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THE ATTRIBUTION PSYCHOLOGY IN ALLIE NELSON'S BEHAVIOUR AS REFLECTED IN *THE NOTEBOOK* BY NICHOLAS SPARKS

Final Project

Submitted in partial fulfillment of the requirements for the degree of

***Sarjana Sastra* in English Department**

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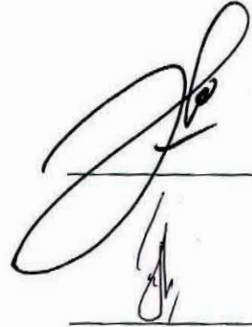
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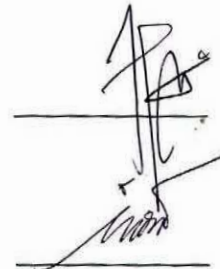   NIP. 1985052820101210006

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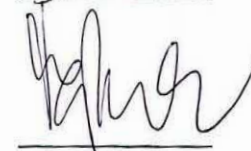   NIP. 197411042006042001

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Yang membuat pernyataan,

Anna Fareska Pertiwi

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ABSTRACT

Key words: Attribution Psychology, Behavior, Harold Kelley's Attribution Theory

This study is focused to analyzing human behaviour when socializing with other people through attribution psychological theory and the factors that influence it. The topic of this study is Allie Nelson's behavior toward people around her as it reflected in the novel entitled *The Notebook* written by Nicholas Sparks. The objectives of the study are 1) to describe Allie Nelson's behaviors toward people around her through the attribution pschology and 2) to explain what factors that influence Allie Nelson's behavior toward people around her. This is a qualitative-descriptive study by generating data in the form of words. The data were collected by reading, interpreting, identifying, and inventorying the quotations from the novel. Then, the analysis was conducted by relating the data to the attribution psychology based on the psychology of literature approach, especially Harold Kelley's attribution theory. The results indicate that 1) Allie Nelson developed consistency and distinctiveness which part of the attribution theory, when she was sosializing with people around her, such Noah, Lon and her parents, especially her mother, and 2) the factors that affect her to does such of behaviors are personality factor and social factor.

TABLE OF CONTENT

V. CONCLUSION AND RECOMMENDATION

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and outline of the report.

1.1   Background of the Study

Literature is defined into several definitions. One of the definitions, in Western Europe prior to the eighteenth century, literature is a term related to all books and writing. A more restricted sense of the term emerged during the Romantic period, in which it began to demarcate "imaginative" literature. Etymologically, literature derives from Latin *literatura/litteratura* "learning, a writing, grammar," originally "writing formed with letters," from *litera/littera* "letter". Later, the term has also been applied to spoken texts.

Literature is defined in three major forms. They are poetry, prose and drama. Poetry is a form of literary art which uses aesthetic and rhythmic qualities of language to evoke meanings, in addition to, or in place of, prosaic ostensible meaning. Poetry has traditionally been distinguished from prose by its being set in verse, Prose is cast in sentences, poetry in lines, the syntax of prose is dictated by meaning, whereas that of poetry is held across metre or the visual aspects of the poem. Prose is a form of language that consists of ordinary syntax and natural

speech rather than rhythmic structure along with its measurement in sentences rather than lines, that differs from poetry. Three literary works that are categorized as prose are, Novel; a long fictional prose narrative, Novella; is prose narrative that is too short to be a novel and too long to be a short story, and Short Story. Drama is literature intended for performance. The form is often combined with music and dance, as in opera and musical theatre. A play is a subset of this form, referring to the written dramatic work of a playwright that is intended for performance in a theatre; which comprises chiefly of dialogue between characters, and usually aims at dramatic or theatrical performance rather than at reading. A closet drama refers to a play written to be read rather than to be performed; hence, it is intended that the meaning of such a work can be realized fully on the page. Nearly all drama took verse form until comparatively recently.

