

## CHAPTER II

### RIVIEW OF LITERATED LITERATURE

This part contains some theories in analyzing the data. It will give us some information concerning this novel analysis. The writer will describe the theories based on the problems. It concerns about Character, Personality, Novel and Teaching Method forward children with special need.

#### A. Character

Quite distinct from the technical meaning which the term character possesses in theological controversy is that attached to it in the language of common life, as well as in the literature devoted to psychology, ethics, and education. The interest surrounding the conception of character in these latter branches of speculation has been constantly increasing during the past hundred years.<sup>1</sup>

Psychology and character are different shades of meaning pertain to the term in different contexts. In general we may say that character is the expression of the personality of a human being, and that it reveals itself in his conduct. In this sense every man has a character. At the same time only human beings, not animals, have character: it implies rationality. But in addition to this usage, the term is also employed in a narrower sense, as when we speak of a man "of character". In this connotation character implies a certain unity of qualities with a recognizable degree of constancy or fixity in mode of action.

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<sup>1</sup><http://www.newadvent.org/cathen/03584b.htm>

It is the business of psychology to analyze the constituent elements of character, to trace the laws of its growth, to distinguish the chief agencies which contribute to the formation of different types of character, and to classify such types. If anything approaching a science of character is ever to be built up, it must be a special psychology.

### **1. Types of character**

To understand about character the researcher explains some types of character that are Ethology, Ethics and character, Education and character.

#### **a. Ethology**

Ethology is the development studying from evolutionary perspective based on evolution principle. Charles Darwin Says that this principle refers to the characteristic of biologist or evolutionary about social behavior. This concept studies understanding about process of characteristic which is influenced by developmental. The characteristic process includes genetic mechanism which is giving characteristic of physic or behavior from one generation to the next generation and also biologist which is controlling nature behavior.<sup>2</sup>

Mill devoted an important section in Book VI of his "Logic" argues that there may be a true science of human nature, though not, as in the case of the physical sciences, an exact science. The laws which it can formulate are only approximate generalizations expressive of tendencies. It may not attempt exact predictions, owing to the complexity and

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<sup>2</sup>Yusuf, Syamsu, *Psychology Perkembangan Anak & Remaja*, PT. Remaja Rosdakarya. Bandung. 2009. Page 10

uncertainty of the causes at work. Though mankind have not one universal character, there exist universal laws of the formation of character. The ascertainment of these laws constitutes the object of the science of ethology. The phenomena being so complex the method of investigation must be deductive. We have to draw inferences from general psychological principles, and then to verify them by study of concrete individual cases.

**b. Ethics and character**

Whilst psychology investigates the growth of different types of character, ethics considers the relative value of such types and the virtues which constitute them. The problem of the true moral ideal is, in some ethical systems mainly, and in all systems partially, a question of the relative value of different types of character. The effect on the agent's character of a particular form of conduct is a universally accepted test of its moral quality. Different systems of ethics emphasize the importance of different virtues in the constitution of the ideal moral character. With the Utilitarian, who places the ethical end in the maximum of temporal happiness for the whole community, benevolence will form the primary element in the ideal character.

### c. Education and character

Character education is education which giving and improving good character to the students so that they have good character and do or practice it in their life such like in their family, society or country.<sup>3</sup>

The true aim of education is not merely the cultivation of the intellect but also the formation of moral character. Increased intelligence or physical skill may as easily be employed to the detriment as to the benefit of the community, if not accompanied by improved will. Both do not necessarily go together. As it is the function of ethics to determine the ideal of human character, so it is the business of the theory or science of education to study the processes by which that end may be attained and to estimate the relative efficiency of different educational systems and methods in the prosecution of that end. Finally it is the duty of the art of education to apply the conclusions thus reached to practice and to adapt the available machinery to the realization of the true purpose of education in the formation of the highest type of ideal human character.

The successful of education character is starting with understanding good character, love it, and do or practice it with good character <sup>4</sup>Child educate is young generation which will determine country fate in next day. The character of child educate which is shaped from now will so determine the character of country in next day. It will

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<sup>3</sup>(Wibowo, Agus Pendidikan Character: Pustaka Belajar, Yogyakarta 2012 Page:36).

<sup>4</sup>(Wibowo, Agus Pendidikan Character: Pustaka Belajar, Yogyakarta 2012 Page:33).

be shaped well if in growing process gets enough space for expressing their self with their freedom<sup>5</sup>

## B. Novel

A novel is a long prose narrative that describes fictional characters and events in the form of a sequential story, usually. The genre has historical roots in the fields of medieval and early modern romance and in the tradition of the novella.<sup>6</sup>

Further definition of the genre is historically difficult. The construction of the narrative, the plot, the relation to reality, the characterization, and the use of language are usually discussed to show a novel's artistic merits. Most of these requirements were introduced to literary prose in the 16th and 17th centuries, in order to give fiction a justification outside the field of factual history.

The fictional narrative, the novel's distinct "literary" prose, specific media requirements (the use of paper and print), a characteristic subject matter that creates intimacy, and length can be seen as features that developed with the Western (and modern) market of fiction. The separation of the field of literary fiction from the field of historical narrative fueled the evolution of these features in the last 400 years.

