

CHAPTER II

THEORY AND METHOD

2.1 Theoretical Framework

This sub-chapter explores the intrinsic and extrinsic elements. Intrinsic elements contain character and characterization, setting, and conflict. Meanwhile, extrinsic elements contain theory of attachment, personality, personality development, and influence of parental attachment on someone's personality.

2.1.1 Intrinsic Elements

2.1.1.1 Character and Characterization

A character is a "personage" in a literary work. It refers to the depiction that portrays a certain type of person that is recognizable (Baldick, 2001:37). Each character has different behavior, motivations, and takes a different role in shaping a plot to engage the audience's emotion and curiosity. There are some types of characters. According to Altenbernd and Lewis, a static character is one whose personality remains consistent from the beginning to the end of the story. Static character may help to shape the dynamic character's journey, but he does not actively participate in his development. Instead, static character's consistency highlights a contrast with the developed one. Meanwhile, a dynamic character is one whose personality evolves throughout the story. He also gains wisdom through experiences (1963:11-12). Using the concept of static and dynamic character helps in highlighting the development of the dynamic character.

Novels usually have more than one character. Each character has their own role and purpose in the story. It can be seen from their unique personality that is

developed throughout the characterization (Abrams 1999:33). Characterization is how the character presented in the story. This includes methods, such as describing their behavior directly through commentary, or indirectly by letting the readers find out their traits from what they think, do, say, and look (Baldick, 2001:37). Thus, characterization appears as the helper for the reader to understand each character and differentiate them from others by identifying their behavior.

2.1.1.2 Setting

Setting can be described as the physical or spiritual background against which the events of a story happens. Following Abrams, setting holds an important role in creating such atmosphere needed for a part or scene (1999:285). Without setting, a story lost its spark. The illustration about the place where a scene in a narrative happens draws the readers into the story. In addition, setting is always associated with a characters' life. In line with that, Roberts and Zweig said that setting provides insights into character's background, explains what influences their personality, or serves as a place where conflict starts or where they find motivation (2012:209). In other words, setting not only contributes to creating a particular atmosphere, but also enhances the reader's comprehension about the theme and background.

There are some categories of settings, each accompanied by its elements that help to shape it. According to Meyer, there are three categories of setting. The first type is setting of place, which means the location that serves as the backdrop where the story unfolds. It helps the reader to visualize the mood of the place (Meyer, 2011:115). The element of this type might be a precise that the author

mentioned directly or describe generally. The second type is setting of time that gives the reader clear information about the period of an action (Meyer, 2011:115). With a specific time setting, reader can get a better understanding of the sequence of events in the story. The third type is setting of social environment which refers to socio-historical framework of the setting. It gives insight to the reader about the underlying theme and purpose (Meyer 2011:115). Usually it serves as characters' origin—where they came from, their daily life, or what values that influence their believes and personality (Holman 1980:413). Thus, each category in setting plays role in shaping the story context.

2.1.1.3 Conflict

In literature perspective, conflict refers to a problem that happens when two opposing sides or more have contrasting goal that cannot be reconciled. At least one side must be an individual that have a mind on its own and capable to act with purpose (Bell, 2011:6). This element offers excitement and tension for the reader or audience. According to Stanton, there are two major kinds of conflict. The first kind is “internal conflict” which happens when a character has opposing inner needs. The second kind is called “external conflict” which occurs when a character clashes with others, or faces tension influenced by external forces (1965:16). Without conflict, a story becomes flat and unengaging. So, every story needs conflict to create emotional impact and reveal the true depth of a character's struggle.

2.1.2 Extrinsic Elements

2.1.2.1 Theory of Attachment

According to traditional definition, attachment specifically referred to mother-child relationships. However, this idea shifts to a wider perspective, covering the relationships between individuals with their mother, father, or significant adult (Mooney, 2010:7). Ainsworth defined attachment as a strong emotional bond between an individual with another person, creating a connection regardless of time and space (in Mooney, 2010:7). This bond is marked by feelings of comfort and desire for closeness to the person that provides security, shaping the foundation of how individuals interact and maintain relationships with others throughout life.

Bowlby described attachment behavior as any actions individuals do to keep the closeness with someone important or who is capable to support and protecting them. When individuals are sick, weak, or scared, it is an instinct to seek comfort from their caregiver. Even though this behavior is clearly seen in childhood, it also can be seen throughout different stages of life, especially in urgent situations (1988:25-26). Thus, any action that individuals take to maintain the relationship with caregiver is called attachment behavior.

Generally, there are two patterns of attachment patterns, which are secure and insecure. Each of them describes the difference of individuals relationship with their caregivers. The first pattern, secure attachment is a pattern of relationship in

which individuals show warm responses and emotional availability toward their parents, with fewer signs of emotional withdrawal (Ainsworth et al., 1978:135). These individuals may feel upset when they are separated from their caregiver, but as soon as they receive comfort or distraction, they feel safe to continue exploring their surroundings (Holmes, 2014:87). These individuals feel confident that their caregiver or someone they are attached to will be available when they need help. They believe that their caregiver will protect them in difficult or dangerous situations. Thus, they tend to feel safe when exploring the world. This pattern evolves only when the caregiver consistently presents, understands their needs, and responds correctly when they seek help (Ainsworth et al., 1971, as cited in Bowlby, 1988:123). Therefore, this pattern highlights the importance of parents' consistent presence in supporting children's sense of security.

