

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter provides some foundations theoretical relevant to the research. According to Ary *et al* (2010: 422) a review of the relevant literature will help familiarize the researcher with theory in the area and with previous research designs and findings related to the problem. It covers the following topic;

#### A. Conflict

Brinkmann and Ims (2001: 124) states “Conflict concepts and conflicts experiences are a good entry to professional morality studies” If we talk about conflict, it can’t get loose from the dramatic situation. Conflict will happen if there isn’t agreement or setting regularly between one longing and another longing. Conflict happened when there isn’t agreement between one ego and another ego.

Kriesberg (1973) states that conflict evoke the deepest emotions and strongest passions and enlist the greatest concentration of attention and effort. Both competition and conflict are forms of struggle. And an objective conflict

is a situation in which two parties are likely to come to believe that they have conflicting goals.

As Fisher (2000: 1) states conflict is defined as an incompatibility of goals or values between two or more parties in a relationship, combined with attempts to control each other and antagonistic feelings toward each other. It usually happens in real life which everybody always avoids it. But, in the literary world, either fiction or real story (Nonfiction) conflict is something living in the story. Every story is better live with it to interest or influences the readers. The readers here as the lover, who is not only as the reader, but can feel deeply every story and connected with events happened around them.

### **1. Kinds of Conflict**

Jones (1990: 3) divided conflict into three kinds; psychological, sociological, and physical.

#### **a. Psychological Conflict**

According to Nelson (2009: 17) the term spirituality, the meaning of the word psychology has changed over time. The term originally comes from the Greek words *psyche* or soul, and *logos* or study. This association of psychology with the human soul implies a focus on the interior life of the person, and historically most definitions of psychology have labeled it as the study of mental life or the mind. As the definition of psychology, Hergenhahn (2000: 1) states that psychology has been defined as the study of the psyche or

the mind, of the spirit, of consciousness, and more recently as the study of, or the science of behavior.

Madison in Kriesberg (1973) states that conflict arises from incompatibility of interests and that parties generally are aware of such incompatibility. Incompatibility has two basic sources. One is that the persons with the different views are in a social relationship which places the views in opposition.

It's made conclude that psychological conflict is a conflict happening since someone's character struggle with the mind's way in facing every situation or problem to achieve goals. Usually someone psychology can see from the outpouring thought and attitude in facing the problem. It refers to very strong differences in motives, values or styles in dealing with people that are not resolvable.

**b. Sociological Conflict**

According to Kriesberg (1973) a social conflict emerges when adversaries define goals which are opposed by the other side. A full cycle in a social conflict consists of five stages. First, is the objective or underlying social conflict relationship. Second, when two or more parties believe they have incompatible goals a social conflict has emerged. Third, there is the initial way in which the adversaries pursue their contradictory aims. Fourth, the intensity and scope of the struggle

escalates and de-escalates and then finally, the struggle comes to some kind of end and there is an outcome.

Social is society, culture, or its organization, collections of people such as ethnic or racial groups, departments or levels of decision. Sociologists describe the social construction of the enemy, often in the context of minority studies, as an artificial labeling process with punitive effects. We find that enemies can be artificially constructed out of any category of people, based on nationality, race or ethnicity, gender, sexual orientation, religion, mental or physical differences, criminal conviction, socioeconomic status, or whatever. (Socially created enemies can also be deconstructed)

Kriesberg (1973) assume that all conflicts have some things in common. It is possible and even useful to consider the similarities as well as the differences among class, community, international, and industrial struggles. Kriesberg (1973) states as follows:

All about us are social conflicts. They are inherent in human relations. But this does not mean that every social relationship is entirely or even partly conflicting *all* the time. Nor does it mean that every underlying conflicting relationship will be expressed with the same degree and kind of hostility or violence. Conflicts variations are in their bases, their duration, mode of settlement, their outcomes, and their consequences. The focus of concern is upon the development of

specific social conflicts, of fights and struggles, rather than upon the role of conflict in social life. It is about contentions between groups of people, and not within specific groups or between individuals acting alone. Finally, we are more concerned with struggles in which coercion and violence are likely or possible, than with ones which are so highly regulated that coercion and violence do not occur.

