CHAPTER 2

THEORY AND METHOD

2.1 Intrinsic Elements

In this part of the study, the writer is talking about the intrinsic elements which is used for the discussion later in the further discussion. The intrinsic elements used are character and characterization, setting, and conflict. The definition of each of the elements are taken from M.H. Abram and Geoffrey Galt Harpham's A Glossary of Literary Terms (2009).

2.1.1 Character and Characterization

Characters are very much needed in a story and they could be anything which the author wants. It could be an animal, a tool, or just simply a person. The characters need to have their own characteristics as they will be the symbol of the story and the main highlight which the readers will follow through. Character, in a sense, are the people represented in a narrative work and interpreted by the reader as people that possess a specific moral, intellectual, and emotional qualities from the way they represent themselves in a story. A character can remain stable or non-changing from the beginning of the story until the end. But there are also some which will go through lots of changes, most likely from the gradual process of development or from the result of a crisis (Abrams, 2009: 42). The stable character is called a static character and the one which is going through lots of changes is a dynamic character.

In the other hand, characterization is the forms pattern by which characters are realized. From the definition of the character above, it can be seen that the

changes or non-changes which occur in a character are part of characterization. Characterization is seen as a tool for the author of the story to show the readers on how to distinguish each of the characters. The author will intervene authoritatively in order to describe and evaluate the motives or the qualities of the characters (Abrams, 2009: 43). There are two kinds of characterization, direct and indirect. In direct characterization, the author tells in the narrative work about how a certain character behaves. Meanwhile, in indirect characterization, the author shows how a certain character behaves and readers of the work will then define how the character behaves.

2.1.2 Setting

The setting shows where and when the story takes place. The time and place where the story happen is categorized as the setting of a story. It is used to emphasize in which place and era the story takes place. The setting of a story depends solely in which place or time the author wants it to be. It might be in a cold night of New York or even a stormy day in a fantasy world which the author made. The setting will frame how the characters portrayed in the story. The overall setting of a narrative work can be seen as a general locale, historical time, and also the social circumstances in which the action occurs (Abrams, 2009: 330). The author has all the right on the story's setting and whether they wanted to use it as a symbol or solely as a time or place where they feel like to.

2.1.3 Conflict

Conflict is the thing which makes a story interesting and it is very much needed in a story to spice the flow of the narrative. Without conflict, a story will be

bland and not interesting to be read. It is very useful to emphasize the message which the author wanted to convey. It will also help to show the development of the characters in the story. It is also used to reveal a deeper meaning in a narrative while highlighting the motivations, values, and weaknesses of the character. There are two kinds of conflict that can be found. They are internal conflict and external conflict. Internal conflict occurs mostly within the character himself. It can be seen from how the character deals about his own self whether it is about his own morale or psychological issue. Internal conflict also shows the conflict of the character that opposes the desires and values of his own temperament (Abrams, 2009: 265). For external conflict, it occurs when the character has a relation with another character. It can also be seen as the character encounter against fate or against circumstances which stands between him and his own goal (Abrams, 2009: 265). It involves connection between the character with another individual, social, or even nature.

2.2 Extrinsic Aspects

This part of the study is talking about the theory which is used for the main discussion. It consists of the definition of individual psychology, the theory which is developed by Alfred Adler, and its two concepts. The concepts are inferior to superior and human as a whole unity.

2.2.1 Individual Psychology

Individual psychology is a theory which was developed by Alfred Adler as an approach to counseling and psychotherapy. This theory often misunderstood as a theory where it only focuses on individuals. Even if the name is individual psychology, the main focus of this theory is to see human as a whole unity rather

than parts like how Sigmund Freud viewed it as. Robert E. Watts explains in his paper titled *Adler's Individual Psychology: The Original Positive Psychology* that:

> Adlerian theory is a holistic, phenomenological, socially-oriented, and a goal-directed approach in understanding and working with people. It emphasizes its role in constructing the "realities" that persons know and to which they respond (Watts, 2015: 125).

There are two main points of Adler's individual psychology. They are the striving for superiority and also the way he viewed human as a whole unity. These two key parts will be discussed further in the next sub-chapter. However, in general term, it can be seen that:

> The feelings of inferiority that underlie the striving for superiority are by no means abnormal or undesirable. If a child faces its weaknesses with courage and strives for superiority to compensate for them, a satisfactory or a great level of adjustment may be achieved (Ewen, 2010: 86).

From this, some general view about the concepts which individual psychology has can be discussed.

2.2.2 Concepts of Individual Psychology

As previously mentioned, there are two main concepts of individual psychology. The definition of both of them will be explained below.

