

## CHAPTER II

### FRAMEWORK OF THEORIES

In this chapter the explanation about the concepts that will be used for this subject of the research will be explained further. In the first chapter, I have mentioned the intrinsic and the extrinsic approaches. In this chapter I will explain those concepts and theories in fulfilling the analysis of this research.

#### **A. Intrinsic Approaches**

Internet meme is one of the examples of nonfiction works. According to Chuck Lander on [www.penandthepad.com](http://www.penandthepad.com), non-fiction story can be told from many of the points of view present in literary fiction. Like literary fiction, non-fiction contains characters who act within the story. Though these characters are real people in non-fiction, they still are represented in writing with the same tools and techniques as fictional characters. Non-fiction stories rely on the same reader empathy as fiction stories, so they must also contain sympathetic or interesting characters for the reader to follow. Because a reader may not know the real-life person in the story, an author must introduce and characterize the person just as a fiction writer, including physical details and descriptions of their behavior. To analyze this Donald J. Trump internet meme I will use some intrinsic concepts. Those concepts are characterization, setting, theme, and assumption. I will explain the concepts as follows.

##### **1. Characterization**

Characterization is one of the important concepts in literature that will be used for a literary research. In characterization analysis the character of the subject that will be analyzed can be seen from showing method by Pickering and Hooper. Pickering and Hooper explain the term of character in literary works. The major, or central, character of the plot is the protagonist and the opponent character of the protagonist. (Pickering and Hooper, 1981: 24)

The term of protagonist and antagonist do not shows directly the characterization of the character of in literary works. The images of protagonist is not always good at all which means the protagonist must have good behaviors and habits in his or her daily life, that can be seen through his action in some literary works and the character of antagonist is the same. The antagonist character does not mean he or she is doing all of bad things and has a bad behavior. (Pickering and Hoeper, 1981: 24)

There are also flat and round characters. Flat characters are those who embody or represent a single characteristic. Round character are just the opposite. They are embody the number of qualities and traits in the story lines. In the other hands the round and flat characters is the minor character of the story. They appearances are only in a few action in the story. They appearance is for completing the color of the story. To establish the characterization of characters can be analyzed through showing and telling methods. (Pickering and Hoeper, 1981: 25)

a. — Showing method (indirect)

There are two methods of characterization, telling method and showing method. To analyze this internet meme I use showing and telling methods. Showing method involves the author's role to allow the characters to reveal themselves directly through their dialogue and their actions. (Pickering and Hoeper, 1981 : 27, 28)

1) Characterization through Dialogue

To know characterization in literary work I have to analyze characters through the monologue in the speech of the subject. The reader must prepare to analyze dialogue in a number of different ways: (a) What is being said, (b) the identity of the speaker, (c) the occasion, (d) the identity of the person or persons the speaker is addressing, (e) the quality of the exchange, and (f) the speaker's tone of voice, stress, dialect, and vocabulary. When a character addresses no one in particular. Or when others are not present , his speech is called a monologue. It is necessary to know the speaker's tone of voice, stress, dialect, and vocabulary. The speaker's tone of voice (either stated or implied) may reveal his attitude toward to himself. (Pickering and Hoeper, 1981: 33)

## 2) Characterization through Action

Character and characterizations are often regarded two sides of the same coin that contains behavior and personality. The behavior and personality can be seen through the action those characters did. 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 characters, about their unconscious emotional and psychological states as well as about their conscious attitudes and values. (Pickering and Hoepfer, 1981 : 34)

### b. Telling method (Direct)

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

#### 1) Characterization through the use of names

Names are usually appeared in used to provide essential clues that aid in characterization. Characters in fiction are given names that suggested by their dominant or controlling traits. When the author give names to protagonist who has a good behavior the name of the character is must be a name that usually readers know as the hero or heroine name. On the other hand the name of the antagonist is usually named that the readers know as the villains name in some stories. The author gives the power of association of the character through the name that has been made. The appearance of character physical action will reinforce the images of the name itself. (Pickering and Hoepfer, 1981: 28)

