

CHAPTER II

THEORETICAL FRAMEWORK

Literature refers to the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word (Klarer, 2004). It means that literature is learning in form of written expression, but not all books or any documents can be categorized as literature because not all books have words which full of sense.

Wellek and Warren (1949) also state that the term literature seems best if we limit it to the art of literature, that is, to imaginative literature. Based on their explanation, literature is produced by the author's imagination. It is not only a document or book of facts, it is not just the collection of real events though it may happen through in real-life literature can create its own world as a product of the immeasurable imagination. He also stated that literature was a human trace that is left through creative expression.

2.1. Intrinsic Approach

I support the concept of this film with theories like the intrinsic and extrinsic approaches. I will discuss the theories and concepts underlying both intrinsic and extrinsic techniques in this chapter. I use theory and ideas that include both intrinsic and extrinsic approaches to study the psychology of literature and personality. The telling and showing technique, characters, setting, plot, and theme of literature are all used.

2.1.1. Characterization

In A Glossary of Literary Terms, Abrams defines the characters are the persons presented in a dramatic or narrative work, who are interpreted by the reader as being endowed with moral and dispositional qualities that are expressed in what they say the dialogue and what they do the action (1981: 20) Abrams also stated that basically, based on the importance, the character can be divided into two categories. They are major character and minor character. A major character usually appears in the whole

of the story. He becomes the focus of the story. The events that appear in the story always involve him directly or indirectly. On the other hand, minor character is often said as the supporting character. The roles are less important than the main characters because they are not fully developed characters and their roles in a story are just to support the development of the major character (1981: 20).

Characters are people that appear in dramatic or narrative works and who the reader is able to infer from what they say and how they say it in the dialogue as well as what they do in the action, that they have particular moral, intellectual, and emotional attributes. The motivation of a character is what motivates their actions, desires, and sense of right and wrong. A general contrast between the two approaches of describing the people in a narrative is commonly established in order to characterize the characters in this movie: showing and telling. (Abrams, 1981:20)

2.1.1.1. Characterization through dialogue

I must analyze characters through their inter character conversation in order to understand characterization in literary works. Character development through discourse is a difficult task. Exaggeration and overstatement are natural tendencies for some characters, whereas understatement and subtlety are preferred by others. (Abrams, 1981:20)

2.1.1.2. Characterization through Action

Their unconscious emotional and psychological states, as well as their cognitive views and ideals, are typically represented by an action even as small as a gesture or facial expression. As a result, it's important to recognize the typical conduct and behavior patterns as well as the underlying causes of an activity. (Abrams, 1981:20)

2.1.2. Setting

One of the main concepts that become the important thing to know about the theme is the setting. The setting is the element that shows the named place of the story and the time of the events. Setting can be the name of the place, time, or condition in the story. (Pickering and Hooper, 1980, p. 29)

By describing the necessary physical characteristics of a work of literature, the setting helps the reader better picture how a story develops:

2.1.2.1. Setting as background for the action

The backdrop is broad and well-developed; all specific eras and locations are shown with utmost accuracy to convey a mood. It will give the story its beginning. (Pickering & Hooper, 1980)

2.1.2.2. Setting as a means to reveal characters

The way a character experiences the surroundings and how he or she responds to it often reveal more to the reader about the character and his mental state than the place itself does. (Pickering and Hooper, 1981)

2.1.2.3. Setting as a means of reinforcing themes

The setting can be used as a means of reinforcing and clarifying the theme of films. (Pickering and Hooper, 1980)

2.1.3. Plot

The story takes various turns. The concept that will be examined in this study can be reinforced via storyline. The intentionally planned series of connected events that form the fundamental narrative framework of a plot of a literary work is referred to as that work's plot. A dramatic or narrative work's events and actions, as they are presented and organized to produce specific creative and emotional effects, make up the plot.

The activities (including verbal discourse as well as physical actions) are carried out by certain characters in a work and are the means by which they demonstrate their moral and dispositional aspects, making this statement seem simplistic. The storyline of almost every play includes five structural elements, similar to those found in a normal plot: exposition, complication, crisis, falling action, and resolution. (Pickering and Hooper, 1981, p. 13-15) Dramatic plots primarily differ from fictional plots in that those who involve these five components more frequently:

2.1.3.1. Exposition

The theater or literary work's story begins here. Exposition, which includes information on the people and their relationships to one another as well as the time, place, and circumstances in which the conflicts arise, provides the background information needed to follow the action. The exposition, which also introduces the cast, begins the characterization, and provides crucial background information, kicks off the action. Sometimes the storyteller will prepare the situation with a formal preface or introduction, but more often than not, there is no obvious separation between the explanation and the complexity that follows. (Abrams, 1999: 224)