Fictionality is the feature most commonly invoked to distinguish novels from histories. From a historical perspective it can be a problematic criterion. Authors of histories in narrative form throughout the early modern period

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<sup>5</sup>(Wibowo, AgusPendidikan Character: PustakaBelajar, Yogyakarta 2012, Page: 53).

<sup>6</sup><http://en.wikipedia.org/wiki/Novel>

would often include inventions that were rooted in traditional beliefs or that would embellish a passage or add credibility to an opinion. Historians would thus invent and compose speeches for didactic purposes. Novels can, on the other hand, depict the social, political, and personal realities of a place and period with a clarity and detail historians would not dare to explore.

The line between history and novel can be defined in aesthetic terms: Novels are supposed to show qualities of literature and art. Histories are by contrast supposed to be written in order to fuel a public debate over historical responsibilities. A novel can hence deal with history. It will be analyzed, however, with a look at the almost timeless value it is supposed to show in the hands of private readers as a work of art.

Literary value is a source of constant argument. The novel differentiated itself from the historical category of forgery by announcing in its form the design of the author. The word novel can appear on book covers and title pages; the artistic effort or suspense is prefigured for the reader in a preface or blurb. Once it is stated that this is a text whose craftsmanship we should acknowledge literary critics will be responsible for the further discussion.

A work is "literature", art, if it has a personal narrative, heroes to identify with, fictional inventions, style and suspense – in short anything that might be handled with the rather personal ventures of creativity and artistic freedom. It may relate facts with scandalous accuracy, or distort them; yet one can ignore any such work as worthless if it does not try to be an achievement in the new

field of literary works. It has to compete with works of art and invention, not with true histories.

### C. Personality

Personality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual. Different personality theorists present their own definitions of the word based on their theoretical positions.<sup>7</sup> Personality is part of soul which built the existent of human become one which not broken each other. Understanding personality means understanding self or understanding human being.<sup>8</sup> The meaning of personality is what can make someone different with others, what can make the unique than others. This aspect personality like this called individual different.<sup>9</sup>

Personality is usually broken into components called the Big Five, which are openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism (or emotionality). These components are generally stable over time and appear to be attributable to a person's genetics rather than the effects of one's environment. Some research has investigated whether the relationship between happiness and extraversion seen in adults can also be seen in children. The implications of these findings can help identify children that are more likely to experience episodes of depression and develop types of treatment that such children are likely to respond to. In both children and adults, research shows that genetics, as opposed to environmental factors, exert a greater

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<sup>7</sup><http://en.wikipedia.org/wiki/Personality>

<sup>8</sup>.Alwisol, *Psykologi Kepribadian*, UMM Press, Jl. Tlogomas Malang 2009. Page: 2

<sup>9</sup>Zaviera, Ferdinan, *Teori Kepribadian Sigmund Freud*, Prismashopie, Sleman, Jogjakata 2008. Page: 26

influence on happiness levels. Personality is not believed to become stable until the age of thirty but personality constructs in children are referred to as temperament. Temperament is regarded as the precursor to personality. Whereas McCrae and Costa's Big Five Model assesses personality traits in adults, the EAS model is used to assesses temperament in the children. This model measures levels of emotionality, activity, sociability and shyness in children. The EAS model in children is believed to be the equivalent for the Big Five model in adults. Findings show that high degrees of sociability and low degrees of shyness are equivalent to adult extroversion and are also correlated with higher levels of life satisfaction in children.<sup>10</sup>

The first concept from understanding personality forward general society is behavior which appear to the environment, the interesting about self which is wanted so that it can be caught by social environment.<sup>11</sup> Carl Gustav Jung Said that total personality which called psyche consist of some different system which relationship each other.<sup>12</sup>

#### D. Teaching way

One way can be done solving difficulty of child's study is giving good treatment. Knowing what the children need. Someone has difficulty to study need identification earlier as possible. Do test and observation for getting something which can make power and weakness. The following are the first

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<sup>10</sup> <http://en.wikipedia.org/wiki/Personality>

<sup>11</sup> Alwisol, *Psykologi Kepribadian*, UMM Press, Jl. Tlogomas Malang 2009. Hal 7

<sup>12</sup> Zaviera, Ferdinan, *Teori Kepribadian Sigmund Freud*, PRISMASHOPIE, Sleman, Jogjakata 2008. Hal 32)



step to teach children who have special need: supporting from teacher and parents, individual education program, consultation to the professional psychiatry, improving ability to the student for self confidence, major education and training work.<sup>13</sup>

Providing for the needs of special education students will certainly be one of your greatest challenges as a professional educator. Consider these tips and strategies.<sup>14</sup> Jabberwocky, when working with special needs students, two terms you are sure to encounter are accommodation and modification. An accommodation is a device, material, or support process that will enable a student to accomplish a task more efficiently. Modification refers to changes to the instructional outcomes; a change or decrease in the course content or outcome.

### **1. Students with Learning Disabilities**

Learning disabled students are those who demonstrate a significant discrepancy, which is not the result of some other handicap, between academic achievement and intellectual abilities in one or more of the areas of oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, mathematics reasoning, or spelling.