The second pattern of attachment, insecure attachment is a pattern of relationship in which individuals show distress or lack of response when interacting with their parents. They also tend to show less positive responsiveness (Ainsworth et al., 1978:135). This pattern is subdivided into three different patterns. The first insecure pattern is called "insecure-ambivalent attachment". Individuals with this pattern become very upset when they are separated from their caregiver. They become aggressive to show their frustration and lose the ability to explore surroundings freely. This is called "hyper-activating", meaning they find difficulty to manage their emotions (Holmes, 2014: 87). Individuals with insecure ambivalent attachment are not confident if their caregiver will be reachable to respond to their needs. This uncertainty leads them to feel anxious when separated. Consequently,

they commonly cling to their caregiver and hesitate to explore surroundings. This pattern is a result of inconsistent support from the caretaker, or experience of frequent separations with their caretaker. In some cases, threat of abandonment from their caretaker will produce an individual's anxiety (Ainsworth et al., 1971, as cited in Bowlby, 1988:123). Therefore, this attachment pattern highlights how inconsistent presence from parents can influence individuals confidence and independence.

The second insecure pattern is called "insecure-avoidant attachment". Individuals that adopt this pattern show less emotion when they separate from the person they are attached to. They tend to ignore when that person is back. They like to stay quiet and watch from a distance. They also do not act as freely as they normally would. They are called "hypo-activating" because they try to hide their emotions rather than expressing them (Holmes, 2014:87). Furthermore, individuals with insecure avoidant attachment believe that they will not receive any support from their caretaker. This pattern is built of several rejections from their caretaker. Ainsworth et al. said that when the caretaker often ignores or pushes them away when they seek help or attention, individuals with this pattern of attachment try to become emotionally independent. Therefore, they usually avoid relying on others for love or support (in Bowlby, 1988:123). Thus, this attachment pattern reflects the impact of parents' rejection, causing emotional distancing and self-reliance.

The third pattern of insecure attachment is called "insecure-disorganized". Individuals with this pattern show unpredictable behavior when they reunite with their caregiver, such as freezing, disconnecting, or repeating unusual movements.

This is caused by fear or confusion about how to react (Holmes, 2014:87). Thus, this pattern highlights how frightening caregiving conditions can interrupt child's ability in giving coherent emotional responses.

2.1.2.2 Theory of Personality

In its early conceptualizations, psychology defines personality as a person's behaviors and traits. Furthermore, it implies that people's true feelings and thoughts can be reflected by their act and speech (Hurlock, 1974:6). It means, someone cannot hide their emotions even if they try to cover it up. Action and speech are the outputs from what is going inside someone's mind even if they are not aware of it. This is why observing people through their acts and speeches is the best method to understand their personality.

However, someone's personality might change over time. Allport said that personality is dynamic; it develops continuously. It is not only the personality that changes, but also the physical appearance. Supporting this, Allport said that as people live their life, they may change inside and outside depending on the situations (in Hurlock, 1974:7). Personality may change for the better or worse. A change for the better is also known as personality development.

2.1.2.3 Theory of Personality Development

Hurlock highlighted that some parts personality could change, while other parts stay the same. Besides, not all the changes in personality can be classified as an improvement (1974:108). So, not every change in personality can be said as a good progress.

Personality development refers to a positive transformation of someone's traits, behavior, feeling, and thought. As stated by Jung, personality can only develop when a person makes his own choice and carefully reflects about what is right and wrong (1954:174). Individuals' personality improvement is influenced by experience and environment. Relationships with other people or culture may also stimulate the growth of a character.

Hurlock categorized personality change into three characteristics. The first characteristic is "Better vs Worse". This refers to the belief that personality may change in a good or a bad way, determined by how the person understands and adapts to a situation. The process of personality change does not always bring the positive outcome. However, if someone becomes better after going through the process, it is called personality development (Hurlock, 1974:120-121). In short, individuals that experience personality development are the ones who have better change in their personality.

The second characteristic of personality change is "Quantitative vs Qualitative". Qualitative change in personality pertains to the concept where a negative trait is replaced by a positive one, and vice versa. Meanwhile quantitative change refers to the process of strengthening or weakening of the personality that has already existed (Hurlock, 1974:121). Both qualitative and quantitative changes help to define the direction and depth of someone's personality development.

The third characteristic of personality change is "Slow vs Rapid". Typically, personality takes some time to change or develop. The progress is slow and steady.

Even so, for some cases, there is also a rapid change of personality that happens in a brief timespan (Hurlock, 1974:121-122). This characteristic highlights that individuals may need different periods to develop their personality.

