

## CHAPTER II

### LITERATURE REVIEW

In this chapter, the researcher discusses the stories used for psychological conflicts of the main character in fences movie (2016): an individual psychological approach. The theory of conflict in psychology was put forward by Kurt Lewin. This chapter consists of two parts, namely; (1) previous research and (2) Underlying Theory.

#### **A. Previous Study**

Abdelsamie & Abdallah (2017) conducted a research entitled *The Image of The Afro-American in Fences (2016)*. The results of this study found that for African Americans to transcend the limitations of racism in America is to restore their African and recognize and accept their African roots. Therefore, African Americans must always remember their cultural heritage and identity which has been preserved through the centuries despite their hurt, alienation and separation from their African culture. This is because African-Americans have different cultures and African heritage to be proud of such as music, food, clothing, language, wedding and funeral rituals that are different from whites. The similarities between the research and this study are that they both analyze the film Fences (2016), the difference is that the study analyzes the depiction of African-Americans in the film Fences (2016), while this study analyzes the psychological conflict of the main characters in the film Fences (2016) through an approach individual psychology.

Qonita Lutfia (2018) conducted a research entitled *The Portrayal of Black Woman Stereotype in Fences Movie (2016)*. The results of this study found that the Mammy Stereotype is a depiction of black women who have good character, and positive roles. This stereotype is reflected in Rose's character, which is a loving, calm, sensitive and caring person, and religious. The film also emphasizes that black women who have positive portrayals are not always seen as negative objects and perspectives in the film.

Prita Dyah Nindita (2017) conducted a research entitled *Troy Maxson's Extroversion In August Wilson's Fences*. The results of this study indicate that in August Wilson's Fences, a character named Troy Maxson is described as having a distinctive personality. He has some extroverted traits. These properties are divided into two different sides; they are the good and the bad side of extroversion. The results also show that the bad trait of being an extrovert is more dominant in Troy's attitude and it has an impact on Troy Maxs' relationship with other characters in the drama Pagar. Therefore some conflicts often occur in Troy's life

and then those problems make Troy's relationship with his family and friends even worse, even after his death.

Nandy Intan Kurnia (2018) conducted a research entitled *August Wilson's Fences: The African-American Women's Pursuit of Dreams Seen From The Perspective of Rose Maxson*. The results of this study found that Wilson used Rose, who took the idea of chasing dreams as self-fulfillment in a new direction with less focus on financial gain and more emphasis on what some believe to be simple and fulfilling lives, as an eye-opening agent. (especially) African American women to think and strive to achieve their dreams, although those dreams are still closely linked to the idea of fulfilling their role as the heart of the family.

Maria Rosetha Simbolon (2017) conducted a research entitled *The Meaning of "Fence" as the Main Symbol in August Wilson's Fences*. The results of this study found that the symbolic meaning of the word "fence" was seen from the characters of this drama. The meaning of "fence" is seen from several situations and conversations of the characters. The meaning of "fence" is divided into two parts, namely literal meaning and symbolic meaning. The symbolic meaning is seen from eight characters. First, "fence" is Jesus as protector for Rose and her family. Second, "fence" is something that keeps Rose going with her family. Third, "fence" is a strict ban from Troy to Cory not to join the football team. Fourth, the "fence" is the barrier between Troy and death. Fifth, "fence" is the gap between Troy and Lyons. Sixth, "fence" is Troy's action that makes Rose responsible for a child who is not his flesh and blood. Seventh, the "fence" is the barrier between Gabe and his freedom to live freely. Eighth, "fence" is the crime of Troy's father that made Troy not get happiness in his childhood. The meanings of "fence" are seen from the character of Troy, his wife (Rose), his son from Rose (Cory), his son from his first marriage (Lyons), his best friend (Bono), his brother (Gabe), and the father of Troy. Literal meaning and symbolic meaning have similarities. Both serve as a barrier. The difference lies in the existence of an abstract or concrete "fence" and from the cases faced by the characters.

The next research comes from Ismi Wardatun Jannah (2019) with the title research *A Grammatical Analysis of African American Vernacular English (AAVE) In Fences Movie*. The aims of this study were to know the grammatical features of African American Vernacular English as uttered in the Fences movie and to explain the selected grammatical features of African American Vernacular English (AAVE) found in Fences movie in the Standard English (SE) form. The data based on dialogues from the Fences movie and the script which written by August Wilson. The research used descriptive qualitative research and the data were collected using document analysis. Based on the data analysis, the

researcher found two types of grammatical features of African American Vernacular English (AAVE) such as verb phrase and negation. This research also explains the grammatical features of African American Vernacular English (AAVE) in Standard English (SE), for example, copula/ auxiliary absence in present continuous tenses as in “Bonnie working” for “Bonnie is working” in Standard English (SE). In the sentence “Bonnie working” to be “is” is missing or not mentioned in an uttered form.