#### 2) Characterization through appearance

According to Pickering and Hoepfer the characterization of some characters can be seen by the appearance of the character in the plot. The appearance of the character contains a lot of things that reinforce the characterization of the character. For the example in the character appearance the outfit of the character is not good which means it is describe the characterization of the character that mentioned is a poor character. The other example, characters who are tall and thin are often associated with intellectual or aesthetic types who are withdrawn and introspective. (Pickering and Hoepfer, 1981: 29)

### 3) Characterization by the author

The author has the important role to give clues in characterization of the character. The author interrupts the narrative and reveals directly, through a series of editorial comments, the nature and personality of the characters. The author not only directs the attention of the readers to a given character, but tell the reader exactly the readers attitude toward that character suppose to be. (Pickering and Hoeper,1981: 29)

## 2. Plot

A plot has term to decides the story lines in some narratives or the story in the literary works. A plot is also narrative of events, the emphasis falling on causality. The structure of plots are involve any events. Events of any kind involve people and it is because of this reason it is impossible to separate plot from the character.

### a. Exposition

The exposition is the beginning of 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

The complication is sometimes refers to as the rising action, breaks the existing euqilibrium and introduces the characters and the underlying inciting conflict. The conflict is then developed gradually and intensified. (Pickering and Hoeper, 1981:17)

### 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 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 Hoepfer, 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 is also referred to as the conclusion. (Pickering and Hoepfer, 1981:17)

3. Theme

Theme is one of those critical terms that mean very different things to different people. To some, who think of literature mainly as a 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 and Hoepfer, 1981: 61)

4. Setting

The term of setting gives the broadest sense to the readers who are dealing with the literary works. Setting includes places and era where the action is taken and the times when the action is taken. Setting helps the readers visualize the condition of the action in the literary works, and it adds the credibility and an air of authenticity to the characters in literary works. (Pickering and Hoepfer 1981: 37) There are five functions of setting that will be explained in this part as follows.

a. Setting as background of action

When discussing setting as background, then, what we imagine in mind is a kind of setting that exists by and large for its own sake, without any clear relationship to action or characters, or at best a relationship that is only tangential and slight. To see whether setting acts as an essential element in 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 purpose of the work as whole. ( Pickering and Hoeper,1981: 38)

b. Setting as antagonist

Setting in the form of nature that has a function as a king of causal agent or antagonist, helping to establish plot conflict and determine the outcome of events. (Pickering and Hoeper,1981: 39)

c. Setting as means creating appropriate atmosphere

There are 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 means of reinforcing and clarifying the theme of a novel or short story. (Pickering and Hoeper,1981: 42)

**B. Extrinsic Approaches**

To analyze this internet meme of Donald J. Trump I use psychological approach. I use the concept of the conditioned response by Ivan Pavlov to analyze the netizen response against Donald J. Trump's controversial speech during the American presidential election. Through the extrinsic approaches I apply the concepts of :

1. Psychology

Based on the Psychology book from Ernest R. Hilgard entitled "Introduction to Psychology", psychology is the science of mental life, both of its phenomena and of their conditions. The phenomena are such things as we call feelings, desires, cognitions, reasonings, decisions, and the like. As a science, psychology using a systematic method for observing human behavior and draw conclusions from those observations. The basic of

the word psychology is based on the greek, “*psyche*”, which means soul and logos which means science. (Hilgard,Atkison,1975:12)

Psychology has many branches in different use such as ; social psychology, psychoanalytic, psychology of literature, psychology of behaviorism and etc. To approve my assumption about the theme that I use. I use the concepts of psychology of behaviorism , and the concepts will be explained as follows.