Following is a list of some of the common indicators of learning disabled students. These traits are usually not isolated ones; rather, they appear in varying degrees and amounts in most learning disabled students.

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<sup>13</sup>Subini, Nini, *Mengatasi Kesulitan Belajar Pada Anak*, Sleman, Jogjakarta 2011. Page:110

<sup>14</sup><http://www.teachervision.fen.com/special-education/newteacher/48460.html>

A learning disabled student: Has poor auditory memory, both short term and long term. Has a low tolerance level and a high frustration level. Has a weak or poor self-esteem. Is easily distractible. Finds it difficult, if not impossible, to stay on task for extended periods of time. Is spontaneous in expression; often cannot control emotions. Is easily confused. Is verbally demanding. Has some difficulty in working with others in small or large group settings. Has difficulty in following complicated directions or remembering directions for extended periods of time. Has coordination problems with both large and small muscle groups. Has inflexibility of thought; is difficult to persuade otherwise. Has poor handwriting skills. Has a poor concept of time.

Teaching learning disabled youngsters will present you with some unique and distinctive challenges. Not only will these students demand more of your time and patience; so, too, will they require specialized instructional strategies in a structured environment that supports and enhances their learning potential. It is important to remember that learning disabled students are not students who are incapacitated or unable to learn; rather, they need differentiated instruction tailored to their distinctive learning abilities. Use these appropriate strategies with learning disabled students: Provide oral instruction for students with reading disabilities. Present tests and reading materials in an oral format so the assessment is not unduly influenced by lack of reading ability. Provide learning disabled students with frequent progress checks. Let them know how well they are

progressing toward an individual or class goal. Give immediate feedback to learning disabled students. They need to see quickly the relationship between what was taught and what was learned. Make activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for a learning disabled child. Learning disabled youngsters have difficulty learning abstract terms and concepts. Whenever possible, provide them with concrete objects and events-items they can touch, hear, smell, etc.

#### **E. Theory of Behaviorism Strategy**

The researcher uses some theories of behaviorism strategy to support this thesis. There are some figures who are experts in behaviorism theory. They are Albert Bandura and Fritz Perls. They have developed behaviorism theory in their own thought. The behaviorists' theory will be explained as follow:

##### **1. Albert Bandura's theory**

Albert Bandura prefer to use part of cominicative factor than analize bahavior. He says that observational study happens when behavior child change. The change of behavior child is as the result from watching behavior of a model such like parents, teacher, and friends. The important of modeling imitates behavior which observes and applies it in dally life<sup>15</sup>.

Theory proposed by Albert Bandura is the theory of the expansion in psychotherapy techniques with basic learning theory to make behaviorai

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<sup>15</sup> Yusuf, Syamsu, *Psychology perkembangan anak & Remaja*, PT. Remaja Rosdakarya, Bandung, 2009. (Page 9)

changes. Bandura says that there are four components in the process of learning through observation<sup>16</sup>:

- a. Attention. Before performing the first impersonation, people pay attention to the model to be emulated. Desire to emulate the model because the model show or have a nature and of great quality, successful, extraordinary graceful, power and other properties.
- b. Retantion. After watching, observing a model, the children showed the same behavior with the model.
- c. Produce motoric movement. In order to be produce behavior appropriately, one must have been able to demonstrate motoric skills. The ability of this motoric also includes ability physical .
- d. Repetition, reinforcement, and motivation. Once someone make observations on a model, he says Whether the results observed and remembered on this model will be disclosed or reproduced in actual behavior, depends on the ability or motivation there.

## 2. Theory of Fritz Perls

Gestalt therapy is a form of psychotherapy that relates to the process of human perception and works on a basic concept of the Gestalt approach. The whole is different from the sum of its parts. This approach in Gestalt

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<sup>16</sup> Gunarsa, Singgih D, *Basic and Theory Development*, jl Kwitang 22-23, Jakatra 19997 (page186)

psychotherapy describes the process of perception in addition to the psychic equipment in general.<sup>17</sup>

The Gestalt approach originated from research that was initiated by psychologists specializing in human perception which demonstrated that humans do not recognize objects as separate elements and instead organize the objects into significant totalities via the process of perception. The concept of Gestalt psychotherapy was then formally developed by Fritz Perls during the 1950s, a well known psychiatrist and psychotherapist that initiated an entirely new approach to psychotherapy. The name Gestalt means form and is derived from Hans-Jurgen Walter's (Gestalt Theory Psychotherap) which is based on Gestalt psychology.

Gestalt psychology relates to the interconnection of the individual and the increase in awareness where the individual's senses and behaviors merge together. Gestalt therapy was created to help individuals with problem solving. Fritz Perls noticed that the concept of individualism was a positive one but there was also a reverse side to this theory. The people who were looking for the answer to their hopes and dreams looked to Gestalt therapy as the answer which eventually became a weak point in the methodology. He added that for a person to reach their full potential they must build relationships and collaborate with others to reach a common goal and so he created Gestalt psychotherapy.

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<sup>17</sup> <http://fritzperls.com/gestalttherapy/>