CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a discussion of the conceptual framework upon which the study mentioned in chapter one is laid down. There are three major points which will be discussed in this chapter, namely theoretical description, previous studies and critics review.

2.1 Theoretical Description.

2.1.1 Literary approach

According to Kennedy and Dana Gioia (1995, p 1790-1818), there are nine approaches or criticism that can be applied when someone tries to analyze a literary work.

1. Formalist Criticism

Particular interest to the formalist critic are the elements of form—style, structure, tone, imagery that are found within the text. A primary goal for formalist critics is to determine how such elements work together with the text’s content to shape its effects upon readers.

2. Biographical Criticism

This approach begins with the simple but central insight that literature is written by actual people and that understanding an author’s life can help readers more thoroughly comprehend the work.
3. **Historical Criticism**

This approach try to understand a literary work by investigating the social, cultural, and intellectual context. An aim for historical critics is to understand the effect of a literary work upon its readers.

4. **Gender Criticism**

This approach will examines how sexual identity influences the creation and reception of literary works. Analyzing how sexual identity influences the reader of a text and examining how the images of men and women in imaginative literature reflect or reject the social forces that have historically kept the sexes from achieving total equality.

5. **Sociological Criticism**

This approach emphasizes in the cultural, economic and political context in which it is written or received, exploring the relationships between the artist and society. One influential type of sociological criticism is Marxist criticism.

6. **Mythological Criticism**

Combining the insights from anthropology, psychology, history, and comparative religion, mythological criticism. Explores the artist’s common humanity by tracing how the individual imagination uses myths and symbols common to different cultures and epochs.

7. **Reader-Response Criticism:**

This approach takes a transaction between the physical text and the mind of a reader. It attempts “to describe what happens in the reader’s mind while interpreting a text.
8. **Deconstructionist Criticism**

This approach “rejects the traditional assumption that language can accurately represent reality.” Deconstructionist critics regard language as a fundamentally unstable medium, because literature is made up of words, literature possesses no fixed, single meaning.

9. **Psychological Criticism**

This approach reflects the effect that modern psychology has had upon both literature and literary criticism. Fundamental figures in psychological criticism include Sigmund Freud. Psychological criticism has a number of approaches, but in general, it usually employs one of three approaches:

1. An investigation of “the creative process of the artist: what is the nature of literary genius and how does it relate to normal mental functions?”

2. The psychological study of a particular artist, usually noting how an author’s biographical circumstances affect or influence their motivations or behavior.

3. The analysis of fictional characters using the language and methods of psychology.

The psychological approach is a unique form of criticism. In this criticism, we draws upon psychological theories in its interpretation of a text. Linking the psychological and literary worlds, bring a kind of scientific aspect into literary criticism.

Besides the nine criticism or approaches above, there are other kinds of approaches used in analyzing literary works. Abrams (1984, p.50) presents four approaches. The four approaches are described as follows:
1. Pragmatic Approach

Pragmatic approach is an approach focusing on the reader. This approach regards a literary work as medium to achieve a certain objective. This approach is usually used in analyzing the aspect of education, aesthetics and politics.

2. Mimetic Approach

Mimetic approach is an approach that considers a work of literature as an imitation of the universe, external and immutable ideas, external and unchanging patterns of sounds, sight, and movement of form.

3. Expressive Approach

Expressive approach is an approach that consider a literary work as an expression of feeling, thoughts and experience of the writer. This approach on the writer’s self. When analyzing the work, the critic is supposed to take into account his past lifetime, his perception, ideas, background which express his feelings in that work.

4. Objective Approach

Objective approach is an approach that focuses on the work itself which reveals intrinsics elements to be developed into structure. When analyzing the work, the inner structures or aspects are the focus. There are many intrinsic elements, namely plot, theme, setting, character, and characterization.

Since this research mainly discussed about the main character from the Mockingbird novel whose suffer from Asperger Syndrome, then the writer needs to work with the objective and psychological approach to support the analysis. The objective approach will be needed to analyse the character and characterization, and
the psychological approach will be used to analyse the fictional characters using the language and methods of psychology.

2.1.2 Character and Characterization

This thesis deals with personal identity that are taken from the life of Caitlin. Therefore, the writer needs to analyze the life of Caitlin by inspecting deeper on her character and characterization.