Based on Hurlock, personality change is the result of some factors. It may be a change in physical appearance, surroundings, crucial individuals, societal expectations, responsibility, self-perceptions, and a drive from burning desire (1974:123-128). However, this research will only focus on a change of crucial individuals, a change in self-perceptions, and drive from burning desire.

The first factor that caused personality development related to this study is a change of crucial individuals. Change in someone's personality are likely influenced by the presence of crucial individuals in his life. Someone tends to adjust their behavior, beliefs, and values when individuals they cherish change or gone (Hurlock, 1974:126). Thus, any role change in individuals' family, friends, or community might be the reason of their personality development.

The second factor that caused personality development related to this study is a change of self-perception. Self-perception is vital to someone's personality since it shows how someone sees and honors himself. Therefore, a change in self-perception may redefine someone's whole personality. However, this process usually becomes more difficult in adult (Hurlock, 1974:128). Thus, any changes should be made slowly and carefully to avoid problem.

The third factor that caused personality development related to this study is a drive of burning desire. A burning desire has an ability to compel a person to

change or test their perseverance. Witnessing other's suffering or being inspired by another person or different lifestyle can drive someone to change himself (Hurlock, 1974:127). So, this factor relies in an inspiration that can drive individuals to change.

2.1.2.4 Influence of Parental Attachment on Someone's Personality

Since 1980, research about the influence of attachment on individuals' personalities has advanced significantly. Attachment plays a crucial role in emotional development over a lifetime. As mentioned by Bowlby, children's development is strongly influenced by how their parents treat them (1988:119). In other words, their exploration experience, interaction with others, and personality are also influenced by their relationship with their parents.

As individuals develop, those with secure and insecure parental attachments show different behaviors. Individuals with secure parental attachment have supportive parents who are attentive to their needs. They receive enough attention and love from them. Thus, these individuals commonly grow along a healthy pathway (Bowlby 1988:126). They show higher confidence compared with individuals who have insecure attachment. Additionally, they have a good emotional regulation (Holmes, 2014:94).

In social life, individuals with secure parental attachment are identified as co-operative, adaptive, and strong people. They also are open to share personal moments and conversations with others (Bowlby 1988:126-127). Grossman and Grossman say individuals with secure attachment are better in handling conflict (as

cited in Holmes 2014: 94). This what makes their relationships with others more stable.

Unfortunately, people with insecure parental attachment show the opposite behavior, they tend to find difficulty as they grow and socialize. Individuals with insecure ambivalent attachment struggle with emotional dependence. Most of them are clingy with the person they are attached to. They tend to seek excessive attention since they are afraid of abandonment (Bowlby, 1988:128). This may lead them to struggle in managing emotions. In other hand, they might be very dependent on someone and react more intensely to perceived rejection from that person. They often seek reassurance from others but might still feel unsatisfied. They need a constant validation and often feel insecure in relationship.

On the other hand, insecure avoidant individuals only communicate when they feel comfortable, when they are distressed, they prefer to hide it. Unfortunately, this behaviour can cause emotional suppression and identity struggle (Bowlby 1988: 132). These individuals rely on their selves too much and find difficulty to ask help from others. Since they bottle up their emotions, it may lead them to sudden emotional breakdown.

Meanwhile, individuals with insecure disorganized attachment want to take control of their parents or in any relationship. They either become very protective or reject people (Bowlby, 1988: 128). This happens since the individuals are confused whether to seek comfort or fearful. These individuals have difficulty to understand their own needs and desires.

An Individual's developmental path is an ongoing process. Their environment and experience can affect their development, for better or worse. Even though as people age, it gets harder to change, it is not an impossible thing.

2.2 Research Method

It is essential for the writer to determine and outline the research method that will be used before moving into the analysis and discussion of this final thesis. The research method in this study is divided into three, which are data and data source, method of collecting data, and method of analyzing data.

2.2.1 Data and Data Source

Hox and Boeije classified data into two types. The first one is called primary data which is the original data collected for a particular study. The other is called the secondary data which comes from primary data for different purpose (2005: 539). The writer uses those data to answer the research questions.

2.2.2 Method of Collecting Data

This study relies on library research for data gathering. Library research method refers to collecting and finding sources that have related information to the research question (George, 2008:5).

2.2.3 Research Method

This research applies a qualitative method to describe the influence of parental attachment on Charley as the character in *For One More Day* by Mitch Albom. The method highlights social context or human experiences through textual analysis rather than numerical data (Gupta, et al., 2018:3). Using textual analysis,

the writer tries to examine Charley's character development through dialogue and narrative and how parental attachment influences the process.

2.2.4 Research Approach

The psychological approach examines how the human mind influences specific behaviour in particular situations (Beard, 2001:160). In this research, the writer applies Bowlby's attachment theory to examine the influence of Charley's parental attachment in *For One More Day*, and Hurlock's theory of personality development to explore his personal growth.