2.2.2.1 Inferior to Superior

According to Alfred Adler, the main goal of human is to strive for superiority in order to compensate their feelings of inferiority. Adler believes that every human has their own feelings of inferiority. This means that inferiority happens to occur within every human being. The only difference for each people is whether they will show it directly or not. Inferiority always seen as somewhat a negative thing yet if

it is taking out the will of wanting to achieve superiority, it can be seen as a positive thing.

> "To be a human being means the possession of a feeling of inferiority that is constantly pressing on towards its own conquest. … The goal of the human soul is conquest, perfection, security, superiority. … Every child is faced with so many obstacles in life that no child ever grows up without striving for some form of significance," (Ewen, 2010: 86).

With this, it means that the feelings of inferiority which strives for superiority is not a negative feeling at all. When a child wants to gain superiority in order to become the best version of himself, this leads to a better understanding of himself. Compensating his feeling of inferiority will be very much helpful for himself in the future. In the other hand, Adler believes that if a child does not have any interest in developing their feelings of inferiority, it shows that the child is only evading hardships or difficulty that they face. This leads to the problem which he will not improve as a person and only giving in to his inferiority complex.

As previously mentioned, the feelings of inferiority are believed to be inside of every human. This means that people who have authority or power or even those who are capable would also have the feelings of inferiority. It just the matter of how people handle those feelings which will develop or improve them as a person.

2.2.2.2 Human as a Whole Unity

Opposite to Sigmund Freud's idea which stated that human is seen as parts, Adler argues that human is seen as a whole unity. This means that their actions, ideas, opinions, behaviors, are all within one collective mind of the human. Children will gain their understanding of their own creative self through many influences for example, their cultural origin or their experiences with their family.

"Children, therefore, perceive others and the world as paralleling their first social environment, their family, and eventually frame or filter the larger experience of life –and interpersonal relationships– on the basis of these initial relationships and perceptions of the same," (Watts, 2015: 125-126).

Regarding the human style of life, Adler believes that humans are proactive so that they create their own creative self. With their creative power, humans are functioning in the way that they act as the author of their own life or the director of their own scenes.

This means that humans most likely understand the consequences of their own choices. They are also responsible of the choices they have made. Furthermore, this leads to the notion that human is a whole unity. Understanding their circumstances, choosing to compensate for their inferiority complex, and then resulting to a self-development are most likely the things which shows how human think in a whole rather than pieces.

2.3 Research Methods

This research will use a qualitative method which is a method of collecting non-numerical data as source of information. The qualitative nature of research was obtained from the research issue, the method which is used, the analysis strategies, and the scientific justification of the procedure used (Heyink and Tymstra, 1993: 292). In collecting the data, the writer conducted some research on several library studies from various articles.

This research will use contextual method focusing on psychological approach in order to provide the background information of individual psychology for the analysis. The psychological approach is an approach which is used to provide context with a psychological theory. It will be very suitable for analyzing the topic

which will be conveyed since this particular research uses Alfred Adler's theory of individual psychology.

> Exploring context involves much bigger issues – the 'circumstances' that contribute both to its production by the author and to its reception by the reader. Context refers to what goes with a text, rather than what is in it (Beard, 2001: 6).

For library research, the use of library work has its place in educational research. One of them is to find out about research methods because this will show people on how to differentiate the particular problem. From that, researchers will then set up the research, prosecute it, interpret the results, and then at last, they will present them effectively. Even if the course in research method is very good, the researcher still needs to read up again a new problem to master the principles. It is also necessary to do so in order to apply them to practical problems (Alexander, 1934: 92). The writer intends to use the library research as a way to collect data and provide context for this research.

In order to use library research as a method on collecting data, this research needs different sources to determine them as primary data and secondary data. The primary data of this research is Morgan Rice's *The Magic Factory*. The secondary data is the journals and sources used as reference to back up the claims that is written in this research. As to what the definitions are, in historical terms, a primary source is a document or an object written or created during the time under study by the people or organizations directly involved in the event and offers an "inside view." Yet, in scientific terms, primary sources report original documentation or research. Meanwhile, secondary source analyzes, interprets, assigns values to, provides conjecture on, summarizes, reorganizes, or draws conclusions about

events reported in primary sources (Williams and Wilkins, 2009: 76). By using these methods, it is expected for the writer to garner the data with a better understanding. Thus, the writer would like to formulate the stages of analysis for the courage building into three stages. They are Oliver Blue's past difficulties and experiences as the cause, his courage building progress, and his courage building impact.