

CHAPTER I INTRODUCTION

1.1 Background

Sumardjo and Saini (1991: 3) argue that literature is an expression of the human person in the form of experiences, thoughts, feelings, ideas, enthusiasm, beliefs in a form of concrete images that evoke fascination with language tools. Literature is a form of creative art work, in which the object (subject) is humans and their lives by using language as a medium, Semi (1988: 8). One type of literary work examined in this study is novel. Nurgiyantoro (2012: 4) states that a novel is a work of fiction that offers a world, a world that contains an idealized model of life, an imaginative world, which is constructed through various intrinsic elements such as events, plots, characters (and characterizations), setting, point of view, and others that are also imaginative. Novels tell about social or individual life which some of them are based on the reality. Many author portrayed their social condition in the literary works the created. The portrayed can be a sociology condition, psychology condition or anthropology condition. For example, novel *All the Bright* written by Jennifer Niven tell about psychology condition experiences by the protagonist.

Violet and Finch met at the school bell tower with more or less the same conditions, namely feeling hopeless and wanting to end their lives. Finch, who saw Violet, then helped him, and prevented him from doing that bad deed, but rumors were circulating that it was Violet who saved Finch. Despite the rumors circulating among their friends, Violet and Finch's relationship grows closer, even daring them to share their deepest secrets. The closeness of their relationship continues to be a feeling of love. This love can arise, because with each other's presence, they can be themselves as they are. However, it did not take long for them to enjoy their happy

times and their love story. Shortly, thereafter problems arose, and Violet and Finch both struggled to become ‘survivors after suicide’.

Jennifer Niven was born in Charlotte, North Carolina, on May 14, 1968 – now. She was raised in Indiana, where the setting of *All The Bright Places* took place, and attended high school at Richmond High School in Richmond, Indiana. Then, she attended Drew University in Madison, New Jersey, and the American Film Institute in Los Angeles. She wrote her first screenplay, *Velva Jean Learns to Drive*, in 1995. The screenplay, which was made into a short film, won an Emmy. In 2009, she adapted it into a novel. Two sequels followed are *Velva Jean Learns to Fly* (2011) and *American Blonde* (2014). Additionally, she wrote the stand-alone adult novel *Becoming Clementine* (2012) between the second and third novels in the Velva Jean series. Her first novel for teen readers, *All the Bright Places*, was released in 2015 to strong positive response. Jennifer Niven is a New York Times and international best-selling American author who is best known for the 2015 young adult book, *All the Bright Places*.

The novel is interesting to be studied because through the novel the readers learn a lot about the lives of teenagers and the problems they face especially attitude and attitude change relate to with the subject matter of this study. And for all the problems they face, suicide is not the solution. In reality, attitude change is often become a problem. Belief, environment and personality can be the trigger for attitude change.

In the novel *All the Bright Places*, the researcher is interested in analyzing the character, the main character, who is a part of the intrinsic elements of a novel, especially the cause factors of the attitude change of the main character. Damiani, et al (2017: 36) state that attitude is an expression of a person's feelings that reflects his

likes or dislikes of an object. Meanwhile, Kotler & Keller (2007: 65) argue that attitude is an evaluation, feeling, and tendency of someone who consistently likes or dislikes an object or idea. Moreover, Sumarwan (2014: 166) defines that attitude is an expression of consumer feelings about an object whether it is liked or not, and attitude also describes consumer confidence in the various attributes and benefits of the object.

Behavior change is a paradigm that a person will change according to what a person learns either from family, friends, and friends or learns from oneself, this self-learning process can shape a person, while the formation is highly adapted to the conditions and needs of that person both in daily life and under certain circumstances (Irwan, 2017).

The formation of attitudes does not happen by itself or haphazardly. But its formation always takes place in human interaction and is related to certain objects. Gerungan (2004: 166) states that social interaction within groups and outside groups can change attitudes or form new attitudes. Interaction outside the group is interaction with the fruits of human culture which reach him through communication media such as newspapers, radio, television, books and treatises. However, the influence from outside the human being due to interactions outside the group itself is not enough to cause a change in attitude or the formation of a new attitude. Based on the explanation above, it can be concluded that attitude change is a process of change experienced by a person based on what he has obtained and learned through various sources such as family, friends, environment or himself. The process of change in a person is determined by his condition and needs. Someone is able to change attitudes because there is a cause.

