

CHAPTER II

THEORY AND METHOD

2.1 Intrinsic Element

This study uses character, characterization, settings, and conflict theories in literature to analyze the intrinsic elements in the novel.

2.1.1 Character and Characterization

According to Abrams and Harpham, a character refers to the individuals portrayed in a dramatic or narrative piece. Readers perceive them having specific moral, psychological, and emotional traits inferred from their words and actions (2009:42). Characters in literary works are not developed to the same extent in order to deliver a specific narration. E. M. Foster divided characters into two based on the way they were characterized, flat character and round character. Flat character represents “a single idea or quality” without being deeply characterized. Conversely, round character is the one with comprehensive characteristics, described with details that resemble closely to an actual person. Round characters show complicated emotion, thought, and reasons for acting (1927:4-5).

According to Barnet, the term characterization refers to how the author depicts the characteristics of a person in literary works (2008:26). Barnet, divided characterization into direct and indirect method. Direct method is where the author explicitly describes or alters a character’s traits and motives. On the other hand, the indirect method presents characters through their dialogue, actions, inner thought, or by the description provided by other characters (2008:1586).

2.1.2 Conflict

Perrine in Arp and Johnson defined conflict as a confrontation of ideas, motivation, or act between a character and an opposing force (1998:98). According to Meyer, conflict is distinguished between internal and external. Internal conflict places a character in confrontation with their own values and state of mind. External conflict, on the other hand, places a character in a confrontation with another character, a community, or natural force (2011:51-52).

2.1.3 Setting

Setting refers to the environment where a story's events take place. It consists of key elements such as time, location, and the social conditions surrounding the characters. These aspects create the backdrop for the characters' actions and often do more than just provide scenery but they also help reveal the characters' behavior and the meaning behind their actions. Additionally, setting can be used to create a specific mood or tone that sets the stage for upcoming events in the story (Meyer, 1997:113).

2.2 Psychological Theory on Parenting

This study uses authoritarian parenting style theory, the cause of authoritarian parenting theory, and the impacts of parenting style towards child development theory in order to analyze the extrinsic elements in the novel.

2.2.1 Authoritarian Parenting Styles

Parenting is a complex activity that encompasses many specific behaviors that work individually and collectively to influence child development outcomes (Darling, 1999:2). This includes both purposeful actions aimed at fulfilling parental responsibilities and more spontaneous behaviors, like tone of voice, gestures, or emotional expressions that aren't tied to specific goals (Darling & Steinberg, 2017:488). According to Diana Baumrind, parenting style is the general pattern of behaviors parents use to guide and socialize their children (Baumrind in Darling, 1999:2). Baumrind based parenting styles on two aspects, which reflect a parent's level of demandingness and responsiveness.

“Demandingness refers to the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys. Responsiveness refers to the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands”. (Baumrind, 1991:62).

Baumrind utilized these aspects to create a four-part classification of parenting styles that illustrates how parents balance the necessary nurturance and restrictions for their children. The four parenting-style classifications are authoritarian, authoritative, permissive, and rejecting-neglecting. These styles can vary based on several factors such as social and development stage, yet they have some fundamental characteristics (1991:62). Of the four parenting styles, this study will focus on the authoritarian parenting theory to analyze Carol Last's parenting style and its impact on her children.

Authoritarian parenting style is a model where parents have high demandingness but low in responsiveness level. Authoritarian parents based their

parenting on family hierarchy and orderliness. They create a regulated space and a predetermined set of rules which they wish their children to obey without account (Baumrind, 1991:62). Forceful methods may be conducted to suppress their children's will when it conflicts with the parent's view of proper behavior. Authoritarian parents strictly observe their children's actions. Open dialogue is generally discouraged, maintaining children's inferiority and limiting independence (Baumrind, 1966:890). In essence, the authoritarian parenting style prioritizes control and obedience over communication and emotional support, often at the expense of the child's autonomy and self-expression.

2.2.2 The Cause of Authoritarian Parenting Style

According to Baumrind, one of the major aspects of parenting is helping children adapt to social expectations while preserving their individuality. Her early studies examined how different patterns of parental authority affect early childhood development. Baumrind proposed the idea of control, which she described as parents' efforts in helping their children to conform to the family and society by encouraging obedience and appropriate behavior. This concept later served as the foundation for identifying three distinct types of parental control, which correspond to her concept of parenting styles. These three parental controls are: authoritative, authoritarian, and permissive. Moreover, Baumrind suggested that parents' values, beliefs about their roles as parents, and the nature of children shape the emotional climate, procedure, and principles that naturally develop within families (Baumrind in Darling & Steinberg, 2017:489-490).

Therefore, it can be concluded that authoritarian parenting styles are also influenced and shaped by parents' need to subject their children to social demands and standards within the family. In addition, patterns of parental affect, practices, and values of authoritarian parenting are also influenced by parents' values and beliefs in their role as parents.