## 2. Psychology of Behaviorism

The psychology of behaviorism is a theory of learning that focuses solely on behavior can be observed, does not reckon the importance of mental activities, such as thinking, wanting, and hoping. Behaviorism is a worldview that operates on a principle of “stimulus-response.” According to B.F Skinner, behaviorism is not the science of human behavior; it is the philosophy of that science. (Skinner, 1974)

Psychologists who studied learning from the standpoint of behavior define learning as a change in behavior that can be observed and are relatively stable.

— Behaviorism explains that principles of learning are the same in animals and humans. While Kamran Rostami and Kayvan Khadjooi on their journal entitled The implications of Behaviorism and Humanism theories in medical education : The behaviorist learning orientation is particularly useful for the development of competencies and for demonstrating technical or psychomotor skills. This learning theory is most advantageous when a change in behavior is the desired outcome of an educational intervention. (Rostami, Khadjooi, 2013: 65)

Behaviorist learning principles have made their way into medical education. For example, Joseph state that it is also important that students receive immediate corrective feedback regarding incorrect concepts, either from expert tutors or by other means, a statement in which the behaviorist principle of contiguity – feedback only works if it. Behaviorist oriented individuals concentrate on the behavior which can be seen from the outside, they reject mind or mental activity. More over, behaviorist principles built upon the fundamental principles of the conditioned reflex. Behaviorism focuses on repeated behavior which eventually becomes habit.

Thus, behaviorist theory focus on observable behaviors which can be measured. A behavioral objective states learning objectives in "specified, quantifiable, terminal behaviors". Behavioral objectives can be summed up using the mnemonic device ABCD). For example, after having completed the unit the student will be able to answer correctly 90% of the questions on the posttest ( Rostami, Khadjooi, 2013: 65 )

In addition the theory of behaviorism is necessary for completing the response that netizen use to Donald J. Trump's Controversial speech, I use the conditioned response that contained in classical conditioning .The classical conditioning and the conditioned response will be explained as follow.

a. Classical Conditioning

In classical conditioning, the organism studied the association between the two stimuli. In classical conditioning we learn two different ways of learning, learning with associative way and learning with observational way. Associative learning occurs when organisms make a connection, or association, between the two events. Conditioning is the process of studying this association.

There are two conditioning, classical conditioning and operant conditioning that were both studied by behaviourist. As a result of this Association, the organism learns to anticipate occurrence. For example, lightning is associated with thunder and lightning usually precedes thunder. Therefore, when we see lightning, we anticipate that we will hear the sound of thunder. In learning of classical conditioning Ivan Pavlov did a research to demonstrates that the neural aspects of the environment can achieve a certain ability to generate response through the installation with other stimulus and that the processes in the body can be affected by any signs of environment. Pavlov interested in how the body digest food. In his experiments, he routinely put meat powder into the mouth of the dog causing the dog's mouth salivated. Unintentionally, Pavlov realized that the meat powder is not the only stimulus that causes the dog salivated. The dog salivated as a response to some stimuli that is associated with food, such as sight plate of food. The views on the individual who brought the food into the room, and the sound of the door closed when the food arrives. Pavlov stated that the association of dog against the views and sound of this food is an important learning types, is termed by classical conditioning.



Pavlov wanted to find out why the dog salivated as a reaction to various views and sounds before consuming the meat powder. He observed that the behavior of the dog contains components that learned or not learned. The part that is not learned in classical conditioning based on the fact that some stimulus automatically generate a certain response that is separate from the learning process before. Reflex is an automatic relationship stimulus - response. When we discuss the stimuli that found in the classical conditioning we will find the any kind of responses and stimuli. There are two responses that can be found in behaviourism theory, the unconditioned response and the conditioned response. The explanation about the conditioned response will be explained as follows.