Gerungan (2004), one of the psychologists, argues that:

- 1) Attitudes are not brought from birth, but are formed or learned throughout individual development
- 2) Attitudes can change; therefore, attitudes can be learned individually.
- 3) Attitude does not stand alone, but always contains a certain relation to an object.
- 4) The object of attitude is one thing, but it can also be a collection of things. This novel is interesting to analyze, because it tells about teenagers who are still young but are already faced with problems that make the protagonist change his attitude.

1.2 Research Problem

The success of a study starts with a clear statement of the problem, defining the research, describing the breadth and depth of the research, therefore directing its course and determining the outcome. Based on the background of this study, the problems are formulated as follows.

1. What are the causing factors of the protagonist's attitude changes in Jennifer Niven's novel *All the Bright Places*?
2. How is the attitude change portrayed in Jennifer Niven's novel *All the Bright Places*?

1.3 Objective of the Problem

This study is aimed at analyzing the cause factors of the protagonist's attitude changes in Jennifer Niven's novel *All the Bright Places*. The objectives of this study are stated as follows.

1. To find out the causing factors of the protagonist's attitude changes in Jennifer Niven's novel *All the Bright Places*.

2. To find out how the attitude change is portrayed in Jennifer Niven's novel *All the Bright Places*.

1.4 Scope

A novel, which is a type of literary work, certainly has many interesting parts to examine, including the novel *All the Bright Places*, such as friendship, family, social life, and so on. For this reason, researcher creates limitation to make this study focuses. This study focuses only on the causing factors of the protagonist's attitude change in Jennifer Niven's novel *All the Bright Places*.

1.5 Significance

This study is expected to provide not only practical but also theoretical significances. Practically, the readers can learn the lessons revealed about attitude change in the analysis of this study. Theoretically, this research can be a reference for those who wish to conduct research on the same topic in literature. This research is useful for additional material as a source of literary research, especially novels.

CHAPTER II

LITERATURE REVIEW

2.1 Characters

Character is one of the most important elements that can be found in a literary novel or short story form. The problem of characterizations is one thing that presence in a very important and necessary fiction, because is not probably there is a literary work without the moving figures and eventually making a plot. Every character has different characterizations and it can cause a conflict. Character is the quality of the mind and soul that distinguishes one character to another. Abarms (1981: 2) says that the meaning of character is the persons presented in a dramatic or native work, which are interpreted by the reader as being endowed with moral and dispositional qualities that are expressed in what they say the dialogue and what they do the action. Minderop (2005: 2) says that character can also be a person, community, race, mental and moral attitude, the quality of reasoning, famous people and characters in literature.

In the work of fiction, character can be interpreted as a representation of a human being. Through behavior, traits, and descriptions the author describes a character that deserves attention, love, and support. The main character in a story is generally known as the protagonist, the character who opposes it is the antagonist. Kenney (1966: 27) defines that character is an imagined person who fills up the story. A character is obviously relevant to us. In describing a character, a writer needs to make the character resembles human beings, but sometimes some characters are described much more special than others, and sometimes they are unrealistic in which they are too kind or too bad. Figures in drama refer to character personal

characteristics of an actor, while actors or actors refer to roles that act or speak in relation to the flow of events (Wiyatmi, 2006: 50).

Santosa, et al (2008: 90) states that roles are the main means in a play, because with roles, conflicts arise. Conflict can be developed by playwrights through speech and role behavior. In theater, roles can be divided according to the motivations given by the playwright. It is these role motivations that can give birth to a role act. These roles are as follows.

2.1.1 Protagonist

Protagonist is the main character in a story. Fowler (1897: 32) says that the protagonist is the main character in a story, novel, drama, or other literary work, a character that makes the reader or viewer empathize. The protagonist is probably the character who feels the most pain, and the one that will elicit sympathy for the readers. And the role of the protagonist is usually a figure that influences the plot of a story. So, it can be said that the protagonist is the main character in a story and is the one that appears the most.