Social conflict occurs someone between collections of people. Fisher (2000: 4) states that social conflict usually occurs, for example group members tend to develop stereotypes (oversimplified negative beliefs) of the opposing group or some person collection, tend to blame them for their own problems, and practice discrimination against them.

**c. Physical Conflict**

According to Raffel (2008: 4) the way of conflict can ruin or save your relationships. The way we speak to others, what we say to them, and how we conduct ourselves opens the door to sensible conversations and satisfactory solutions or to despicable, hurtful arguments that are never successfully resolved. When two or more people interact, the potential for running headlong into conflict is very real. People cannot escape conflict, because each of them is different.

The human lives with any activity in nature and the environment interact. Human activities and behavior usually make any

problems. Conflict is part of a story which is based on life. As Nurgiyantoro (2007: 122) states that conflict is something unhappy or something that contains negative connotations.

According to Nurgiyantoro (2007: 124) physical conflict occur when an individual can't get the goal, benefitted, and civilizing nature. If the relationship between the individual and nature doesn't harmonious, so that the individual will get inaptitude with the nature and makes conflict.

It is a type of external conflict that occurs in a story when individual character struggle against other external forces, other characters, animals or even natural forces. Physical conflict may manifest itself as problems with physical shelter or safety, or it may be reflected through fights between friends, family member, or some of the people group, and etc.

## **2. Sources of Conflicts**

Daniel Katz in Fisher (2000: 1) created a typology that distinguishes three main sources of conflict: economic, value, and power.

### **a. Economic Conflict**

Economic conflict involves competing motives to attain scarce resources. Each party wants to get the most that it can, and the behavior and emotions of each party are directed toward maximizing

its gain. Union and management conflict often has as one of its sources the incompatible goals of how to slice up the “economic pie”.

**b. Value Conflict**

Value conflict involves incompatibility in ways of life, ideologies of the preferences, principles and practices that people believe in. International conflict often has a strong value component, wherein each side asserts the rightness and superiority of its way of life and its political-economic system.

**c. Power Conflict**

Power conflict occurs when each party wishes to maintain or maximize the amount of influence that it exerts in the relationship and the social setting. It is impossible for one party to be stronger without the other being weaker, at least in terms of direct influence over each other. Thus, a power struggle ensues which usually ends in a victory and defeat, or in a “stand-off” with a continuing state of tension. Power conflicts can occur between individuals, between groups or between nations, whenever one or both parties choose to take a power approach to the relationship. Power also enters into all conflict since the parties are attempting to control each other.

## **B. Psychological Literature**

The study of psychological literature created aspects of thought and feeling of the author or the reader. Its touches of emotion through their words, it is actually a picture of the thought.

Wellek and Warren (1995: 90) state that psychological literature has four meaning. First, psychological literature is the study about author psychology as the types or personal. Second, psychological literature is a creative process. Third, psychological literature is types study and the psychological roles which applicable in literary work. Fourth, psychological literature is the study about the works impact to the readers.

As Endraswara (2006: 97) states that psychological literature is supported in three literary approaches. First, textual approach which study about psychology of the individual character in literary work. Second, receptive- pragmatic which study about the reader psychology aspects as the lover of literary work which formed by the influences of literary works that is ever read. Third, expressive approaches which study about the author psychology aspect when wrote and produced her/his work as the individual or deputy of the society. Based on three approaches above, this research is directed in textual approach. It caused the research of the psychological subject can analyze fully by Kartini textual works who is shared the problems, thought, and ideas indeed.



### **C. Literature in Education**

Lewin (1948: 3) states that education is in a social process involving sometimes small groups like the mother and child, sometimes larger groups like a school class or the community of a summer camp. Education tends to develop certain types of behavior, certain kinds of attitudes in the students or other persons with whom it deals.

The kind of behavior and the attitude it tries to develop, and the means it uses, are not merely determined by abstract philosophy or scientifically developed methods, but are essentially a result of the sociological properties of the group in which education occurs. In considering the effect of the social group on the educational system, one generally thinks of the ideals, principles, and attitudes which are common within this group.