Literature allows readers to access intimate emotional aspects of a person's character that would not be obvious. It benefits the psychological development and understanding of the reader, for example, it allows a person to access emotional states from which the person has distanced himself or herself. An entry written by D. Mitchell featured in *The English Journal* explains how the author used young adult literature in order to re-experience the emotional psychology she experienced as a child which she describes as a state of "wonder" (Mitchell, 2001: 45). Hogan also explains that the temporal and emotional amount which a person devotes to understanding a character's situation in literature allows literature to be considired "ecologically valid in the study of emotion" (Hogan, P. Colm, 2011: 10). Maslow's "Third Force Psychology Theory" even allows literary analysts to

critically understand how characters reflect the culture and the history in which they are contextualized. It also allows analysts to understand the author's psychology. The theory suggests that human beings possess a nature within them that demonstrates their true "self" and it suggests that the fulfillment of this nature is the reason for living. It also suggests that neurological development hinders actualizing the nature because of a person becomes estranged from his or her true self (Paris, B. J., 1986:25).

Literature is a reputable tool that allows readers to develop and apply critical reasoning to the nature of emotions. Psychology also can be used to recognize the characters in literary works. Psychological theory of how and why people, or in literary works, a character, behave like they do has been developed as Psychoanalytic of literary criticism. As Minton and Khale (2014: 27) stated that behavior is the range of actions and mannerisms made by individuals, organisms, systems, or artificial entities in conjunction with themselves or their environment, which includes the other systems or organisms around as well as the physicalenvironment. Based on that statement, it can be inferred that environment can determine the people's, or in literature case, the character's behaviors.

Through the characters, a writer can deliver his/her main story of the novel. For example, a dystopian novel has a future environment, so that the characters are adapted to that environment in the way of he/she clothes, speaks, acts, and behaves. From that characters, the readers can describe how the situation of the story goes, beside understanding the plot. The readers will picturing and

imagining the characters as a true human, and try to understand what the each characters roles in the story and what the characters want or purposes.

Nowadays, novel has many themes and styles, such as dystopian, mystery, social life, romantic, tragedy, drama, and etc. *The Notebook* is a 1996 romantic novel by American novelist Nicholas Sparks. This was Nicholas Sparks' first published novel. It was one of his best-known stories. The novel was adapted into a movie with the same title in 2004. A television series based on the novel is also being developed by writer Todd Graff, who will also exec produce along with Sparks and Theresa Park for the Warner Bros. Television and Nicholas Sparks Productions.

The Notebook tells about love of two characters, Noah and Allie. Noah is a laborer at a lumberyard, and Allie is a daughter of a wealthy family. Allie's mother does not agree with their relationship because of different classes between them. Allie first meets Noah when she is on a summer holiday, visiting the town New Bern, North Carolina. When the summer is over, they have to separate because Allie must be back to her town and continue her study. At 31, Noah returns from World War II to his town. Meanwhile, Allie is 29 and she is about to marry her fiance Lon. When she sees Noah on newspaper, the memory of summer romance comes back and she decides to visit Noah. Then, the story becomes complicated.

The story line of this novel combines the characters that have their own behaviors and thoughts. Based on psychological theory, we can find how Sparks presents his characters. Allie Nelson is the main character of the novel. She has to

choose the man she really loves. The situation forces Allie to create a personality or identity. The way she thinks and acts toward the other characters can be analyzed using psychological theory.

For those reasons, the writer wants to conduct a research entitled **"**THE ATTRIBUTION PSYCHOLOGY IN ALLIE NELSON'S BEHAVIOUR AS REFLECTED IN *THE NOTEBOOK* BY NICHOLAS SPARKS."

1.2   Reasons for Choosing the Topic

The writer chose this topic because of several reasons. Firstly, this novel has a story that could be found in the real life, so this research may become the reference for the readers with the same condition.

Secondly, *The Notebook* is a bestseller novel in America, even in the worldwide in 1996. It was on *The New York Times Best Seller list* in its first week of release and was a hardcover for more than a year, with over 105 million copies sold worldwide, in more than 50 languages, including over 75 million copies in the United States alone. Nicholas Sparks is one of the world's most beloved storytellers. In interviews, Sparks said that he was inspired to write the novel by the grandparents of his wife, who had been married for more than 60 years when he met them. In The Notebook*,* he tried to express the long romantic love of that couple.