2.1.2 Antagonist

Antagonist is always described as a character who can help the protagonist to develop their actions. Sriwati (2017: 33) explains that the antagonist always comes with a conflict with the protagonist. Antagonist is the main character in opposition to the hero or protagonist of a narrative or drama. According to Beckson & Ganz (1900: 14), usually it is the antagonist who gets the haters, and has a lot of negative scores among the audience. Antagonists are often a source of conflict. So, it can be said that the antagonist is a character who opposes or opposes the protagonist.

2.1.3 Deutragonist

Deutragonist is a form of characterization besides protagonist, antagonist, and tritagonist in a story. The deutragonist plays all the secondary roles, while the protagonist, or chief actor, plays the central role (Hochman, 1984: 230). Raj (1990: 47) and Cuddon (1998: 217) have similarity in their definitions. A deutragonist is an actor that is often the same as the antagonist. So, it can be said that the deutragonist character is a character who can help or complicate the protagonist.

2.2 Attitude

2.2.1 Definition of Attitude

Eagly and Chaiken (1993) in Albarracin, et al (2005: 4) provide what may be the most conventional contemporary definition about attitude. They says that an attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. Simply, Attitude is a point of view, or one's attitude towards something or someone. This point of view or opinion is formed based on the person's values and emotions.

Attitudes have a subject matter (referred to as the object or target), which can be an object, a person, or an abstract idea. Attitudes are thus relevant to many disciplines, including marketing (e.g., attitudes toward products), advertising (e.g., attitudes toward advertisements), political behavior (e.g., attitudes toward political candidates, parties, or voting), and health (e.g., attitudes toward protective behaviors, new medications, or the health system). Attitudes toward other people are studied in the domain of interpersonal liking, attitudes toward the self in the domain of self-esteem, and attitudes toward abstract ideas in the domain of values (Albarracin & Shavitt, 2018: 300).

Moreover, Syamsudin (1997: 10) states that attitude is behavior or movements that appear and are displayed in interactions with the social environment. In this interaction there is a process of responding to each other, influencing each other and adjusting to each other with the social environment. So, it can be said that attitude is a person's response to social objects.

2.2.2 Kinds of Attitude

Attitudes can be specific, or they can generalize across objects, with people holding attitudes that are either generally positive or generally negative (Hepler & Albarracin, 2013).

Some researchers say that attitudes can be influenced by genetic factors as well as temperament and personality (Olson, et al., 2001). Although the genetic component influences attitudes. Social experience plays an important role in shaping individual attitudes. Social psychologists identify three components of attitude which are commonly referred to by experts as on affective, cognitive, and behavioral components (Arosen, et al., 2007). The affective component consists of feelings and emotions related to an attitude object such as fear, angry, jealousy, sympathy, anti-certainty and so on which are directed at certain objects. The behavioral component comprises of past behaviors or experiences with an attitude object. It manifests a process of tendency or tendency to do something to an object. The cognitive component is composed of beliefs, thoughts and attributes associated with an attitude object. It relates to symptoms concerning the mind which are processing, experiences and beliefs as well as individual expectations about an object or a group of objects

Based on the three components above a person's attitude is formed. So, there are three types of attitudes, namely:

1. Affectively based attitudes

This is an attitude based on a person's feelings and values rather than his beliefs about the properties of the attitude object. It is formed through three possibilities:

- a. Values (e.g.: moral or religious beliefs). Someone will prioritize his heart rather than his thoughts when addressing something related to moral and religious beliefs. (Abelson et al., 1987)
- b. Reaction of sensing (e.g taste the delicious flavor of chocolate and then love chocolate) (Hofmann, et.al, 2010)
- c. The results of conditioning, classical conditioning. for example: when I was little, I often went on vacation to my grandmother's house and was always served tasty and delicious food. When one day without going to grandma's house eating tasty and delicious food, she immediately remembers grandma and operant conditioning, for example: when a child acts towards something then gets a reward or punishment. If there is a reward, the child will tend to repeat the behavior, whereas if he gets a punishment, he will stop the behavior. (Aronson, et.al., 2007)