2.1.3.2. Complication

After exposition is shown, conflicts begin to emerge following the presentation of exposition. The antagonist in this part continuously makes the protagonist's life challenging and keeps him from having fun. This section of the narrative introduces and develops the conflict. It begins when one or more of the main characters anticipates difficulty or when things start to shift in their relationship. (Abrams, 1999)

2.1.3.3. Crisis

The story's turning point is the one where readers are most emotionally attached. The protagonist and antagonist typically engage in an open conflict or make a choice at the play's crisis, or turning moment, when their emotional states are at their highest. It is often referred to as the required scene because the audience insisted that such moments be played out on stage. (Abrams, 1999)

2.3.1.4 Falling Action

The reader learns the characters' responses to the climax at this moment. Events take on a life of their own as the crisis's repercussions mount. Particularly in tragedies, the protagonist's loss of control leads to the play's falling action, and the eventual catastrophe frequently seems inevitable. (Abrams, 1999)

2.3.1.4 Resolution

Resolution refers to a resolution to the play's conflict. Tragedies, on the other hand, typically result in the death of the protagonist. The conflict, which has existed implicitly (or explicitly) since the play's opening scenes, is resolved in the resolution. The relationships between the characters had settled once more by the time the curtain lowers.

2.1.4. Theme

Although "theme" and "motif" are occasionally used similarly, the phrase is more usefully used to refer to a broad idea or concept, whether it is expressed or declared, that an imaginative work is intended to include and persuade the reader of. The story's theme is not a summary of it. Themes in the literature include significant topics and events from both our public and private lives, like love, death, marriage, hope, and despair. Common life experiences might serve as a literary theme. (Abrams (1999: 170)

Depending on the contents of the stories that have relation to the components, the theme may be spiritual values, morals, psychology, or philosophy. In this situation, a theme could be a word or phrase. As a result, the theme is in charge of its main insight. It is the overarching conclusion about life that the story begins or implies. The theme of many stories may be the identification of human characters. After reading a literary work's text, the reader can infer the broad topic of the work by looking at the plot's primary conflict and other relevant details. (Pickering and Hoeper, 1981)

2.2 Extrinsic Approaches

In this research, the researcher used a psychological approach. The purpose is to gain more knowledge about Cecilia's mental problems related to trauma and Adrian's anger as they are portrayed in Leigh Whannel's *The Invisible Man* Film 2020. The words "psychology" which signify knowledge and soul in Greek, are drawn from each other. To put it another way, psychology is a discipline that studies how people behave.

Literature that is primarily concerned with the progression of the conflict is something the psychological method tries to address. By focusing on the characters, it is possible to understand the internal conflicts that are present in literary works. A new field of study called "Literary Psychology" has been created as a result of the tight connection between literature and psychology in general. As a result, by analyzing a literary work using a literary psychology method, we have indirectly analyzed psychology because the psychological values that could be expressed in a literary work cannot be separated from the literary world.

According to Wellek and Warren, there are two kinds of psychological analysis, namely psychological studies which are solely related to the author. The second study deals with inspiration, and other supernatural forces. Literary psychology pays attention to the second problem, namely the discussion about the psychological elements of fictional characters contained in literary works. Since only humans are used as characters in literature and where psychological elements are placed and committed, human characteristics are typically the major targets of literary psychology. With the explanation above, there are two approaches to study literary psychology: first, by understanding psychological ideas, and second, by analyzing a literary work. Second, by selecting a literary work as the subject of the study and then deciding which psychological theories are thought to be important for carrying out analysis.

I analyze this movie through an extrinsic approach. The psychology of personality was introduced along with the definition of the psychology of literature, along with how the two relate to one another and psychology in general. I use a psychological approach to extrinsic analysis of this book. Apply the theories of the extrinsic approaches employed by using extrinsic approaches.

2.2.1. Family Violence and Trauma Theory

The two main plot elements are family violence and trauma. The character's personalities will become apparent as the plot develops and problems.

2.2.2 Theory of Family Violence

Because of insecurity, fragile egos, low self-esteem, psychological disorders, anger management problems, or problems with drugs or alcohol, people frequently use domestic violence to assert authority and control in their relationships. Whatever the abuser may be going through, this violence is never acceptable. Family violence comes in a variety of forms. Others, such as emotional abuse, economic abuse, or generally domineering behavior, cause psychological harm to the victim. Some types entail contact that is physical or sexual in nature.