b. The conditioned response

Respondents or response are acts that are triggered by events immediately preceding themselves. The triggering event is known as an eliciting stimulus. When something becomes caught in your throat, you gag. The sudden loud of report of rifle produces a startle response. A bright light makes the pupil of the eye constrict. Respondents include skeletal reflexes (such as startle and withdrawing a hand from a hot stove), immediate emotional reactions (such as anger, fear, and joy), and other responses (nausea and salivation), (for example) controlled by the autonomic nervous system. Several important characteristics of respondents should be carefully noted. In classical conditioning concept by Ivan Pavlov there are three steps to create the conditioned response which contained conditioned stimulus and conditioned response. The first step to create the conditioned response is the step that called "Before Conditioning". In this step the unconditioned stimulus (US) or neutral stimulus is the stimulus that never been in touch by conditioning concepts. Second step of conditioning is during conditioning, in this step is associated with unconditioned stimulus (US) then leads to unconditioned response. The third step of conditioning is after conditioning. In this step conditioned stimulus (CS) leads to conditioned Response (CR). (Davidoff, linda: 1981)

1. Respondents appear to be involuntary. Most people cannot startle, gag, salivate, or feel nauseated or frightened at will.

2. Respondents seem to be controlled by events preceding then the eliciting stimuli that we mentioned before. A forkful of steak in one's mouth, for instance, causes copious salivation.

3. Respondents seem are not initially learned. All normal animals of a species that have reached a particular development stage exhibit the same respondents.

To create the conditioned response there is a term that we have to do.

The stimuli is one of the important things to create response.

(Davidoff, linda: 1981)

According to Ivan Pavlov the stimuli of the research must be decided and separated into two parts. The first part of the stimuli named the Unconditioned Stimuli which is mean the stimuli that never get conditioned by a things to create response. The Unconditioned Stimulus (US) usually known as the neutral stimulus in the other hand the stimuli who generate reflex or Unconditioned Response(UR) to animal or human behavior. The second part of stimuli named the Conditioned Stimuli. Conditioned Stimuli (CS) is the neutral stimuli that has been modified by a things to generates the Conditioned Response (CR) in animal or human behavior. The Conditioned Response (CR) a learned response to a conditioned stimulus that occurs after the installation of the CS-US .(Hilgard,Atkison, 1975:195)

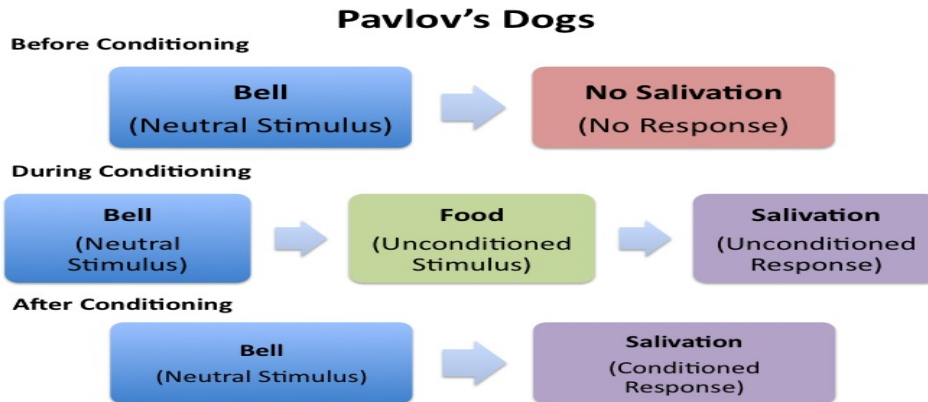
Sometimes, the conditioned response is quite similar to the unconditioned response, but specifically the two are not quite the same. In studying the response of a dog to a variety of stimuli that is associated with powdered meat, Pavlov rang the bell does not give any effect on the dog. In the end, rang the bell does not give any effect on the dog, but the dog is likely to wake up from sleep. (Hilgard,Atkison, 1975:195)

The bell is a neutral stimulus, which means that in the dog world, this stimulus has no signal at all. However, the dog begins to associate the sound of the bell with food and salivated at the sound of the bell. The bell has become a conditioned stimulus (CS), and the state of salivated now a conditioned response (CR).