2.1.2.1 Definition of Character and Character Types

All stories must have certain characteristics or elements. Without these elements, any piece of literature would cease to make sense or serve a purpose. For example, stories must have a plot, or events that take place. Another essential story element is the character. Janovsky says that character can be defined as any person, animal, or figure represented in a literary work (2012). While Abrams (1981 p.20) states that “characters are the person presented in a dramatic or narrative work, who are interpreted by the reader as being endowed with moral, dispositional and emotional qualities that are expressed in what they say in the dialogue and by what they do in their action”. There are many types of characters that exist in literature, each with its own development and function.

Barnet (1986,p.113) says, “character is a figure that acts out in a story”. There are some characters that may appear in one novel, that character is not always in the form of human being. We can figure the other character as a plant or animal which is adapting the ability of human being.
Character development refers to how developed and complex a character is. Some characters start out as highly developed. For example, if we know something about how a character walks and talks, what she thinks, who she associates with, and what kind of secrets she has, she is naturally more complex and developed.

The general purpose of characters is to extend the plot. Many stories employ multiple types of characters. The characters that will have the greatest effect on the plot are the most affected by what happens in the story. There are many ways to categorize one character: protagonist or antagonist, dynamic or static character, round or flat characters and also major or minor character.

The first type are protagonist and antagonist. The word protagonist according to Duncan (2006, p37) come from Greek language protagonistes. The meaning is the first player or the main character in any story, such as a literary work or drama. The protagonist is at the center of the story, should be making the difficult choices and key decisions, and should be experiencing the consequences of those decisions. While antagonist according to Bulman (2007, p17) is used as a plot device, to set up conflicts, obstacles, or challenges for the protagonist. In other words, the antagonist is not always playing a bad character or a villain and the protagonist is not always play as a hero but take the main character in a novel story or drama.

The second type is dynamic and static character. Perinne (1974, p71) notes that static character are simple and remain unchanging for almost along of the story. On the other side, the dynamic character undergo a permanent change in some aspect of his or her character, personality or outlook.
The third type is flat and round character. According to Pickering and Hooper (1986, p.28-29), flat characters are those who represent a single characteristic, trait, idea, or at most a very limited number of such qualities. Whereas, round characters are those who represent number of qualities, traits and complicated characters of considerable intellectual and emotional intensity that have the ability to develop or change.

The last type is major or minor character. According to Milligan (1983, p.155), major character can be defined as focus role character from beginning to the end. While, minor characters do not dominate the whole story and occur to strengthen the major character in the story.

2.1.2.2 Definition and Methods of Characterization.

Murphy (1972, p.52) states that characterization is the technique used by the author to make the qualities of the character-like and dislike, how he lives and what he does-known. It means characterization is the way that is used by the author to describe the character in his or her work of literature in order to make the readers are able to recognize the characters and further to find out the information or ideas conveyed through the characters. Characterization is needed since it is necessary for the reader to justify the individual’s role and existence in the story.

Murphy (1972, p.161-173) states that the author may use some variety of ways in order to make his characters understandable and lifelike for the readers. Murphy, then, proposes nine ways of characterization for the readers of the literary works. The nine ways he proposes are as follows:
1. **Personal description.**

   The author can describe the character in his story through characters’s appearance, clothes and what the wears.

2. **Character as seen by another character**

   Instead of describing a character in a story directly, the author can describe a character through the eyes and opinions of another character in the story.

3. **Speeches**

   The author can give the readers an insight into the character of one of the person involved in the book through what the person says.

4. **Past life**

   The readers can learn something about the character past life through the events set by the author that also has shaped the characters. This method can be done by the author through his direct comment, through the person tought, conversation and medium another person.

5. **Conversation of others**

   The author can also give the readers some clues about a character through the character’s conversation of other characters and the things they say about the character. A character talks about other characters and what they say often give the readers a clue to the characterization of the character talked about.

6. **Reactions**

   The author can also give the reader a clue to a character by letting us know how that character reacts to various situations and events.
7. **Direct Comments**

The author can describe or give comments on a character directly.

8. **Thoughts**

The author can give the readers direct knowledge of what character in his novel is thinking about. In this respect, he is able to do what we can not do in real life. He can tell us what different people are thingking.

9. **Mannerisms**

The author can describe a person’s mannerisms, habits or idionsyncrasies, which may also tell us something about his characters.

2.1.3 **Psychological Pervasive Developmental Disorder**

Pervasive Developmental Disorder (PDD) is a group of developmental disorders that are usually evident when a child is 3 years old. Based on the definition of DSM IV (American Psychiatric Association, 1994), PDD is a disruption in social interaction, impaired communication, and their fixation behavior, interests and activities.