Violence against partners and family members has existed in a more systematic way in our culture since the modern state or statehood when civilization was formed. However, in more recent times, society has recognized violence as a social problem (Gelles, 1985). There are the factors that a person causes violence against family:

2.2.2.1 Anger

Anger is an emotional state that occurs when unexpected things happen to you, or around you, that you don't like. The feelings you have can be as mild as annoyance, and as extreme as fury and rage. The American Heritage dictionary describes anger as "a strong feeling of displeasure or hostility," and explains that the word itself is rooted in a Middle English word "anгр," that meant sorrow. It responsible for a large share of human aggressive acts, and yet most incidents of anger do not result in any aggressive behavior at all. To understand when and why an angry individual becomes violent we must understand what anger is and what function it solves (Sell 2011, p 381-389).

2.2.2.2 Manipulation

Manipulation Theory suggests that deceptive messages function deceptively because they covertly violate the principles that govern conversational exchanges. Given that conversational interactants possess assumptions regarding the quantity, quality, manner, and relevance of information that should be presented, it is possible for speakers to exploit any or all of these assumptions by manipulating the information that they possess so as to mislead listeners (McCornack, 2009, 59:1).

In extrinsic research following to family violence. There are kind of violence, as follow:

2.2.2.3 Physical Violence

Someone attempts to influence another person's behavior using a body part or an item, this is called physical violence. Physical violence includes punching, pinching, burning, stabbing, pushing, slapping, beating, threatening with a weapon or other objects, and other acts of physical force that cause pain, suffering, and harm. That happens when someone attempts to acquire control over another person by instilling fear in them. Threats to harm a person or their family if they leave, aggression, inappropriately managing the person's behavior, treating a person like a child, and other tactics are examples of how it can be done. When a person attempts to acquire control by using threats and instilling fear in them.

Violence can limit mental development as well as the growth of moral principles, the mind, and the imagination includes any actions that hurt another individual or bring them physical harm. Physical abuse can also take the form of actions like refusing to provide the victim with critical medical attention, robbing them of sleep or other life-sustaining activities, or coercing them into using drugs or alcohol against their choice.

2.2.3. Theory of Trauma

A traumatized person will experience recognizable symptoms, such as intrusive recollections of the event, restraint of distressing events with numbing of overall reactivity, and heightened physiological activity. The re-experiencing of the event again and over in the form of images, memories, thoughts, daydreams, and nightmares constitutes intrusive symptoms.

Victims may act or feel as though they are reliving these incidents, and they may become more distressed when things happen that bring back that specific trauma. Avoidance symptoms include avoiding places and related thoughts associated with the trauma, issues in recall of the event, a significant loss of interest in other important aspects of the person's life (Riv Psichiatr 2021; 56(2): 64-73).

The negative impact on those who experience or witness it. Violence for many people, the world itself has a strongly negative connotation. Victims of violence can experience serious and long-lasting consequences; the violence can cause trauma with physical injury as well as psychological harm. Trauma that is caused by natural disaster such as a flood, earthquake, hurricane, or tornado. Trauma that is caused by physical or sexual abuse. Trauma that is caused of war conflict, terrorism, accident, witness suicidal, and the death of a loved one. (Kristine M. Jacquin, Encyclopedia of Human Development: Violence Behaviour, 2005).

I get to the conclusion that a reaction is an action taken in response to an events that was set off by a specific factor. At the same time, trauma is defined as an effect following an amazing or traumatic situation that makes a person feel uncomfortable.

2.2.3.1. Anxiety

In the trauma that have a types consist of Anxiety. Individuals who have experienced trauma may experience anxiety in a variety of forms from an increase in generalized worries to panic attacks. Individuals may also experience avoidance of social situations that may be more related to trauma symptoms than a fear of embarrassment. When you are faced with something that very important, you feel as a challenge, like doing an exam or giving a public performance, it is normal to experience some physical arousal such as an increase in blood pressure and heart rate. However, if you are overly aroused, you start to feel 'anxious' and your performance can suffer. (Freud, Sigmund (1949) P.159).

In human life, anxiety will always be a factor. This condition is marked by discomfort and concern, dread, and dissatisfaction that we can experience on many levels. People with anxiety disorders commonly suffer intrusive worries or thoughts over the course of their lives. A feeling of unease, fear, or unease brought on by ambiguity. A subset of mental diseases known as anxiety disorders is characterized by intense sensations of fear and worry. Physical manifestations of these emotions, like a rapid heartbeat and trembling, are possible.

