

CHAPTER 2

THEORETICAL FRAMEWORK

In this chapter I will explain more about intrinsic and extrinsic elements of the theories and concepts used are covered in the fields of literature and psychology. The theory of literature used in this research are characterization, plot, setting, and theme as a intrinsic elements. The theory of psychological theory it used the concept Overprotective and Self-identity as a extrinsic elements.

2.1 Intrinsic Approach

The intrinsic contains literature approach includes characterization, plot, setting, and theme.

2.1.1 Characterization

Dramatic characterization techniques are the way characters appear indirectly. The author does not explicitly describe the character and behavior of the characters. Readers must their own words, thoughts, actions, speech, and opinions of these characters to find the characters of these characters. The appearance of the characters in the story through dramatic techniques is done indirectly. The author allows the characters to show their character through behavior, events that occur, etc. hings like events that occur in a work of fiction are not only to develop the plot, but also to tell the position of each character. (Nurgiyantoro, Burhan. 2010)

2.1.2 Plot

According to Pickering and Hoepfer (1981, p. 16), the plot of a story is divided into five parts, namely:

- Exposition is the beginning section in which the author provides the necessary background information.
- A complication is referred to as the rising action.
- A crisis is that moment at which the plot reaches its point of greatest emotional intensity.
- Falling action is where the crisis has been reached so the tension subsides and the plot moves forward to its appointed conclusion.
- Resolution records the outcome of the conflict and establishes some new equilibrium or stability.

2.1.3 Setting

Pickering and Hoeper (1981, p. 38) also explained that the setting in fiction is called on to perform several desired functions, including:

- Setting as background for action is a 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.
- Setting as antagonist helps to establish plot conflict and determine the outcome of events.
- Setting as a means of creating an appropriate atmosphere, many authors manipulate the settings in the story to arouse the reader's expectations and establish the appropriate state of mind for events to come.
- Setting as a means of revealing characters in which a character perceives the setting and the way they react to it will tell the reader about the character and their state of mind.
- Setting as a means reinforcing theme, the author of a story or narrative may utilize the settings to show the narrative's theme and build the reading experience.

2.1.4 Theme

In literature, the theme is the comment or statement that the author makes about that subject as it necessarily and inevitably emerges from the interplay of the various elements of the work. A theme in literature, whether it takes the form of a brief and meaningful insight or comprehensive vision of life, can be said to represent the vehicle an author uses to establish a relationship with the larger world in which he or she lives and works (Pickering & Hoeper, 1981, p. 61).

2.1.4.1 Overprotective

Overprotective is a tendency on the part of parents to protect children excessively, by providing protection against physical and psychological disturbances and dangers, to such an extent that children do not achieve freedom or always depend on parents (Chaplin, 2000).

Overprotective parental behavior, where parents protect and prevent their children from various kinds of daily difficulties and always help them, in general, children become unable to be independent, do not believe in their abilities, feel limited in scope and cannot be responsible for their decisions so that they have difficulty in adjusting. (Kartono, 2000)

The habit of parents who always overprotect their children, causing children to be unable to take responsibility for what they do, generally become unable to be independent, do not believe in their abilities, feel limited in scope. A teenager whose parents are overprotective rarely experiences conflict, because he often gets protection from his parents, with this situation, adolescents have less opportunity to learn various kinds of manners or social manners in their environment, so it is only natural that they experience difficulties in adjusting themselves. (*Musthofa, 2020*)

Based on some of the above definitions, it can be concluded that an overprotective behaviour is a tendency for parents to educate children by overprotecting children by providing protection against physical and psychological disturbances and dangers.

2.2 Extrinsic Approach

The extrinsic approach contains psychology approach includes Self Identity

2.2.1.1 Self-identity

The word "identity" comes from the English language which has a literal meaning, a characteristic, sign or identity that is attached to a person, group or something so that it distinguishes it from others. Identity is also the whole or totality that shows the characteristics or special state of a person or identity of his biological, psychological, and sociological factors that underlie individual behavior. The definition of "identity" is "individual self or I; personality; a condition of similarity in the main characteristic traits". Meanwhile, "self" is "an individual as a conscious being; ego or I; personality; or organization of traits". It can be interpreted that self-identity is a trait, or characteristic possessed by a person as a conscious trait within himself (*Chaplin, 1993*).

Self-identity is the organization of drives, abilities, beliefs, and experiences into a consistent image of self that includes the ability to choose and make decisions, both regarding work, sexual orientation, and philosophy of life (*Woolfolk, in Yusuf, 2011*). The concept of self-identity is defined as an individual's integrated assessment of his own self-image as a unique person, which distinguishes him from others (*Bernstein DA et al, 1994*). In example, the concept of self-identity is defined as an individual's integrated assessment of his or her own image as someone unique, which distinguishes him or her from others (*Bernstein DA et al, 1994*).

Based on the above definition, self-identity is the process of becoming a unique individual with relatively stable roles and experiences into a consistent image of self that includes the ability to choose and make decisions throughout of the life.

2.3 Previous of Related Studies

To support this research, I conducted a literature review that has similarities from this research. Hereby proves the existence of research that uses same object of literature with different theory and approach.

The primary source I use is a scientific journal entitled "*Sikap Overprotective Orangtua Terhadap Perkembangan Anak*" by Desi Harlina (2017). The results of the study, the authors found that parents always provide excessive protection and always spoil children in any case and always provide strict supervision so that their children do not happen things that are desirable affect the development of their children.

The secondary source I use is a scientific journal entitled "*Pengaruh Sikap Orang Tua Yang Overprotektif Terhadap Perkembangan Kemandirian Anak*" by Nurul Nisa (2021). The results after conducting research, the author found that based on the results of interviews which then the results were analyzed and reviewed several articles and journals obtained the results that the overprotective attitude of these parents had a negative effect on the development of their children's independence. Based on this research, it can be concluded that an overprotective attitude will likely make the child a person who continues to depend on others and lack of independence. With an excessive attitude that likes to prohibit children from doing things, it will have an impact on children's ability to develop their interests and talents.

The third source I use is the journal "The Searching For Self-Identity In Kazuo Ishiguro's Never Let Me Go" by Rahmi Munfangati (2021). In this journal, she discusses the search for self-identity of the characters Kathy and Tommy during their childhood, teenagers, and adulthood, who have many questions about themselves because of the many mysteries in Hailsham, the dormitory where they live. In the final result of this study, the characters Kathy and Tommy find information about their identity as clones and as individuals with the process of finding answers to their own questions that flow along with their growth.

I conducted a different research with "*Pengaruh Sikap Orang Tua Yang Overprotektif Terhadap Perkembangan Kemandirian Anak*" and "The Searching For Self-Identity In Kazuo Ishiguro's Never Let Me Go".

My research has a connection with previous research, namely that the overprotective attitude experienced by parents and children which causes the search for identity of a teenage child due to the overprotective attitude of parents. I conducted further studies on the concepts of overprotective and self-identity experienced by the main character Luca and Luca's parents