2. Behaviorally based attitudes

Attitudes based on this behavior begin with individual observations of a person's behavior towards an attitude object. This rarely happens, but it can happen that a person does not know how his attitude is and a new attitude is formed after observing his own behavior towards an attitude object (self-perception theory) (Daryl Bem, 1972). For example, when asking a friend "why does he like sports so much" then he answers everyday. The friend's attitude can be said to be an

attitude based on behavior because it is the result of observation of his behavior not because of his affection or cognition (Aronson, et al., 2007)

3. Cognitively based attitudes:

Attitudes are primarily based on one's beliefs about the properties (relevant facts) that exist in the attitude object. The goal is to classify the plus/minus of the attitude object in such a way that one can quickly state whether he or she wants to do something about the attitude object. For example: a person's attitude when he wants to buy a certain brand of washing machine, what will be assessed are the pluses and minuses of that particular brand of washing machine and the price that will be issued. Instead of looking at the good or bad shape of the washing machine.

2.2.3 Characteristics of Attitude

Wegner & Carlston (2005) defines attitudes as an evaluation of attitude objects, in the form of people, objects, rules and ideas (ideas) and so on. In line, Fazio & Olson (2007) argue that because all assessments of the object would inform the individual to approach or avoid the object, this process is a cognitive system task to present all this evaluation into memory. The individual's attitude towards something, both likes / dislike will eventually determine individual behavior.

- like attitude come closer, find out
- dislike dodge, stay away

Attitudes are often learned from others, make individuals similar to members of their groups, and are affected by social pressure and by persuasion (i.e., the act of attempting to change the attitudes of another person). Attitudes are seen as a product of experience leading to individual differences and stemming from general, stable

personal dispositions. Further, situational experiences, interactions with others, persuasive communications, and formal education shape attitudes throughout the lifetime, but personal factors, including personality traits, are likely to pose a ceiling to the degree of situational social influence that can be observed (Albarracín, Chan, & Jiang, 2018: 3-4)

Attitudes can be measured by simply asking persons to report their attitudes or by inferring attitudes from spontaneous evaluative reactions to the presentation of the attitude object (Ehret et al., 2015). Indirect measures of attitudes, referred to as implicit measures, are designed to assess automatic evaluations that may be dissociated from the explicit, self-report measures but may still predict behavior in some contexts (Sheets et al., 2011; Stanley et al., 2011). Although the introduction of implicit measures has probably been the most notable change in attitude research over the past two decades, interest in attitudes has remained fairly stable over time.

Azwar (2013: 5) states that "a person's attitude towards an object is a feeling of support or favor (favorable) or a feeling of not supporting or taking sides (unfavorable) for the 12 objects". From these two explanations, we can see that attitude is a feeling to respond to an object or situation both positively and negatively by supporting or taking sides with a certain condition.. According to Allport in Azwar (2013), attitudes are divided into three main components, namely:

- a. beliefs, ideas, and concepts towards a concept;
- b. emotional life or evaluation of an object;
- c. tendency to act.

2.2.4 Factors Caused Attitude Change

Azwar (2013) adds that there are several factors that influence the formation of attitudes, namely:

1. Personal experience

Response is one of the formation of attitudes. To be able to have a response and appreciation, a person must have experience related to psychological objects.

2. The influence of other people who are considered important

People who are one of the social components that influence individual attitudes.

3. Cultural influences

The culture in which we live and are raised has a major influence on the formation of our attitudes.

4. Mass Media

Means of communication, have different influences in the formation of opinions and individual beliefs.

5. Educational Institutions and Religious Institutions

Educational institutions and religious institutions as a system have an influence on the formation of attitudes because both of them lay the basic understanding and moral concepts within the individual.

6. Influence of Emotional Factors

A form of attitude is a statement based on emotion that functions as a kind of channeling of frustration or diversion of the ego's defense mechanisms. Such an attitude can be a temporary attitude and will soon pass once the frustration has disappeared, but it can also be a more persistent and lasting attitude.

