CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II presents review of related literature which is based on relevant theories and previous research findings. This chapter covers definition of literature, elements of literature, cognitive alteration, and Nazi occupation. These theories below are used to explain the problem in this research and find the answer of research questions.

2.1 Literature

Literature has been known as a human’s work of art that invites people’s senses to enjoy, sharpen their feelings and gain such a pleasure from it. It is a creation of humankind that has aesthetic and artistic sides. But it is a bit hard to define the true meaning of literature. Even literature experts have different perspectives about it. As stated from Dyke, “Literature consists of those writing which interpret the meanings of nature and life, in words of charm and power, touched with the personality of the author, in artistic forms of permanent interest”.

As cited from Long (in Kusumaningrum, 2014) “Literature is the expression of life in words of truth and beauty; it is the written records of man’s spirit, of his thoughts, emotions, aspirations; it is the history and the only history of human soul”.

But not every writing text can be regarded as literature. In order to amuse the audiences, a work of literature must have the aesthetic side to deliver the author’s thoughts, whether it is in a form of fictional or non-fictional literary work. According to Abrams (in Dinata, 2009) there are certain criterions that need to be fulfilled in seeing work as literature; “It is either aesthetic worth alone or
aesthetic worth in combination with general intellectual distinction. Within lyric poetry, drama, and fiction, the greatest works are selected on aesthetic grounds; other books are picked for their reputation or intellectual eminence together with aesthetic value of a rather narrow kind: styles, composition, general force of presentation are the usual characteristics singled out. This is a common way of distinguishing or speaking of literature. By saying that ‘this is not literature, we express such a value judgment; we make the same kind of judgment when we speak of a book on history, philosophy, or science as belonging to literature’.

Literature has been the part of people’s life line. Every day in every single activity we unconsciously encountered with literature. For an instance, our dad starts a day by drinks a cup of coffee and reads newspaper, and apparently newspaper is part of a literary work. When we watch a TV series with our mom, we didn’t recognize what we just watched is also a part of literary work. Klarer (in Nafianti, 2015) explains the parts of three major literary genres; these are fiction or best known as prose, drama and poetry. And these three genres of literature are applicable until now.

2.2 Elements of Literature

An author of literary works has to prepare the base or we can say a blue print of the work itself far before he can write the story line. The base of a literary work is the elements of literature which every single literary work has those elements in it. The elements are the builders of the story, which means it is the tools for the author to deliver his thoughts to the audience. According to Klarer (in Dinata, 2009), the most important elements of literature are: plot (what happens?),
character (who act?), narrative perspective (who sees what?), and setting (where
and when do the events take place?).

2.2.1 Character

Abrams (in Ulfah, 2014) cited “Character is people who are appeared in a
narrative prose or novel and it is interpreted by the readers as a person who has
moral quality and certain tendency such as being expressed in what they say and
what they do”. Character is a verbal representative of human being used by the
author in his literary work. It is the main element among all of the elements of
literature which could build and support other elements of literature throughout
the story. Characters prove to be highly complex objects in a number of ways.
They remind one of real persons, but at the same time they seem to consist of
mediated signs only. To simplify matters for the purposes of clarity, Jannidis and
Schneider (2010:3) point four dominant paradigms that reach across disciplines
but have different tenets, emphases and methods of characters:

a. **Hermeneutic** approach views characters dominantly as representations of
human beings and emphasize the necessity of taking into consideration of
specific historical and cultural background of the characters and their
creators.

b. **Psychoanalytic** approaches concentrate on the psyche of both characters and
recipients. The aim at explaining the inner life of characters, as well as the
reaction of viewers, users and readers with the help of psycho-dynamic
models of personality.

c. **Structuralist** and **semiotic** approaches in contrast highlight the very
difference between characters and human beings, focusing on the
construction of characters and the role of the text. They frequently regard characters as sets of signifiers and textual structures.

d.  *Cognitive* theories regarded characters as text-based constructs of the human mind, whose analysis requires both models of understanding text and models of the human psyche.

