

CHAPTER II

THEORY AND METHOD

2.1 Theoretical Framework

A theoretical framework is a structured foundation based on established theories within a specific field of study. It outlines the researcher's assumptions and key variables, guiding the focus of the research. Theoretical framework supports the development of the study's background, literature review, data collection, analysis, interpretation, and conclusion (Salawu *et al.*, 2023:2109).

2.1.1 Intrinsic Elements

Intrinsic elements are the internal components that compose a literary work. These elements are found within the narrative itself and are analysed without consideration of the author's life, historical context, or outside factors. The intrinsic elements that will be analysed in this research thesis are character, characterization, and conflict.

2.1.1.1 Character and Characterization

Character is person represented in a narrative who possesses moral, intellectual, and emotional traits that make them recognizable and believable as individuals, with speech and actions driven by human motives (Kennedy *et al.*, 2006:21). There are main characters and supporting characters in literary works. A main character is the one whose actions and existence most intrigues the reader, and whose fate the readers care about (Barnet *et al.*, 1981:101). The supporting character, on the other hand,

is a character in a literary work who does not command the majority of attention of the readers (Klarer, 2004:139).

Characterization is the techniques used by a writer to make characters in a story seem real (Meyer, 2005). The characterization of the characters can be presented directly or indirectly by an author (Perrine, 1966:84). In direct presentation, the author informs us directly about a character's personality through exposition or analysis. Through indirect presentation, the author depicts the character in action and let readers discover his personality from his thoughts, words, and actions (Perrine, 1966:84).

2.1.1.2 Conflict

Conflict is a dramatic action and counteraction of a roughly equal force matching (Wellek & Warren, 1966:225). There are two kinds of conflicts in any work of fiction; internal and external conflicts (Stanton, 1965:16). Internal conflict is the struggle of a character to balance two opposing interests, wants, or responsibilities, or multiple aspects of himself. For example, his heart may tell him to do one thing while his head tells him to do another (Mays, 2015:84). External conflict is the tension that exists between characters and something or someone external to them. External conflict may involve a person pitted against nature or fate, against a social force like racism or poverty, or against another individual or group of individuals who have a different perspective (Mays, 2015:84).

2.1.2 Extrinsic Elements

Extrinsic elements are the outside components that impact a literary work's production, interpretation, and meaning. Extrinsic elements that will be analysed are the concept of morality, the portrayal of morality, the moral development stages, the motivations behind each moral development stage, and the role-taking opportunities that influence moral development.

2.1.2.1 The Concept of Morality

Morality is a concept that refers to both normative philosophical ideas and psychological aspects of human judgment and behavior. Morality is the quality of actions being right or wrong based on principled reasoning, rather than solely on behavior, social norms, or consequences. Kohlberg argued that moral action involves an actor's moral judgment or intention grounded in universal moral principles. While other factors such as ego strength, factual knowledge, psychological insight, and motivational disposition affect the translation of judgment into behavior, morality itself requires a normative position about how humans ought to treat one another. It is conceptualized as a structured way of thinking about what is right, rooted in principles and obligations that govern human interaction. Rather than focusing merely on desires or social acceptance, morality involves fairness, justice, and respect for persons. Viewed through a developmental lens, individuals progress through increasingly stages of moral judgment. These stages involve judgments about rights, obligations, and moral requirements. Morality, therefore, is a dynamic, principled approach to evaluating

human actions in terms of justice, fairness, and the rights of all individuals involved

(Kohlberg, 1984:509-516, 621-624).

2.1.2.2 The Portrayal of Morality in Each Moral Development Stage

There are 6 types of morality initiated by Lawrence Kohlberg namely (1) heteronomous morality, (2) individual, instrumental morality, (3) interpersonally normative morality, (4) social system morality, (5) human rights and social welfare morality, and (6) morality of universalizable, reversible, and prescriptive general ethical principle (Kohlberg, 1984:624-639). However, only the first 3 types of morality are used in this research thesis.