Based on American Psychiatric Association, There are five categories of pervasive developmental disorder.

1. **Autism**

A neuro developmental disorder that characterized by the existence of impaired social interaction, verbal and non-verbal communication, and restricted and repetitive behavior.
2. **Childhood Disintegrative Disorder (CDD)**

Also known as Heller's syndrome and disintegrative psychosis, is a rare condition characterized by developmental delays in language, social function, and motor skills.

3. **Rett Syndrome**

Typically have no verbal skills, and about 50% of affected individuals do not walk. Scoliosis, growth failure, and constipation are very common and can be problematic.

4. **Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS)**

A diagnosis that is used for severe and pervasive impairment in the development of reciprocal social interaction or verbal and nonverbal communication skills, or when stereotyped behavior, interests, and activities are present, but the criteria are not met for a specific PDD or for several other disorders.

5. **Asperger Syndrome**

Sixty years ago, Hans Asperger, an Austrian psychiatrist, writes about smart kids with a great vocabulary mastery shows a number of behaviors that are usually owned by people with autism, such as severe deficiencies in communication and social skills. Asperger syndrome is one of the symptoms of autism where the sufferer has difficulty in communicate with their environment, making it less acceptable.

Based on Stoppler (2005), asperger syndrome is usually characterized by social qualitative disturbance from four chriterias :

1. disruption in the non-verbal behavior.
2. failed to have a good communication with their peers.

3. Disruption to spontaneously have pleasure, attention, or achievements with other people.

4. The absence of social or emotional reciprocity that can caused the lost of empathy.

People with Asperger syndrome are of average or above average intelligence. They do not usually have the learning disabilities that many autistic people have, but they may have specific learning difficulties. They have fewer problems with speech but may still have difficulties with processing language.

Asperger’s syndrome is not an illness or a disease. A disease is something that we can catch. Asperger’s syndrome, like all forms of autism, is a collection of behaviours. According to Bhandari (2016), There are several treatments that can be applied to reduce the Asperger syndrome condition of someone. The treatments can be include:

**Social skills training.** In groups or one-on-one sessions, counsellor should teach the sufferer to interact with others and express themselves in more appropriate ways. Social skills are often best learned by modeling after typical behavior.

**Speech-language therapy.** This helps improve an Asperger syndrome sufferer communication skills. For example, how to use a normal up-and-down pattern when he speaks rather than a flat tone. He’ll also get lessons on how to keep up a two-way conversation and understand social cues like hand gestures and eye contact.
Cognitive behavioral therapy (CBT). It helps the Asperger syndrome sufferer to change their way of thinking, so they can be better to control their emotions and repetitive behaviors..

Parent education and training. Parents will learn many of the same techniques as their child is taught so they can work on social skills with him/her at home. Some families also see a counselor to help them deal with the challenges of living with someone with Asperger's

2.1.4 Theory of Personal identity

Every human personality are develops to a self concept consciousness. According to Woolfolk (2001, p66) self concept is defined as the value that an individual places on his or own characteristics, qualities, abilities and actions.

While Erikson (1998, p.106-107) have 8 theories of personality development based on their age and the problem level that can be guided to search of personal identity problem.

1. Basic Trust vs. Mistrust – Hope

During the first or second year of life, the major emphasis is on the mother and father’s nurturing ability and care for a child, especially in terms of visual contact and touch. The child will develop optimism, trust, confidence, and security if properly cared for and handled. If a child does not experience trust, he or she may develop insecurity, worthlessness, and general mistrust to the world.
2. Autonomy vs. Shame – Will

The second stage occurs between 18 months and 3 years. At this point, the child has an opportunity to build self-esteem and autonomy as he or she learns new skills and right from wrong. The well-cared for child is sure of himself, carrying himself or herself with pride rather than shame. During this time of the “terrible twos”, defiance, temper tantrums, and stubbornness can also appear. Children tend to be vulnerable during this stage, sometimes feeling shame and low self-esteem during an inability to learn certain skills.

3. Initiative vs. Guilt – Purpose

During this period we experience a desire to copy the adults around us and take initiative in creating play situations. We make up stories with Barbie’s and Ken’s, toy phones and miniature cars, playing out roles in a trial universe, experimenting with the blueprint for what we believe it means to be an adult. We also begin to use that wonderful word for exploring the world—”WHY?”