### 2.2.2 Plot

If we read a novel or a story, sometimes we feel like driving in a rollercoaster. At the beginning it takes a really slow motion ahead, and then slowly takes us a bit higher until we reach the top of the track, and then it takes us down really fast until we can barely breathe. Just the same as rollercoaster, plot is the rollercoaster of a story. It is an arrangement of events based on cause and effects of certain event that comes in a sequence phase. According to E.M. Forster (from: https://www.britannica.com/art/plot) a story is a narrative of events arranged in their time-sequence, whereas a plot organizes the events according to a sense of causality.

As stated from Klarer (in Dinata, 2015), an ideal tradition plot line encompasses the following four sequential levels: Exposition - compilation - climax or turning point - resolution. Further explanation, the exposition or presentation of the initial situation is disturbed by a compilation or conflict which produces suspense and eventually leads to a climax, crisis, or turning point. The climax is followed by a resolution of a compilation.

### 2.2.3 Conflict

Conflict is the most important essential of a story. It usually formed inside a plot. Conflict is forces that create a tension that need to be resolved. Sanderson
(in Dahnia 2011) explained that conflict as an opposition of interest between and among various individuals and social groups, which may or may not be overtly observable and which may not break out into open dispute or physical violence.

Tennyson (in Maharani, 2010) then explained the basic conflict most frequently cited are: 1. when the individual in conflict with another individual, 2. the individual in conflict with himself, 3. the individual in conflict with an outside force or forces.

From the statement above, can be concluded that there are two kinds of conflicts, internal and external conflict that caused by the outside forces. Which both as well affect to physical, emotional and moral value.

2.3 Cognitive Alteration

Generally, everybody will experience many aspects of cognition changes in their life, especially during development phase. According to Piaget (in Rice and Dolgin, 2008), children are born with a very basic mental structure (genetically inherited and evolved) on which all subsequent learning and knowledge is based. It is linked to the hormonal and neuron developmental changes that are taking place in psychosocial and emotional changes and increasing cognitive and intellectual capacities.

Piaget (in Rice and Dolgin, 2008) argued that cognitive development was a progressive reorganization of mental processes as a result of biological maturation and environmental experience. Children construct an understanding of the world around them, and then experience discrepancies between what they already know and what they discover in their environment.
Adolescents develop stronger reasoning skills, logical and moral thinking, and become more capable of abstract thinking and making rational judgments. Also, they are more able to take other people’s perspectives into consideration and often want to do something about the social issues that they encounter in their lives.

Everyday’s experience apparently sharpening cognitive and mental process. What we see and what we feel has been a teacher for us to think more critically about what is happening around us. The phase from childhood to adolescent is the first phase of human to seek their tendency and existence in life. They might think that what they have in their mind is the truest among all. And when they dealing by someone else’s point of view that totally different from what they think, they tend to emotionally against it, even though it is their parents.

Circumstances also influence someone to change his/her way of thinking and leads into behavioral changes. As he/she confronted by a circumstance that obligated he/she to think more critically and spontaneously, he/she might unconsciously and suddenly out of what he/she used to be, whether in cognitive aspects or action. The impact of this alteration will only be perceived and noticed by people around him/her. And the alteration might be only temporary as the circumstance last, or even permanently be his/her identity for the rest of his/her life.

2.4 Nazi Occupation

Nazi occupation is Germany colonial period during the World War II. On September 1, 1939, when Nazi Germany invaded Poland, igniting a global conflict that would grow to become World War II. On May 10, 1940, the German
army invaded the Netherlands, defeating overmatched Dutch forces after just a few days of fighting. The Dutch surrendered on May 15, 1940, marking the beginning of the Nazi occupation of the Netherlands.

As cited from Anne Frank’s diary wrote on Saturday, June 20, 1942, “After May 1940 the good times were few and far between: first there was the war, then the capitulation and then the arrival of the Germans, which is when the trouble started for the Jews. Our freedom was severely restricted by a series of anti-Jewish decrees.”

Beginning in October 1940, the Nazi occupiers imposed anti-Jewish measures on the Netherlands. Jews were required to wear a yellow Star of David at all times and observe a strict curfew; they were also forbidden from owning businesses. Frank and her sister were forced to transfer to a segregated Jewish school. Otto Frank managed to keep control of his company by officially signing ownership over to two of his Christian associates, Jo Kleiman and Victor Kugler, while continuing to run the company from behind the scenes.