CHAPTER II
FRAMEWORK OF THE THEORIES

To understand the meaning and the construction of the novel, I use some concepts and theories to analyze it. In order to achieve it, I apply two approaches, which are intrinsic and extrinsic to analyze the novel, I use characterization, plot, and setting as the intrinsic approach. For extrinsic approach is psychoanalysis of psychopathy and trauma. In this chapter, I will explain those frameworks of the theories:

A. Intrinsic Approaches

The word intrinsic means something that is related to the essential nature of a thing. Through this approach, I use the concepts of characterization, setting, and plot in James H. Pickering and Jeffrey D. Hoeper's book titled *Concise Companion to Literature*.

1. Characterization

Characterization is the art of creating a character for a narrative. It includes the process of giving some information about them. It may be happening in every their conversation. Characters can be presented by the description in their action, speech, and also their mind. (Pickering & Hoeper, 1997: 28)

a. Showing Method

Showing method is the indirect, the dramatic method of showing, which involves the author's stepping aside, as it were, to allow the characters to reveal themselves directly through and their actions. (Pickering & Hoeper, 1997: 27)

1) Characterization through Dialogue

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 & Hoeper, 1997: 32) For this reason the reader must be prepared to analyze dialogue in a number of different ways.

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 & 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 & Hoeper, 1997: 32)

c) The Occasion

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, and usually they will show their character when talking to people which closest to them. (Pickering & Hoeper, 1997: 33)

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

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

2.) Characterization through Action

Pickering and Hooper, stated that to establish character on the basic of action, it is necessary to several events of the plot for what they seem to reveal about the characters, about their unconscious emotional and psychological states as well as about their conscious attitudes and values. Some actions, of course, are inherently more meaningful in this respect than others. A gesture or a facial expression usually carries with it less significance than some large and overt act. (Pickering & Hoeper, 1997: 34)

 b. Telling Method

Telling Method is a method that show the author, the author will be the narrator and tell the reader about the character in the novel and direct commentary (Pickering & Hoeper, 1997: 28).

1) Characterization through Appearance

Appearances can give the reader a clue to a character although sometimes appearances are often deceiving those who see it. But in literature a character can be seen from the appearance. (Pickering & Hoeper, 1997: 29)

2) Characterization by the Author

This method was told by the author. The Author interrupts the narrative and reveals directly, through a series of editorial comments, the nature and personality of the characters, including the thought and feelings that enter and pass through the characters' mind. (Pickering & Hoeper, 1997: 30)

2. Setting

Setting is a term that, in its broadest sense, encompasses, both the physical locale that frames the action and the time of day or year, the climactic condition, and the historical period during which the action take place. (Pickering & Hoeper, 1997: 37)

a. Setting as Background of the Action

When we speak of setting as background, then, we have in mind a kind of setting that exists by and large for its own sake, without any clear relationship to action or characters, or at best relationship that is only tangential and slight. To see whether setting acts as an essential element in the fiction, or whether it exists merely as decorative and functionless background, we need to 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 & Hoeper, 1997: 38)

b. Setting as an Antagonist

Setting may also serve as a kind of causal agent or antagonist that help to build a conflict and determine the outcome of the story's events. (Pickering and Hoeper, 1997: 39)

c. 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 & Hoeper, 1997: 41)

3. Plot

Plot 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 & Hoeper, 1997: 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 & Hoeper, 1997: 16)

b. Complication

Sometimes referred 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 & Hoeper, 1997: 17)

c. Crisis

The crisis, also referred to as the climax, is that 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 & Hoeper, 1997: 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 & Hoeper, 1997: 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 is also referred to as the conclusion. (Pickering & Hoeper, 1997: 17)

4. Theme

Theme is one of those critical terms that mean very different things to different people. To some, who think of literature mainly as vehicle for teaching, preaching, propagating a favorite idea, or encouraging some form of correct conduct, theme may mean the moral or lesson that can be extrapolated from the work. (Pickering & Hoeper, 1997: 61)

B. Extrinsic Approaches

After I explain about the approach through the intrinsic, now I will explain about the extrinsic. In this paper, I use psychological approach through the concepts of psychopathy and traumatic childhood.

1. Psychology Literature

Psychology can refer to a characteristic pattern of behavior and thought patterns that determine one's judgment of the environment. The story and characters in literary works usually inspired by events that happens in daily life. This even the reason psychology is needed to fully understand the meaning behind a literary works. Bernard Paris in his book titled *Imagined Human Beings: A Psychological Approach to Character and Conflict in Literature* (1997) used Psychology as an approach to analyze literature works. The created fictional characters are related to psychological approach. Characters in a fiction are not simply function in a text of encoded messages from the author, but they are created by imagining human being whose thoughts, feelings, and actions made sense in motivational terms. This makes psychological analysis in literature contribute in deeper understanding a literature.

2. Psychopathy

According to Hilgard and Atkinson (2009: 485-486), Psychopathic personalities are people who have no sense of responsibility or morality and no concern or affection for others; their behavior is determined almost entirely by their own needs. The psychopath has little feeling for anyone but himself and seems to experience little guilt or remorse no matter how much suffering his behavior may

cause other. Psychopaths have a lack of concern for feeling of other that lead to an inability to experience deep emotions. A psychopath has no conscience and they will continue to convince others of false stories. One of psychopath traits referred to great facility in lying and manipulating others.

Individuals with psychopathic traits fail to conform to social norms to lawful behavior. People with this disorder more likely to act in a way that they believe will bring them the most benefit. Individuals classified as psychopathic personalities are consistently irresponsible and blame others for things they have done. Based from Journal of The Interplay of gender, parental behaviors, and child maltreatment in relation to psychopathic traits (2018: 120-128) Psychopathic traits, on the other hand, which displayed in adulthood were also strong indicators of childhood maltreatment. Several studies have explored childhood maltreatment as an environmental factor contributing to the later development of psychopathy.

 3. Traumatic childhood

American Psychiatric Association (2013: 271) defined trauma as exposure to actual or threatened death, serious injury, or sexual violence. Exposure to this event can occur though either the direct experience of a traumatic event, witnessing a traumatic event in person, learning that a traumatic event happened to a friend and family member, or through experiencing repeated or extreme exposure to the aversive details of the traumatic event. According to Robinson (2014) Traumatic experiences often involve a threat to life but any situation that leaves you feeling overwhelmed can be traumatic. The more frightened and helpless you feel, the more likely you are to be traumatized, especially if the earlier trauma occurred in childhood. Childhood trauma can result from anything that disrupts a child's sense of safety. Experiencing trauma in childhood can have a severe and long-lasting effect. When childhood trauma is not resolved, a sense of fear and helplessness carrier over into adulthood.

Trauma is the situation experienced by the victim. Incident or a traumatic experience will be lived differently among individuals with one another. There is a range of traumatic events or trauma types to which children and adolescents can be exposed. Traumatic events can be include physical and sexual abuse, neglect,

bullying, violence, and disaster. People who have been through traumas often feeling as if the trauma is happening again and have problems in relationship with others. Psychological trauma in childhood have severe and long lasting. When trauma consists of repeated physical or sexual abuse of young children by adults of their family, the abuse is likely to lead into a variety of negative, maladaptive behaviors. (Bower, G. H & Heidi Sivers, 1998)

Children who suffer from traumatic often develop reactions that persist and affect their daily lives after the events have ended. The way that traumatic manifest will vary from child to child and can also affect children mental health. When childhood trauma is not resolved, the sense of fear, feeling in danger and helplessness can continued into adulthood as a further trauma.