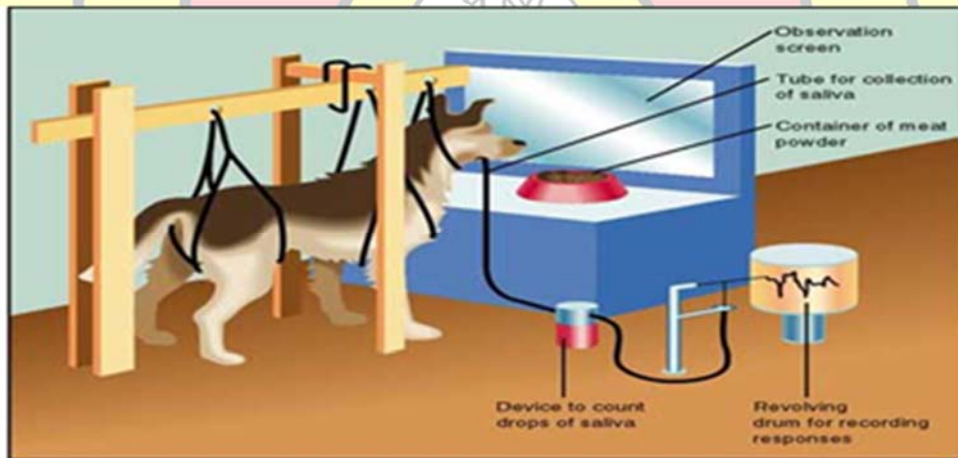
Pavlov noticed that a dog salivated not just when food was placed in its mouth but also at the mere sight of food. He interpreted the flow of saliva to food place in the mouth as an unlearned response, or, as he called it as an unconditioned response. He thought, the

response to the sight of food has to be a learned or conditioned response. Pavlov taught the dog to salivate to various signals, such as the onset of a light or tone . thereby proving to his satisfaction that a new stimulus-response association could be formed in the laboratory. (Hilgard,Atkison, 1975:195)

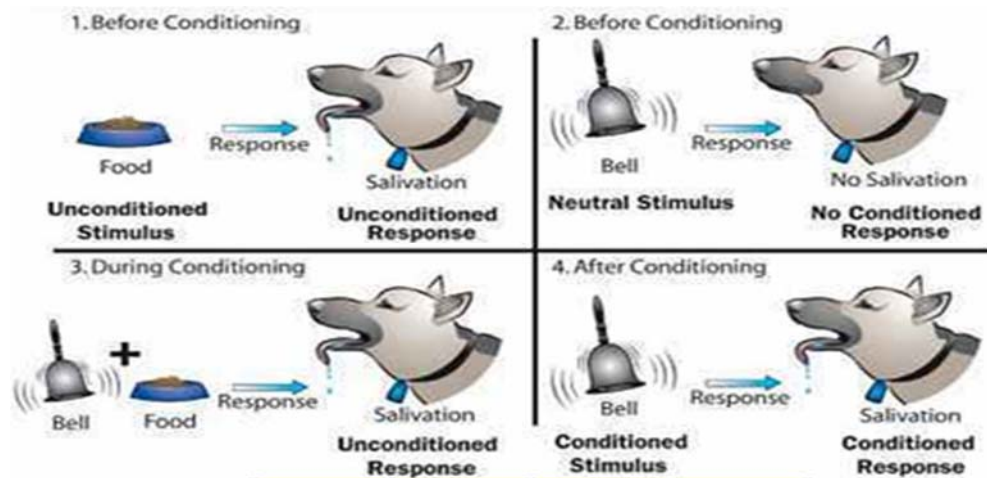
c. The illustration of conditioned response



