

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Intrinsic Elements

2.1.1 Character

A character is an individual who appears in a literary work that can be judged by the reader from how they act and what they say to achieve a conclusion about the character itself. Based on their complexity in a work, characters can be categorized into two parts, which are the main character and the supporting character. According to Schirova, major characters are the ones who are frequently featured in the story (2006, p. 23). This character is central to the story and dominates it. Therefore, main characters are introduced in detail.

The supporting or minor character serves to highlight the main character in the story. As stated by Schirova, minor characters are characters who do not receive much exposure in the story, so readers do not get to know them as well as they do the major characters (2006, p. 23). Based on this description, supporting characters do not receive much attention in the story, unlike major or main characters. In the story, they are not considered important characters and are merely used as background elements. There is also another classification for characters, which is static and dynamic. According to Schirova, static characters are characters that do not have changes in their characterization in the story, whereas dynamic characters go through changes or growth in their personality (2006, p. 24).

2.1.2 Characterization

Characterization is the personality that resides in a certain character. Characterization's main focus is on how the character's actions are interpreted by the writer. This way, the reader can determine whether the character is nice or bad. Based on how the characterization is told, it can be separated into two ways, which are direct and indirect characterization. According to Schirova, the direct method clearly conveys a character's personality to the reader (2006, p. 25). Direct characterization is a straightforward way to tell the characterization of a character in a way that blatantly names the features of a character. Whereas indirect characterization, referring to Schirova, is a characterization that is told by another character, poetic details, or even the character's own thoughts and deeds (2006, p. 25).

2.1.3 Setting

The setting of a story is where, when, and even how the characters in the story live and do activities. As stated by Schirova, "It includes place (physical, sensuous world), time in which the action takes place – "the where and when of the story", social environment (moral values that govern the characters' society, manners, customs) and atmosphere." (2006, p. 34). Thus, the setting is the place where the characters are living at the moment. The characters typically react either positively or negatively to the setting. Hence, the character can then show their traits or how they develop them throughout the story.

2.1.4 Conflict

Conflict in a story is one aspect that drives the narrative forward. This conflict involves characters reacting to difficult situations that they must face. As stated by Schirova, usually, a causal event occurs due to the presence of unstable and conflicting situations that result in a clash between them (2006, p. 11). Conflict arises when there is force from two opposing sides. When a character is confronted by another character, they will react to that character. With the action-reaction created in the narrative, conflict develops. According to Schirova, there are two categories of conflicts, including internal and external conflicts (2006, p. 11). Internal conflict refers to a conflict that happens within a character, while external conflict is a conflict that happens between two or more characters. Some examples of external conflict are conflict between characters or even between a character and society.

2.2 Theory of Personality Development

Personality development theory describes how and what factors support personality change in a character. The character will strive to achieve self-fulfillment even if the environment is not supportive. Thus, personality development occurs in a character. This is in line with Hurlock's statement "When conditions make it impossible to change environments, a well-adjusted person will adjust to the inevitable and develop interests and activities to compensate for the lack of need fulfillment in his present environment." (1974, p. 426). Personality Development is important for character because it enables the achievement of self-fulfilment.

Almost every character in a narrative will experience a change in personality. Because the plot forces the characters to face conflict, personality development is inevitable. Personality development occurs through changes in the character's environment. According to Hurlock, "When the significant people in an individual's life change, and when he tries to adapt his pattern of behavior and his attitudes, beliefs, values, and aspirations to theirs, changes in his personality pattern are inevitable." (1974, p. 126). The circumstances around a character can influence how that character changes their personality. The research states that the factors that drive personality development come from genetics, the surrounding environment, and parental education of children.

To analyze the main character, psychological settings are also used in the narrative to depict the situations faced by the characters, thereby exerting a powerful influence on the reader. Therefore, this study focuses on personality development in terms of personality patterns, changes in personality, factors that trigger it, and its impact. This is an analysis used to understand the process of personality development that occurs in the main character.

Personality patterns refer to how a person views themselves and the characteristics they possess. According to Hurlock, personality patterns consist of two aspects, namely the concept of self and traits (1974, p. 20). Self-concept is how a person sees themselves, and traits are personality characteristics that arise when a person is faced with situations in social life. This personality pattern reveals how a person behaves in their life. Because these two patterns are interrelated, a person's personality can be determined by both patterns. The analysis of the personality

development process will begin with recognizing the personality patterns exhibited by the character.

Following that, the process of personality development begins with changes in the character's personality. Changes in a person's personality usually change for the better, although it cannot be denied that negative changes can also occur. In most cases, personality development is for the better because of a desire to improve. This phenomenon occurs in childhood to young adulthood, where a person realizes the negative aspects of themselves that cause few people to want to be friends with them or cause reprimands from their own family. This can also happen in adulthood, when people strive to improve themselves. Therefore, they try to improve the personalities that are liked and reduce the personalities that are disliked by their environment. According to Hurlock, a person will adapt to societal norms by emphasizing the aspects of their personality that others find appealing and suppressing or even eliminating the aspects that others consider undesirable (1974, p. 119). The three patterns of personality changes include better versus worse, quantitative versus qualitative, and slow versus rapid.

The first change is the better versus worse change. This change reflects the outcome of the character's personality development process. According to Hurlock, change can be either good or bad (1974, p. 120). This occurs based on the choices made by a person at that time and how a person reacts and adapts at that moment. Good change makes a person confident, while bad change makes a person feel inferior.