The Heteronomous Morality

The perspective of this morality is seeing right and wrong as fixed qualities of an action. People with this morality believe moral rules are obvious and do not need explanation beyond stating the rule or labeling an action as good or bad. Punishment is viewed as necessary just because a bad action happened, rather than as a way to prevent harm. Concepts like fairness, intention, or deservingness are not considered—rules are followed literally, and justice is seen as strict equality rather than fairness based on circumstances. Authority figures are seen as right simply because of their status, often judged by physical traits like size or strength. People with this morality struggle to see different perspectives on moral conflicts. Morality is determined by external authority rather than by mutual understanding or cooperation (Kohlberg, 1984:624).

The Individual, Instrumental Morality

The perspective of this morality is based on an individualistic viewpoint by recognizing that people have different interests that can sometimes conflict. Right and wrong depend on the situation and each person's perspective, meaning there is not always one clear answer. The main goal is to satisfy individual's wants and needs while preventing negative results. People with this morality see fairness as a give-and-take system, where individuals cooperate because it benefits them (Kohlberg, 1984:626).

The Interpersonally Normative Morality

People with this morality start to see morality from a shared perspective rather than just their own. They focus on building trusting relationships and following shared moral values that apply across different people and situations. Being a good person means being caring, trustworthy, and concerned about social approval. This moral thinking is strongly guided by the Golden Rule—treating others as one wants to be treated—which helps people judge fairness beyond give-and-take exchanges (Kohlberg, 1984:628).

2.1.2.3 Moral Development Stages

Moral development stage is a typology of distinct and universal stages of moral thought growth constructed by Lawrence Kohlberg. The typology consists of three levels of moral reasoning, with two interconnected stages at each level (Kohlberg, 1981:16). He grouped the six moral stages into three major levels: preconventional level (Stages 1 and 2), conventional level (Stages 3 and 4), and

postconventional level (Stages 5 and 6) (Kohlberg, 1984:172). However, related to the discussion of the research thesis, only

the first 3 stages of moral developments are used.

2.1.2.3.1 Pre-conventional Level

At this level, the child is receptive to cultural norms and labels of right and wrong, good and bad, but they interpret these labels in terms of the hedonistic or physical consequences of behavior such as punishment, reward, and favor-exchanging, or in terms of the strength of the people who are expressing the rules and labels (Kohlberg, 1981:17).

Stage 1 - Punishment and Obedience

At Stage 1, people's behavior is driven by a strict adherence to rules and an effort to avoid punishment. They follow authority figures unquestioningly and act in ways that prevent negative consequences for themselves. When making decisions, they do not weigh intentions or fairness but instead focus on whether an action will lead to immediate rewards or punishments. For example, they may refrain from stealing not because it is unfair but because they fear getting caught. When resolving conflicts, they tend to insist on literal rule-following rather than considering context. Their actions reflect a black-and-white view of morality, where good behavior means obedience, and bad behavior results in punishment (Kohlberg, 1981:379, 409).

Stage 2 - Instrumental Exchange

At Stage 2, people act based on self-interest and engage in give-and-take interactions where they expect something in return for their actions. They help others when they see a clear benefit for themselves. Their behavior in

relationships resembles bargaining or deal-making. They may follow rules, but only when it serves their personal goals. When conflicts arise, they negotiate solutions based on mutual benefit rather than principles of justice. Their actions reflect an individualistic, practical approach to morality, where right and wrong are determined by personal gain than ethical principles

(Kohlberg, 1981:379, 409).

2.1.2.3.2 Conventional Level

At this level, upholding the standards of one's family, community, or country is valued in and of itself, despite any clear and immediate consequences. In addition to conforming to one's own expectations and the social order, the attitude also demonstrates commitment to it, actively upholds, defends, and protects it, and identifies with the individuals or group that is a part of it (Kohlberg, 1981:18).

Stage 3 - Interpersonal Conformity

At Stage 3, people behave in ways that seek approval, acceptance, and positive relationships with others. They act nicely to gain praise, avoid disapproval, and strengthen social bonds. Their actions are focused on the desire to meet expectations, such as helping a friend to be seen as kind or following group norms to maintain harmony. They are concerned with being liked and maintaining trust, often going along with the majority to fit in. When making decisions, they consider how their behavior will be perceived, adjusting their actions to align with social roles (Kohlberg, 1981:17, 410).