Ms. Supasuda Pongkaew (2017) *The Study of Syntactic Characteristics of African American Vernacular English in The Movie “Fences” By August Wilson*. This research aimed to examine the syntactic characteristics of African American Vernacular English (AAVE) employed in the utterances of Troy Maxson, the leading protagonist in the movie *Fences*, as well as to differentiate the syntactic variation of AAVE with Standard English (SE). The findings indicated that the formation of negation was the AAVE syntactic variants that Troy Maxson engaged in the most frequently in the collected data (N = 23), followed by the complete absence of copula and auxiliary (N = 15). Five items of completive done were observed, and this AAVE indicator was mostly used when Troy Maxson reminisced about his past actions and events. The fourth AAVE indicator found in the data was subject-verb agreement (N = 5), while habitual be (or invariant be) and question formation were found the least frequently in Troy’s speeches (N = 1/1 respectively).

The next study is taken from a study by Christina Lina Yulianti, with the title *The Effect of Troy’s Unpleasant Experience in His Past and Present Life in Cory’s Life in August Wilson’s Fence*. The researcher takes a psychological approach in this investigation. She researches Troy's traumatic experiences in the past and present. She then goes on to explain how Troy's bad experiences effect his relationship with his son, Cory. The majority of the research mentioned above concentrate on the sociocultural and historical context. The first through fourth studies discuss the relationship between black and white people, as well as the impact of racism on black people, particularly Troy. The relationship between Troy and his son is at the center of this story. This research looks into *Fences* from a psychological standpoint.

Jakarta Alchura (2019) in play reviews with the title *Fences by August Wilson (Historical Criticism Perspective)* said his study analyzes *Fences* based on historical context. It covers the lives of African Americans in the 1950s and the impact of racism on society's existence, particularly Maxon's family's life. Inequality in society is a result of racism, as perceived by the black family. According to this source, Wilson recounts the mental agony that many African Americans faced at the time as a result of years of persecution in *Fences*.

Throughout the play, we observe the impact of racism in Troy Maxson's period, which, in a historical context, reflected the 1950s society in the United States. Racism creates disparity in a society, and we witness various examples of the repercussions of inequality on Wilson's characters.

The last study come from James Jackson (2018) in plays reviews and the title *Fences* by August Wilson (Historical Criticism Perspective): *Bridging the Gap*. This research looked at the situation in the context of history. The play's central theme is considered to be the relationship between black people and other people. This relationship creates disparities for black people, particularly Troy, the story's main character. As time passes, Troy, the main character, believes that racism will always be there in their lives. Racism, he says, has always existed in his life, both past and present. The main topic here is race, and the enormous divide that exists between black and white people, as well as its impact on the Maxson family, particularly Troy. Troy, the protagonist, struggles to deal with injustices as a black man in the 1950s and as a traditional father in a changing world.

## **B. Underlying Theory**

### **1. Movie**

#### **a. Definition of Film**

Arsyad (2003:45) explains that the movie is a collection of several images that are in the frame, where frame by frame is projected through the projector lens mechanically so that on the screen the image appears to come alive. The film moves quickly and alternately so that it gives its own charm. According to Baskin (2003: 4) movie is a form of mass communication media from various technologies and various elements of art. Film is clearly different from literature, painting, or sculpture. Film art relies heavily on technology as raw material for production and exhibition in front of the audience. Based on the opinions of the experts mentioned above, it can be concluded that the film is one of the mass communication media that displays a series of moving images with a storyline played by the actors who are produced to convey a message to the audience.

#### **b. Elements of Movie**

According to Krissandy (2014: 13) there are two elements that help us to understand a film, including narrative elements and cinematic elements, both of which are mutually sustainable in forming a film. These elements complement each other, and cannot be separated in the film formation process, including:

## 1) Narrative Element

Narrative elements relate to aspects of the story or film theme. Therefore, every film will never be separated from the narrative element. This element includes the actors of the story or characters, problems and conflicts, goals, locations, and time.

### a) Actor/character.

In the film, there are two important characters to help the story idea, namely the main character and the supporting character. The main character is part of the story idea in the film called the protagonist, and the supporting actor is called the antagonist which is usually used as a supporter of the story idea with the character making the problem in the story more complicated or as a trigger for story conflict.

### b) Problems and conflicts.

Problems in the story can be interpreted as obstacles to the goal, which the protagonist faces to achieve his goals, usually in the story caused by the antagonist. This problem also triggers conflict between the protagonist and the antagonist. Problems can arise without being caused by the antagonist.

### c) Purpose.

In a story, the main character must have a goal or an achievement from his character, usually in the story there is a hope and aspiration from the main character, that hope can be physical or abstract (non-physical).

### d) Space/location.

Space and location are important for a story setting, because usually, the location setting is very important to support the appreciation of a story.

### e) Time.

The timing of the story can build a story that is continuous with the storyline.