The second change is quantitative and qualitative change. These changes reflect the results of the development process, in which changes may be total or partial. According to Hurlock, quantitative change can be seen from personalities that are changed, strengthened, or weakened, while qualitative change is a total change in existing personalities (1974, p. 121). Usually, personality change occurs quantitatively, arising from social interaction. Meanwhile, qualitative personality change rarely occurs in youth.

The final type of change is the slow versus rapid change. This type of change refers to how long the process of character development takes. It is stated by Hurlock, that slow changes are developments that are not very noticeable, and conversely, rapid changes are easily noticeable developments in a single night and usually under the influence of drugs or alcohol (1974, p. 122). Normal developments are changing gradually, where a person changes their old habits and replaces them with new ones. This falls into the category of slow change. Thus, rapid change is a bad change because it indicates a mental problem.

2.2.1 Factors that Trigger Personality Development

Personality development does not just happen in life. If the situation supports personality development, the personality will change. Usually, these changes occur during childhood and rarely occur in adulthood. A person can change if the trait they want to change is not too far from their usual traits or too different from their previous traits, meaning the gap between the traits is not very large. If these conditions are met at a young age, a person's personality will be better

accepted by their environment. There are several factors that support personality development in a person. This is in accordance with Hurlock, which states that several conditions encourage personality change, namely, changes in the environment, changes in social pressure, physical changes, changes in significant people, changes in role, changes in self-concept, strong motivation, and psychotherapy (1974, p. 124). Due to the many factors involved, this study will focus on changes in the environment and strong motivation.

The first factor is changes in environment. This factor indicates that change occurs due to external factors in the character's environment. Changes in the environment do not necessarily lead to positive changes in the character's personality. Such changes depend on whether the character is accepted within that environment or not. If the character is well-received, positive changes will also occur. As stated by Hurlock, changes that occur due to the environment do not always yield good results (1974, p. 125). However, to ensure that the changed traits are good, a person must be able to balance their needs with the environment they currently face. In addition, they must also continue to think realistically and adjust their abilities through their social experiences.

The second factor is changes in role. Personality development can also occur due to changes in roles, which happen when a person takes on a new role in their life. However, this new role does not necessarily replace the person's previous role. According to Hurlock, a person may have a new role in one community and retain the same role as before in another (1974, p. 127). Depending on the suitability of the role, these changes can be either good or bad. If the role fits a person's needs

and is viewed positively by others, there will be a positive personality change, and vice versa.

The third factor is strong motivation, where Personality develops with high motivation to change. It is stated by Hurlock that with this motivation, a person will try harder to be accepted in that environment (1974, p. 127). Therefore, changes that often occur through the power of motivation are quantitative changes, where accepted attitudes are enhanced and rejected attitudes are eliminated.

2.2.2 Impact of Personality Development

The effects of personality development depend on the results of the changes. If the results are positive, the person will be more accepted by their environment. Conversely, if the results are negative, the person will be shunned by their environment. This shows that there are consequences when a person undergoes personality development. The impact of personality development is caused by the individual themselves, and those closest to them are affected by it. The environment triggers this impact. This is in line with the statement by Hurlock, where development occurs as a result of a person learning social norms from their domestic and external environments (1974, p. 19). Therefore, a person's personality development and their environment have impacted one another. This phenomenon is the result of the development of traits from that environment. If the environment is conducive to developing traits, then the results will be as desired. Conversely, if the environment does not support such development, the results will not be as desired. This impact can be felt by people who provide input about a person's personality, including parents, siblings, other family members, and close friends.

2.3 Method of Data Collection

This study uses the library research method to obtain its data. This method emphasizes finding facts about a topic discussed in the paper with references and arguments from sources that define the topic. This method can filter the necessary facts that are relevant to the topic of the research. According to George, the purpose of using a research library is to narrow down the existing information to what is needed for the study (2008, p. 21). This method helps the study to process pieces of information that are related to the topic. After identifying, obtaining, and evaluating the given information, it then proceeds to integrate it with the arguments provided by them. Thus, the facts can be obtained from various sources to support the argument in this paper, including the library catalogue and encyclopedia.

The data are obtained from the book *Fantastic Mr. Fox*, which serves as the primary data. Secondary data are collected from various articles on the same topic discussed in the paper. Thus, the data are not too far from the topic of the paper itself. The data are used as a basis for the paper to complete the argument. It is analyzed to give a result that corresponds to the aims of the paper. Therefore, it is sorted based on the needs of the paper. The data that is used is written in quotation marks or paraphrased into a different sentence but with the same meaning. Then, the data are collected, quoted, and listed on the bibliography page.

2.4 Research Approach

This paper uses a psychological approach for the analysis. The psychological approach is a method for understanding characters in the same way one understands human beings. This aligns with Paris, who recognized that characters in a narrative

are not merely fictional constructs, but individuals who think like ordinary human beings (1997, p. 6). Therefore, the psychological approach aids the study in analyzing the main character in the narrative. However, in the book *Fantastic Mr. Fox*, the main character is an animal named Mr. Fox. To analyze an animal using human psychological theory, one must recognize the presence of anthropomorphism in the story. According to Airenti et al., anthropomorphism is a state in which non-human creatures possess mental states and emotions like humans (2019, p. 8). Thus, Mr. Fox is an anthropomorphic character in literature who is given human mental states and social roles, allowing Hurlock's theory of personality development to be applied.

The library research method is used in this analysis as the primary method of data collection and draws on the book *Fantastic Mr. Fox* by Roald Dahl as primary data. Additionally, the main character in the narrative is analyzed using Hurlock's psychological approach, specifically the theory of personality development. Using these methods and theoretical approaches, this study intends to conduct a thorough analysis of the main character in the narrative of *Fantastic Mr. Fox*.