2.1.2.4 Motivations behind Moral Development Stages

There are six moral development stages as well as the motivations behind. However, related to the discussion of the research thesis, only the first 3 stages of moral developments and their motivations are used.

Motivations behind Stage 1 - Punishment and Obedience

In Stage 1, actions are driven by the avoidance of punishment and influenced by the authoritative power (Kohlberg, 1981:121, 1984:174).

Motivations behind Stage 2 - Instrumental Exchange

In Stage 2, action is motivated by the need to fulfill personal goals in a community that demands consideration of others' interests, as well as by the desire for a reward or advantage, with punishment seen pragmatically and guilt feelings ignored (Kohlberg, 1981:121, 1984:174).

Motivations behind Stage 3 - The Interpersonal Conformity

In Stage 3, action is driven by the anticipation of real or imagined criticism from others (such as guilt), the desire to respect authority and society standards that encourage stereotypically good behavior and preserve a positive self-image, and the need to be good in one's own eyes and those of others (Kohlberg, 1981:121, 1984:174).

2.1.2.5 Role-taking Opportunities that Influence Moral Development

Role-taking opportunities are the chances individuals have to understand and adopt the perspectives of others within a social group or institution. These

opportunities arise through active participation, communication, and involvement in decision-making processes. This process

affects moral development, as it encourages individuals to move beyond self-centered thinking and adopt more objective, justice-based reasoning, especially when mediating conflicts or making fair decisions that affect the group (Kohlberg, 1984:74-75). There are three social groups participation that can train one's moral development: family, peer group, and secondary institutions. However, only family and peer group are analysed in this research thesis.

Family

Positive family interaction contributes to moral development through role-taking opportunities, such as common participation, confidence sharing, and responsibility awarding. Parents who encouraged their child to participate in the discussion (i.e., who were rated as taking the child's opinion seriously and discussing it) tended to have relatively mature or conventional-level children. The child's moral level was also correlated with the quantity of play, conversation, and affection that the mother and father engaged in with them (Kohlberg, 1984:75).

Peer Group

Participation in peer groups offers children a unique chance of role-taking. Peer group isolates who are matched for IQ and social class with children who are well-liked by their peers typically develop morally much more slowly. Participation in peer groups appears to promote moral development, although its impact is better understood as offering opportunities for generic role-taking rather than as having highly specific and distinctive kinds of influence

(Kohlberg, 1984:76-77).

2.2. Research Method

Research methods are the methods used by researchers to conduct research, including behaviors and instruments used in conducting operations like observations and data processing. The objective is to find a solution for a given problem, and the available and unknown aspects of the problem must be related to each other for a successful solution (Kothari, 2009:7-8). The research method of this research thesis consists of research approach and method of data collection.

2.2.1 Research Approach

Based on the topic of the research thesis that focuses on moral development in the novel *Diary of a Wimpy Kid: Big Shot*, the writer employs a moral approach. a way of applying universal values like justice, human rights, and the worth of life to analyze moral decisions that rely on fair, unbiased reasoning (Kohlberg, 1984:523-525). The writer applies moral approach rooted in Lawrence Kohlberg's theory of moral development to analyse the moral development of Greg Heffley in *Diary of a Wimpy Kid: Big Shot*.

2.2.2 Method of Data Collection

In collecting the data, the writer employs the library research method. Library research is the process of discovering, obtaining, evaluating, and incorporating pre-existing evidence from stored sources, such as books, archives, and other recorded materials, to support a research project or argument (George, 2008:21).

Primary and secondary data are the two types of sources of information that are relevant to library research. Primary data is the raw data, or the stuff written about firsthand. In the field of literature, primary sources are texts by the authors that are studied (Booth *et al.*, 2008:76). The primary data of this research thesis is the novel *Diary of a Wimpy Kid: Big Shot* written by Jeff Kinney. On the other hand, secondary data are research papers that are based on primary data or sources, such as books or articles (Booth *et al.*, 2008:76). The secondary data of this research thesis comes from reliable sources such as books and articles that include approaches and theories used for the research.