Maemanah (2014) argues that attitudes can also be positive and can also be negative. The positive nature of the action tendency is to approach, enjoy, expect certain objects. Negative traits include a tendency to stay away, avoid, hate, dislike certain objects.

2.3 Attitude Change

According to the social judgment theory (Albarracin, et al., 2018: 34), attitude change is the result of a perceptual process. When the position of the communication is close to the recipients' attitude, people become closer to the position advocated in the communication by assimilating their own attitude to the advocacy.

Many attitudes are formed early in life. Others are formed as we encounter new products, new places, and new people throughout our lives, and yet others change as a result of experience, new information, or social influence. Much of the research conducted in social psychology relies on introducing information about novel topics, and, as such, models attitude formation more than change (Albarracín, et al., 2018: 26).

Attitude change is said to occur when subjects receive new information from other people or media through direct experience with the attitude object, and this forces the subjects to behave in a way different than they used to. Attitude is an idea charged with emotion that predisposes an action to a particular social situation (Triandis in Chan (2008)).

According to Walgito (2003), changes in attitude will be determined by two factors, namely:

1. Internal factors (the individual himself), namely the individual's way of responding to the outside world selectively so that not all who come will be accepted or rejected.
2. External factors, namely circumstances that exist outside the individual which is a stimulus to form or change attitudes.

According to Mar'at (1982: 25), attitude change is determined by two factors namely internal factors and external factors.

1. Internal factors.

a. Social Perception.

Stimulus recipients in capturing news perceive people who provide information, through sensory information. In relation to social decisions, there are decisions as follows, first, individuals perceive people who provide information according to their experience as what. This process depends on the person receiving the information assessing the person providing the information (communicator). The next process is the role of the person receiving the information in making decisions.

b. Social Position.

Recipients of information will perceive the communicator as an object that has meaning. The relationship between the communicator and the recipient of information has a direct relationship in terms of position with the community. Therefore, the position of the communicator can change the attitude of individuals or groups. The meaning of this position can have religious values, reliable government, intelligence, honesty and so on. Perceived social position

has certain values such as moral values and this will be related to decision making for the recipient of the news to change attitudes.

c. Social Learning Process

Stimulus recipients are much influenced by experience and abilities. Each news or information will always be value-processed, filtered for its interests, if this is beneficial for the recipient of the news, then this individual will always receive and process it through experience and this means there is a learning process.

2. External factors.

a. Strengthening (reinforcement) for success in changing attitudes, the communicator needs to provide additional stimulus (reinforcement) so that the recipient of the news wants to change attitudes. This can be done in various ways such as by giving rewards or punishments. In this way, the recipient of this news will perceive the information as a meaning that is beneficial to him and if there are sanctions if this is not done, then this reinforcement must be understood and accepted as something that has a direct effect on attitudes.

b. Persuasive communication.

Persuasive communication is an activity of conveying information or problems to other people by persuading (this activity is “influencing the emotional attitude of others” which means influencing the emotional attitude of other parties). This is usually done for those whose ratio is good enough and their social perception is selective. Approach by going through the effectiveness component, by means of an emotional way, by means of being accepted, and by having confidence in oneself in the truth of this idea, consciously a change in attitude will arise.

c. Desired hope.

For success in changing attitudes, communicators always pay attention to the expectations desired by other parties. And fulfilling all his desires thus people who receive information will be affected and by itself a person can change. Changes in attitude in relation to deviant religious attitudes referring to the theory of social considerations appear to be related to factors of one's social status in society. Deviations in religious attitudes that are influenced by this social status tend to be motivated by the hope of restoring one's position in society. For example, someone respected in society then gets rivals from other figures. Because of losing to the competition, people's views shifted to newcomer figures. So, for the status that has been obtained, it is likely that he will tend to do something deviating in order to attract back the attention of the community, namely to fill the void of lost authority.

Based on the literature review on attitude, this study will adopt the theory about attitude and attitude change proposed by Azwar (2013) as the grant theory. The researcher argues that the theory is relevant to this study because this Albarracin theory discusses the factors that cause attitude changes which are influenced by internal and external factors. However other theories proposed by other experts will be adopted to support the analysis of this study.