Eagleton (1996: 4) states that literature is a 'special' kind of language, in contrast to the 'ordinary' language we commonly use. Within the total field of education, can the study of literature make its maximum contribution? Professor Pattison's note in Moody (1971: 60) states as follows:

1. In many part of the world today there is strong demand for English as a language of international communication, of business and commerce, and of higher education.

2. In the past there has been a tendency to meet this demand by offering (or imposing) traditional types of English course centered upon the literary classic of the language (Chaucer, Shakespeare, Milton, Dickens, etc.)

The literary work studies are important to give contribution in developing societies. As Moody (1971: 6) that study literature can make an important contribution in developing societies which are faced with many stubbornly realistic problems. It will achieve the aims to acquire the skill, knowledge, develop student aim of fullest Education, and achieve the quality of personal character needed to deal with the problems, techniques, and opportunities of the modern world.

Moody (1971: 7) observed the study of literature can help in *skill, knowledge, development, and character*. We have already touched upon the close relationship between literature and language. Language skills are of four types: those involved in listening, speaking, reading, and writing. The inclusion of literature in the curriculum is help to train students in the skill of reading, and perhaps little in listening, speaking, and writing.

Studies in literature, if wisely undertaken, will bring us into contact with some of the world's great minds and personalities, the great teachers and thinkers of all ages. By literary works, it can stimulate students to ask relevant questions, so that they are more likely to arrive at a true understanding of the problems, whether by reading of literature or by other methods of investigation.

Every student is an individual, with his own problems, his own rate of development. Study literature can develop the sense, intellect, feeling, social awareness, and the religious sense. It is important therefore to see the whole of education as a process of development in the individual

A person who has been reading a number of literary works is likely to have better sense of what is worthwhile and what is not. The general probability is get the greater understanding, insight, tolerance, and sympathy- these again are qualities needed in developing society no less than elsewhere.

The second claim, the students can contribute to the development of that complex of personal qualities which include such things as perseverance, resourcefulness, imagination, and creativity. Literature as we have seen, presents an almost unlimited field of experience.

#### **D. Problem and Problem Facing Based Learning for Educator**

According to Gardner in Tan (2003: 1) one of the foremost psychologists of our times is described intelligence as the ability to solve problems in one's particular context and culture. Gardner argued for the notion of intelligence as a multiple reality and identified several distinct ways of learning and knowing reality that he described as intelligences.

Tan (2003: 1) states that problem-based learning is about harnessing the kinds of intelligences needed in confronting real world. The challenge of developing intelligence is about learning to solve problems. Problem solving

in real-world contexts involves multiple ways of knowing and learning. Problem based learning approaches involve harnessing intelligences from within individuals, from groups of people and from the environment to solve problems that are meaningful, relevant and contextualized.

Tan (2003: 3) give contribution that as educators we may operate with many assumptions to face the problem based learning. For example:

- What are our assumptions about knowledge and how it should be best transmitted?
- How do we look at knowledge and information today?
- Do teachers see themselves primarily as subject teachers (content disseminators) or more?
- How do teachers view their interaction with the knowledge milieu?
- What are our assumptions about student participation?
- Do we see students as merely knowledge recipients?
- What are our assumptions about empowering others to acquire knowledge?
- What are our assumptions about how we should prepare our students for the future?

In education, we need to learn more about the legacy of scientific discoveries. The ability to see a problem from a mass of information, learning

to make observations and connections, and the attitude of taking ownership of problems are important aspects of learning and thinking.

We need to prepare students with a different set of intelligences to function effectively in a new world. Traditional notions of the transmission of knowledge, skills and attitudes seem inadequate to address this need. There is an urgent need for educators recognize the implications of these dynamic changes. Because, Education is not about preparing people for the future, but also it is about preparing people in inventing our future.

#### **E. Previous Study**

There are some previous studies that related of this study. Some of the previous studies had the same topic. The main character conflict in novels becomes the most preferred for the literature likes from the past years In English Education Program of IAIN Tulungagung. The researcher founded four researches that study of the main character conflict in every subject of the research.