4. Industry vs. Inferiority – Competence

During this stage, often called the Latency, we are capable of learning, creating and accomplishing numerous new skills and knowledge, thus developing a sense of industry. This is also a very social stage of development and if we experience unresolved feelings of inadequacy and inferiority among our peers, we can have serious problems in terms of competence and self-esteem.
As the world expands a bit, our most significant relationship is with the school and neighborhood. Parents are no longer the complete authorities they once were, although they are still important. Child comparing self worth to others. Teachers role are very important on this point

5. Identity vs. Role Confusion – Fidelity

Up until this fifth stage, development depends on what is done to a person. At this point, development now depends primarily upon what a person does. An adolescent must struggle to discover and find his or her own identity, while negotiating and struggling with social interactions and “fitting in”, and developing a sense of morality and right from wrong. On this stage, if the parents allow the child to explore, they will conclude their own identity. Also on this stage children are necessary for being acceptable

6. Intimacy and Solidarity vs. Isolation – Love

At the young adult stage, people tend to seek companionship and love. Some also begin to “settle down” and start families, although seems to have been pushed back farther in recent years.

Young adults seek deep intimacy and satisfying relationships, but if unsuccessful, isolation may occur. Significant relationships at this stage are with marital partners and friends.
7. Generativity vs. Self absorption or Stagnation – Care

Career and work are the most important things at this stage, along with family. Middle adulthood is also the time when people can take on greater responsibilities and control.

For this stage, working to establish stability and Erikson’s idea of generativity – attempting to produce something that makes a difference to society. Inactivity and meaningfulness are common fears during this stage.

Major life shifts can occur during this stage. For example, children leave the household, careers can change, and so on. Some may struggle with finding purpose. Significant relationships are those within the family, workplace, local church and other communities.

8. Integrity vs. Despair – Wisdom

Erikson believed that much of life is preparing for the middle adulthood stage and the last stage involves much reflection. As older adults, some can look back with a feeling of integrity — that is, contentment and fulfillment, having led a meaningful life and valuable contribution to society. Others may have a sense of despair during this stage, reflecting upon their experiences and failures. They may fear death as they struggle to find a purpose to their lives, wondering “What was the point of life? Was it worth it?”

While Adler states on his personal identity theories that there is a possibility for the abnormal or people with unique situation to search their self identity through five categories (1964), they are as follows:
1. Inferiority Feeling and Compensation

The feeling of inferiority, is quite normal. Feelings of inferiority arise directly as we face new and unfamiliar tasks that must be mastered.

2. The Creative Self.

The concept of the creative self places the responsibility for the individual's personality into his own hands. The Adlerian practitioner sees the individual as responsible for himself, he attempts to show the person that he cannot blame others or uncontrollable forces for his current condition.

3. Striving Personalities

Each individual has a striving for superiority to make a better problem solving. Adler holds that inferiority feelings are the source of all human striving toward self-expansion, growth, and competence.


Social interest reflects Adler’s firmly believe that humans are social creatures that should develop communication relate to others and to the larger socio cultural context.

5. Style of Life

Style of life includes unique pattern of traits, behaviors, and habits, when taken together. An individual's striving towards significance and belonging can be observed as a pattern. This pattern manifests early in life and can be observed as a theme throughout his lifetime. This permeates all aspects of perception and action. If one understands an individual's lifestyle, his behavior makes sense.

Since the main character Caitlin Smith is 11 years old, the personality developmental theory that suitable with her situation is competence, industry vs
inferiority and fidelity, identity vs Role confusion. On the other hand, Alfred Adler theory that the writer adopt is inferiority feeling and compensation, also striving personalities part of theory since another Adler’s theory is covering by Erikson’s theory.

2.2 Previous Studies

As the consideration study, the writer studies a thesis entitled *The Search For Personal Identity In Oscar Wilde’s The Importance Of Being Earnest (1895): An Individual Psychological Perspective* (2013) written by Yurike Wini Admaja. This thesis concerned about the search of personal identity through the individual psychological perspective using Alfred Adler’s theory. There are two findings in this thesis. The first, based on the structural analysis, Oscar Wilde wants to say that people tend to find out their own personal identity. The second, based on individual psychological perspective, Oscar Wilde illustrates individual psychological phenomenon in which the major character feels inferior for not knowing the real identity.