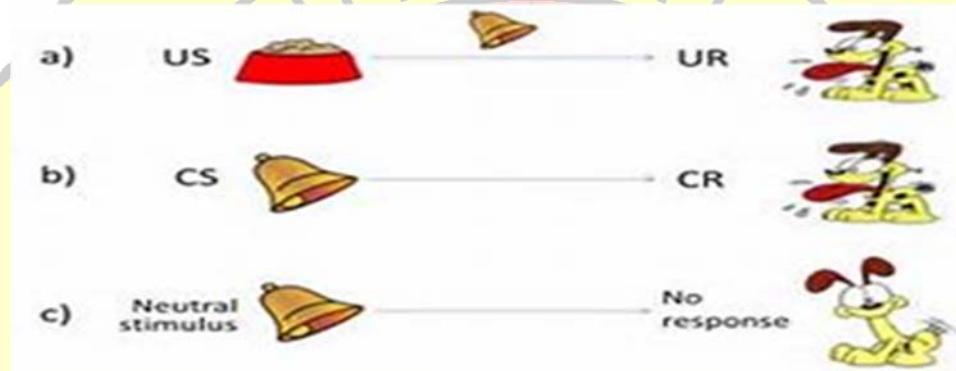
[www.playlearnparent.com](http://www.playlearnparent.com)



[www.simplypsychology.org](http://www.simplypsychology.org)



[www.animals.howstuffworks.com](http://www.animals.howstuffworks.com)



[www.simplypsychology.com](http://www.simplypsychology.com)

In addition I will compare the theory of conditioned response by Ivan Pavlov that I use with the other the journal from the other researcher and will be described as follows.

Nowadays, robots have more and more sensors and the technologies allow using them with less constraints as before. Sensors are important to learn about the environment. But the sensors can be used for classical conditioning, and create behavior for the robot. One of the behavior developed in this thesis is avoiding and predicting obstacles. The goal of this thesis is to propose a model which consists of developing a specific behavior to avoid noxious event, obstacles. The notion of reflex was introduced by Thomas Willis in the 17th [11]. A reflex is an involuntary response of a stimulus; for example we retreat quickly the hand when it is touching something scorching. Ivan P. Pavlov presented two

different types of reflexes: unconditioned reflex (UR) and conditioned reflex (CR) (which are acquired individually) [11].

The UR is a reaction for an unconditioned stimulus (US) and CR is a reaction for a conditioned stimulus (CS). This physiologist demonstrated that after a few tries with CS and US simultaneous, only the CS was enough to create the response of the reflex. In our case the time and the "recognition of place" of the robot has an important impact on the development of conditioned reflexes. (Delahaye, 2014 )

However the time can be a significant aspect to develop conditioned reflexes. Indeed in animal world, the effect of US is reinforced when there is a regularity in the time. Robot is moving while it is avoiding obstacles or people in a crowded area in public space at specific time because it had already met it the day before at the same hour. (Delahaye, 2014 ).In the project we use a TurtleBot [2] (Fig 2.1) – a differential-drive robot which has multiple sensors, and runs the ROS [1]. In this project, we consider the ultimate scenario of robot-guide for blind people which is capable of offering the best possible route for a person to reach the destination. The small size of this robot may be convenient to guide blind people to move into an unknown building where tall indications are displayed on signs. (Delahaye, 2014 )

However to guide people the robot has to elaborate a strategy and analyze the best comfortable path to the person. When it should assist a blind man, it will have to generate the comfortable route by already having a knowledge of the path and being able to predict the position of eventual obstacles. To correspond to this example the best way will be to have a robot with a behavior similar to a dog which has some basic conditioned and unconditioned reflexes and memory to recognize the place. We were inspired by this type of situation to develop useful tools using the sensors, driver motor and other components of the robot to analyze the environment, avoid collision, and improve reliability. (Delahaye, 2014) Delahaye uses reflexes because according to Ivan Pavlov on his experiment to the dogs. Reflexes is the natural sense that appeared unconsciously while response made by reflexes then turn into response with conscious progress. Delahaye used Reflexes because robot works unconsciously robot does not have instinct like human and animal.