Anxiety can come in many forms. Sometimes anxiety is accompanied by intense panic, dread, or fear in which an individual may experience chest pain, shortness of breath, racing heart, dizziness, and discomfort. Anxiety can manifest as unwanted, repetitive thoughts and compulsive behaviors that seem impossible to stop. Sometimes anxiety is specifically tied to a certain situation, like speaking in public. Some people believe that anxiety is an additional inconvenience for students. There are several signs of anxiety that showed by anxiety symptoms involve in our body, mind, and behaviour (Dixon, (2011:15)

2.2.3.2. Depress

According to Matthew Bolland (2021) no matter the specific experience, all trauma can shake you to your core. Depression can be both a direct and indirect consequence of trauma. However, not all depression is caused by trauma other factors that cause depression include genetics, environment, and other medical conditions.

An illness known as depression affects the body, mood, and thoughts. It creates discomfort for both the individual with the disorder and those who care about him or her, interferes with everyday life and normal functioning, and both parties. According to Beck and Alford (2009) is a psychological disorder characterized by deviations in feelings, cognition, and individual behavior. Individuals who experience depressive disorders can feel sad, alone, have decreased self-concept, and show withdrawal behavior from their environment. Depression is also mood disorder which prevents individuals from leading a normal life, at work socially or within their family.

2.3. Previous Related Studies

In this case, I finds some previous researches that are relevant to the research that researcher has been conducted. They are in thesis and journal form. Those researches are a sign that kind of this research has been applied.

In this review study, I aim to avoid replication of the study. The first researcher has been analyzed before by an English Language studies student from Hasanuddin University of Makasar 2022 named Fatnia Paramitha Makatita. The analysis entitled "The Impact of Science Abuse on Social Life as Reflected in Wells's The Invisible Man". The objective of the research in this thesis is to get the description to analyze "science abuse impacts arise in social life reflected in the novel" based on the science abuse theory. In the research, the writer decides to use the qualitative method with the descriptive analysis method, the writer would like to analyze the data with the science-abused concept.

The second researcher was analyzed by an English Letter student from Sanata Dharma Yogyakarta University in 2009 named Nanang Prasetyo. The analysis entitled “The Influence of Motivation towards Behavior Resulted in Griffin’s Invisible self-destruction in H.G Wells Invisible Man by Nanang Prasetyo. The writer decides to use the qualitative method with descriptive analysis method, the writer would like to analyze the data with motivation behavior and self-destruction.

The third researcher was analyzed by an English language student from UIN Sultan Thaha Saifuddin Jambi 2020, named Putri, Aulia, Firdiansyah, Chandri Febri and Santi. The analysis entitled “Cecilia’s Anxiety and Defense Mechanism” in The Invisible Man Movie. The writer decides to use the qualitative method with descriptive analysis method, the writer would like to analyze the data with anxiety and a defense mechanism.

The similarities between all of the researchers mentioned above stem from the subject of the research. The third researcher, on the other hand, has similarities in analysis but a different object of research and theory in analysis. The study will highlight how a person's motivation may affect his conduct, changing him from a very committed scientist to an aggressive man who terrorizes the people around him.

According to the analysis, the narrator of this book engages in self-destruction techniques such regression, acting out, rationalizing, and denial in an effort to survive and reunite with his wife. The author uses the sociology of literature approach to assess the novel and describes the effects of science abuse on social life. And because most-earlier studies used to concentrate on the internal conflict and psychological problems of the novel's main character, the author thinks that this study will contribute knowledge about the external issue in the novel analysis.

Based on the five previous researches above, it can be concluded that the research had gotten the success. Several previous studies above generally dealt with the novel characterization and internal issues. They were also raised similar object by focusing in the main character interiority and psychological matters. The difference between the current research and previous researches can be seen from the theory and the objective of the research. Therefore, the researcher also do and apply the research like previous researchers to. After seeing the results of the research above, the similarity between the five researchers with this thesis is that the method of this study is descriptive qualitative, and the approach is psychological. The differences the first and the second research between my research is I analyzed a movie and not a novel. So, the novel wrote by H.G Wells and the movie “The Invisible Man” that I analyzed is the film adaption from the novel that directed by Leigh Whannel which has similiarity of the story. The differences the third research between my research is they analyzed that focus one main protagonist character who has anxiety same like mine and also show the defense mechanism that used Sigmund Freud Psychoanalysis Theory. I used two main character that analyzed the problems and focus the character Psychological behavior.