The first one is the researcher who has name Saiful Mustofa (2013) with the study entitled “**A Study on The Main Character’s Conflict in Paulo Coelho’s the Alchemist**” the reason for the study based on Saiful loves in literature especially study about how fantastic Coelho’s philosophical message poured in the Alchemist novel title. There were four research

problems which had studied. The researcher intended to study the psychological, physical, and social conflict, along with how the conflict of the study developed in the novel. The design of the study was qualitative with used the library research. There is some approach of the study that used inside; there were literature and psychology, literature and sociological, also the literature and anthropology.

Secondly, the researcher who has name Lia Febriani (2011) with the study entitled “**An Analysis on the Main Character Conflict in the First Series of *Harry Potter and the Sorcerer’s Stone***”. The study deals with the main character’s conflict appeared in Harry Potter and The Sorcerer’s Stone Novel in the first series. As the researcher’s reason that the result of the study based on the main character faces any conflicts. The purposes of the study were to explain the main character’s physical conflict, psychological, sociological, and to explain how the main character’s conflict builds the plot of novel. The design of the study was qualitative which had taken from primary and secondary data. The researcher used documentation to collect the data.

Thirdly, the researcher who has name Wildan Anshory (2011) with the study entitled “**The Contribution of Main Character’s Conflict to Build the Plot In Charles Dickens Novel an *Our Mutual Friend***” this study based on the researcher loves in literary works and about his hopes to show the

contribution of the main character conflict which give useful thing to the reader. The purpose of the study was to explain who the main characters in novel, conflict happened, plot in the novel, and how the conflict build the plot. The researcher used descriptive qualitative research and used psychological and sociological approach by extrinsic elements. The data of the study had collected by quoting the paragraph or dialogues in the novel.

Fourthly, the researcher who has name Binti Ma'rifatul Husna (2011) with the study entitled "**An Analysis of the Main Character Conflict in Richard Prescott's Novel *Officially Dead***" this study based on the researcher thought that every conflict in novels reflecting the real conflict in our life. So, in this research the researcher showed the main character conflict and the causes of the conflict in the novel.

The purposes of the study were to explain the external conflict of the main character, internal conflict, conflict causes, and the effects of the main character conflict. The research design in this study was descriptive qualitative method. The data of the study had collected by electing the data dealing with each problem that had investigated.

Based on the previous study, the researcher intended to develop all the past researches into research education. It was based on the real thought of important figures in our country that contributed to our nation, as Wildan

Ansory (2011) reason that the study of the main character conflict in the research showed contribution of the main character conflict for the reader. And based on the reason of Binti Ma'rifatul Husna (2011) that something in literary works reflects the real conflict in our life would produce a proof in this research.

In this study, there were four research problems which had studied. The researcher intended to study what conflicts appear in *Letters of Javanese Princess*, how conflicts solved, what did Kartini's think in education, and how the conflicts and solution implemented in education. The design of the study was qualitative with used the library research. This research used a textual approach based on psychological approach. The researcher used data reduction, display, and verification in analyzing and obtaining the data, this method are attempting to trace the source of information in the form of document which are relevant to be researched.

To give proof that there are any problems in implementing and facing education, there is one of some previous studies. The study is about the problem of teaching learning English and how the writer proposed the problem solving. The researcher is Yasir Khaeruz Zamani with the study entitled "**The Problems of Teaching Learning English and the Proposed Solution of the Problems in Class x of SMA I Sunan Gunung Jati Ngunut Tulungagung**". The writer gave the reason that English language providing



the motivation and confidence to keep students up to date with information around them, moreover in the world as the special learning of foreign language and he used qualitative research with poured by descriptive result.

The writer used teacher English language and some of student in X class as the data sources. To collect the data, the writer used observation and interview both teacher and the student. So that from the previous study above, the researcher wants to analyze the conflicts and the solution implemented in Education based on Kartini's thought in one of research problems.

So, it is important to inform that this research is the first research in analyzing R.A Kartini's letter collection entitled *Letters of a Javanese Princess*. The work translated by Agnes Louis Symmers from the original Dutch entitled *Door Duisternis Tot Licht*, which this research is the first research either the object of the study or the objective of the study.