Furthermore, the writer read entitled *The Search For Personal Identity In Khaled Hosseini’s And The Mountain Echoed (2013): A Psychological Approach* written by Ika Agustina Kurniawati. In this thesis the writer using humanistic psychological theory to analyze the main character personal identity problems. There are two research findings from this thesis. First, from the psychological analysis, it can be concluded that the ignorance of individuals for themselves make people need to know
their real self. Second, from the structural analysis of the novel, the writer concluded that Khaled Hosseini wants to show that people tend to find out their personal identity.

The writer also need some theory about asperger syndrome that can be seen in a thesis with the title: *A Psycholinguistic Study of Speech Non Fluency Experienced by an Individual with Asperger Syndrome in My Name is Khan* written by Fitrianingsih. The findings of the research show that there are four out of six types of non-fluency in Rizvan Khan’s utterances. The most frequent phenomena are repeats, followed by pauses, stutters, and false starts. Meanwhile, two types are absent. They are corrections and interjections. Correction is not found because it requires the insertion of correction phrase, which needs a more complicated process dealing with how the speaker handles the non-fluency problems. The second absent type, interjection, does not occur because in this case a speaker tends to cope with a context change which causes him immediately corrects his intended word by filling interjection fillers.

The thesis research that will be conducted by the writer is a study that has been modified from previous studies. The writer is the first researcher who use Mockingbird novel as the object of studies. The similarity between the writer and the previous research is about the concept of psychological perspective. The difference between this thesis with the previous studies are the novel and the theory. The writer applies Erikson and Alfred Adler theory as the psychological perspective. This research also using asperger syndrome situation as the way to find self identity theory on psychological approach.
2.3 Critics Review

In this section, the writer presents about some criticism dealing with the *Mockingbird* novel. This critics review are crucial because the criticisms can bring us to an understanding about the *Mockingbird* novel.

The word critic comes from Greek (*kritikós*), the meaning is able to discern. While the Cultural critic Clement Greenberg wrote that a good critic, excels through insights into the evidence and by the loyalty to the relevant fact (1961, p.239). In other words, to be a good criticism we not only need an individual opinion but also some evidence to support our opinion.

As the novel which won the 2010 National Book Award for Young People's Literature, *Mockingbird* get many critics and compliments from other literary journal or magazines. Simon Mason in *The Guardian* talk about his thought related to *Mockingbird* novel as follows:

> evocation of Asperger thinking is impressive and sensitively managed, but such narrowing of the focus reinforces the story's programmatic nature.' and concluded 'In the end, like Caitlin's drawings, Mockingbird is a neat outline in black and white. It could have done with more colour (2012).

From the statement above, Simon Mason on *Guardian* has opinion that the depiction of Caitlin character and the complexity problem are too simple. *Mockingbird* novel has three main problems that actually can put the story and the conclusion into the complexity. The first, this story is talking about Caitlin Smith whose get Asperger syndrome and confuse with her personal identity. The second, this novel is talks about the tragedy at Virginia Tech on 2007, and the last, this novel also have raised how this
tragedy is influences for the rest of the victims family. Supposedly with that three important issues, Kathryn could provide the complexity of the settlement in her novel. However, this novel is intended for all age, especially for young people. The complexity of the language and also the story, should be avoided as the critics from Kirkus Magazine says:

Erskine draws directly and indirectly on To Kill a Mockingbird and riffs on its central theme: The reader can easily understand. The destruction of an innocent is perhaps both the deepest kind of psychosocial wound a community can face and its greatest opportunity for psychological and spiritual growth (2010).

Furthermore, School Librarian Journals feel the inconsistency plot and give an opinion about some ambiguity on this story as follows:

Unfortunately, I felt manipulated by that sudden shift in plotting. It seemed necessary for the story for Caitlin to help her community come to terms with her brother’s death, but I didn’t believe for a moment that Caitlin the character would care about others in this manner. She goes from an inability to feel empathy one moment to becoming the most empathetic girl in the whole wide world the next (2010).

I disagree with this opinion since an asperger syndrome sufferer is different from autism. An asperger syndrome still can make a communication, they are less able to make a socialitation, but they still have it. On Caitlin problems, she already found her confusion and go trough a good conclusion that brings her on empathy.

Mockingbird which has educational and psychological aspect, is very interesting for the writer. Kathryn Erskine succesfully defines the Caitlin Smith asperger syndrome and her personal identity search with some understandable words. The
psychology aspect may take the reader into a different understanding about the main character Caitlin Smith.