the formation or development.

Character building is a continuous process of building up positive character and it always been developed (Naim, 2012:41). Further, the process itself is not only in the school environment, but it covers larger area. It can be home, school, and surrounding environment. Actually the process of character building is never ending process to reform continuous improvement. Character building consists of religious, honest, tolerant, diciplinary, hard-working, creative, self-standing, democratic, curious, nationalistic, patriotic, appreciative, friendly, peaceable, well-reading, unyielding, socially responsible. Character building and character education has the same purpose in building up someone's positive character. The difference is placed on the coverage and environment. Character building has larger coverage and environment than character

education. Someone can be called as a person of character if his/her attitudes, behaviours and measures are appropriate to moral norm (Naim, 2012 : 54).