## 2) Cinematic Elements,

Cinematic elements are elements that help story ideas to be made into a film production. Because the cinematic element is a technical aspect in a film production. There are four elements that support cinematic elements, including:

### a) Mise-en-scene.

As a camera eye, because it covers everything that is in front of the camera. Mise-en-scene has four main elements, namely, setting or background, lighting, costumes and make-up, and acting or player movements.

b) Cinematography

Cinematography is the treatment of the camera and the film and the relationship between the camera and the object to be photographed.

c) Editing.

Editing is the process of unifying and giving effects to an image (shot) to another image (shot).

d) Voice

Sound is everything in a film that can be captured through the sense of hearing.

## 2. Psychological Conflict

### a. Understanding Psychological Conflict

Conflict comes from the Latin verb *configere* which means to hit each other. Sociologically, conflict is defined as a social process between two or more people (it can also be a group) in which one party tries to get rid of the other party by destroying it or making it powerless. Conflict is motivated by differences in the characteristics that individuals bring in an interaction. These differences include physical characteristics, intelligence, knowledge, customs, beliefs, and so on. With the inclusion of individual characteristics in social interactions, conflict is a normal situation in every society and there is not a single society that has never experienced conflict between its members or with other community groups, conflict will only disappear along with the loss of the community itself.

Conflict consists of external conflict and internal conflict. External conflict is a conflict that occurs between a person and something outside himself, can be in the form of the natural environment or the human environment. Internal conflict or psychological conflict is a conflict that occurs in a person's heart, soul or is a conflict experienced by humans with themselves, or is a conflict experienced internally by a human being (Gerungan 2004:163). Surakhmat (1979:92) suggests that psychological conflict is an indecision caused by two or more motives that appear at the same time.

### b. Forms of Psychological Conflict

In everyday life, individuals often face situations where there are various motives that arise simultaneously, and these motives cannot be compromised with one another, but individuals must make choices from these various motives. Therefore, this situation can cause conflict within the individual concerned. Motive according to Walgito (2004:220) is an impulse that comes from within to act.

According to Surakhmat (1979:87) motive is an impulse that makes someone interested in doing something. Based on his motives, Kurt Lewin (in Irwanto 2002: 73-75) classifies conflicts into four types, namely: approach-approach conflict, approach-avoidance conflict, avoidance-avoidance conflict, and multiple approach-avoidance conflict.

a. Approach-Approach Conflict

Namely, psychological conflicts experienced by individuals because individuals experience two or more motives, all of which are positive (fun, profitable), so that doubts arise which one to choose. Choosing one motive means sacrificing or disappointing another motive. For example, a person gets two invitations at the same time to attend a party held at the same time, he is hesitant to choose both invitations because it is impossible to fulfill both.

b. Approach-Avoidance Conflict

That is the psychological conflict experienced by individuals because at the same time they are faced with situations that contain both positive and negative motives that are equally strong. Therefore, there is a vacillation whether to approach or move away from the object. For example, a person wants to ride a horse because it is fun (positive motive), but he is afraid of falling (negative motive).

c. Avoidance-Avoidance Conflict

Namely, the psychological conflict experienced by individuals because they are faced with two negative and equally strong motives, so that doubt arises because staying away from one motive means having to fulfill the other motive which is also negative (unpleasant). For example, a child breaks the rules at school. He was sentenced to write as many as 200 sentences. If the child does not want to fulfill the sentence he must clean the room. This creates a conflict for the child because he doesn't even like cleaning the room.

d. Multiple Approach-Avoidance Conflict

Namely, the psychological conflict experienced by individuals because they face two situations, each of which contains a positive motive and a negative motive that is equally strong. For example, a student must choose between continuing his studies or having to marry someone he doesn't like. The desire to fulfill the wishes of parents is a positive motive, but not wanting to get married is a negative motive and wanting to continue studying is a positive motive, but marrying someone you don't like is a negative motive.

### **c. Factors Causing Psychological Conflict**

Broadly speaking, there are two factors that influence psychological conflict, namely personal factors (individuals) and situational factors.

#### **1) Personal Factor**

Rakhmat (2007: 41-53), states that personal factors are factors that come from the individual himself. Broadly speaking, there are two personal factors, namely biological factors and socio-psychological factors.

##### **a) Biological Factors**

Biological factors are factors involved in all activities of living things. Humans are biological creatures that are no different from other animals. Which includes biological factors are instincts and motives for making out, feeding, caring for children, aggressive behavior is an example of instinct biological factors.

##### **b) Sociopsychological Factors**

Sociopsychological factors are factors that influence all human behavior as social beings. Because humans are social creatures, from the social process they acquire several characteristics that influence their behavior.

#### **2) Situational Factors**

Situational factors are factors that come from outside the individual. According to Sampson (in Rakhmat 2007:54-58) situational factors include the following:

##### **a) Ecological Factor**

##### **b) Design and Architectural Factors**

##### **c) Temporal Factor**

##### **d) Behavioral Atmosphere Factor**

##### **e) Technological Factor**

##### **f) Social Factor**

##### **g) Psychosocial Factors**

##### **h) Stimulus Factors Encouraging and Reinforcing Behavior Cultural Factor**