2.2.3 The Impacts of Authoritarian Parenting Towards Children

This study utilizes Diana Baumrind's theory to analyse the impacts of authoritarian parenting style towards child development. Baumrind found that parenting based on authority affects children's behavior in their development. High parental constraint combined with aggression can result in children's lower confidence, lower independence, and lower emotional resilience (1966:899). In relation to authoritarian parenting characteristics of conducting a punitive action in child nurturing, Baumrind stated that parents' extreme, biased, and untimely punishment could be detrimental and less beneficial to children. Such punishment results in "cognitive and emotional disturbance" which can be manifested to self-alienation, submissiveness, fearfulness, anxiety, reliance, and lower "schoolroom efficiency" (Baumrind, 1966:896). Additionally, authoritarian parenting also affects children's creative capabilities as these parents are more focused on "social achievement" and not children's self fulfillment (Baumrind, 1966:902). Furthermore, high demandingness and parental authority can lead to rebellious acts such as aggression (Baumrind, 1966:897). As in the words of Pika, "Authority which was based on rational concern for the child's welfare was

accepted well by the child, while authority which was based on the adult's desire to dominate or exploit the child was rejected” (Pikas in Baumrind, 1966:898).

This study uses the supporting theory proposed by Aunola & Nurmi to classify the impact of parenting style on child behavior development. According to Aunola & Nurmi, parenting style is affecting children’s problem behavior. Children's problem behavior can be developed through internalizing or externalizing behavior (2005:1144). Additionally, they also found that mother’s nurturing plays a vital role in children’s problem behavior compared to father’s nurturing that has an insignificant role. The account towards the distinction is because mother-child interactions are more intimate, compassionate, and receptive compared to father-child interaction (Aunola & Nurmi, 2005:1155).

2.2.3.1 Externalizing Behavior

Someone with externalizing problem behavior is directing negative emotion towards others in the form such as anger, aggression, and frustration. Children exhibiting this kind of problem behavior have premature self-organizing abilities, resulting in poorly controlled actions in social circumstances (2005:1144). Authoritarian parenting’s nurturing method which combines high behavioral control and high psychological control could develop internalizing behavior in children. It is implied that parent’s behavioral control could decrease children’s externalizing problem behavior because it grows children’s social self-control. However, when a parent simultaneously exercises high psychological control, it results in excessive control towards children and disrupts children's

self-competence rather than benefits them (Aunola & Nurmi, 2005:1155). In relation to Baumrind's theory of the impact of authoritarian parenting, this type of problem behavior will include aggression and rebellious acts.

2.2.3.2 Internalizing Behavior

According to Aunola & Nurmi, someone with internalizing behavior represses their negative emotions towards themselves. This problem behavior is caused by excessive control towards self (2005:1144). Authoritarian parenting could also be the factor of children internalizing problems through the relation between the level of affection and psychological control. Authoritarian parenting's high psychological control such as manipulating and guilt-compelling, combined with low levels of affection, can result in children's repressed thoughts and emotions. Furthermore, even a high level of affection does not always result in the decrease of internalizing behavior, but rather conducts an ambiguous message of parental love which would increase internalizing behavior instead (Aunola & Nurmi, 2005:1154). In relation to Baumrind's theory of the impact of authoritarian parenting, this type of problem behavior will include lower confidence, self-alienation, submissiveness, fearfulness, anxiety, dependence, lower emotional resilience, lower "schoolroom efficiency", and lower creative capabilities.

2.3 Research Method

This section outlines the research methodology employed in this research. It describes this study's chosen approach and the method of data collection used to conduct this research.

2.3.1 Research Approach

According to Creswell, qualitative research is defined as a process of investigation to comprehend personal or collective meaning assigned to human or social issues (2018:41). Therefore, this study will analyze authoritarian parenting and its effect found in the novel *Radio Silence* by Alice Oseman through a psychological approach. According to Paris, psychological approach in literature attends to human beings who experience inner conflicts and struggles with others, and literature depicts, and is created, and is read by such people (1997:3). Literature reflects these people through characters which are not just abstract elements within a text but imagined human beings whose thoughts, emotion, and behavior can be understood (Paris, 1997:6). To support the analysis, this study borrows Baumrind and Aunola's theories of parenting style in relation to children development.

2.3.2 Method of Collecting Data

This research utilizes library research as a method of data collection. Library research is a research activity carried out by finding and accessing sources that offer factual data or expert perspectives relevant to research problems (George, 2008:6).

The collected data of this study is divided into two kinds, primary and secondary. Primary data is an unpublished material found for the first time by the

researcher for a particular objective. Meanwhile, secondary data is data collected from published sources such as journals, books, articles, and online sources which are utilized to support current research (Taherdoost, 2021:12). Primary data for this research is taken from the novel *Radio Silence* written by Alice Oseman in 2016. Secondary data will be taken from books, journals, and articles related to parenting studies.