 Lastly, as one of the forms of literary work, a novel represents the values and ideas or concepts of the writers to the readers. A novel contains with dialogues and monologues and also the information and explanations of the setting specifically. Therefore, the readers will be helped to understand and imagine how

the setting of the story occurs. The writer also expects that the readers have a deeper understanding about the character of Allie Nelson.

1.3 Statements of the Problem

The writer presents two problems that will be discussed, as follows:

1. How are Allie Nelson's behaviors toward people around her through the attribution psychology described in Sparks' *The Notebook*?

2. What are the factors that influence Allie Nelson's behaviors toward people around her?

1.4 Objectives of the Study

Based on the statements of the problem above, the objectives of the study are as follows:

1. To describe Allie Nelson's behaviors toward people around her through the attribution pschology.

2. To explain what factors that influence Allie Nelson's behavior toward people around her.

1.5 Significances of the Study

Through this study, the writer expects to give such delineations about psychological analysis in literary work. As we know, the enthusiasm of the readers to read a literary works such as novel are innumerable, but some people prefer to watch the movie when the movies is played on screen nowadays. Although people may have an experience of seeing a film that is based on a novel, they may loose the experience of imagine events and situation from the novel. The

writer expects that people should enjoy the story plots as they are presented in a novel by imagining and feeling before the novel goes to screens.

Theoretically, the findings of this study are intended to be used for a reference for literary studies, especially the one that concerns in a prose analysis. Practically, this study is expected to give useful information for English lecturers, learners, and future researchers. First, for English lecturers, this study can be used as the learning material and supplementary information for prose analysis classes. Second, for learners, this study can become the secondary resources that will be very helpful in understanding the work of Nicholas Sparks' The Notebook. Third, for the future researchers, the writer hopes that this study provides the proper data for reference for those in analyzing literary work, especially a novel.

1.6 Outline of the Study

This final project is systematically organized into chapters and subchapters. There are five chapters. Chapter one is the introduction, which consists of subchapters: background of the study, reason for choosing the topic, statements of the problem, objectives of the study, significance of the study, and outline of the study.

Next, chapter two is the review of related literature, which consists of three subchapters. First subchapter contains reviews of previous study discussing about the study of the novel, which was conducted by scholars. The second is theoritical background explaining about the theories, which the writer uses to investigate the object of study. The last is the framework of the study.

Chapter three contains research methodology. This chapter consists of five subchapters. The first is object of the study, which gives the information about the

novel. The next subchapters are the role of researcher, the type of data, the procedures of collecting data, and the procedures of analysing data.

Chapter four is the findings and discussion. In this chapter, the writer gives the analysis of the novel. Here, the writer answers the questions that have stated in the research questions of this chapter.

The last chapter is chapter five in which the writer presents conclussion and suggestion dealing with the subject matter of this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature which discusses review of previous studies and theoretical studies.

2.1 Review of Previous Studies

The Notebook which is written by Nicholas Sparks has already become the object of some researches:

Agreny Melita Simamora (2014) has conducted research for her final project entitled An Analysis of Leading Character's Conflict In Nicholas Sparks' *The Notebook*. This research is a kind of Allie's conflict in her life. The conflict is devided into three such as Allie's internal conflict, Allie's external conflict with Noah (her boyfriend) and Allie's external conflict with her parents. The conflict can happen because the choices cannot be fullfilled, where Allie's parents do not agree with her decision because different status, Allie comes from a rich family and Noah comes from a poor family. It causes conflicts between her parents and Noah. She used Tennyson's theory for this thesis. The method of this thesis is descriptive qualitative. From the analysis, she found that the conflict of *The Notebook* happened because of a different status.

Yuli Andria Fajarini (2015) has conducted research entitled Devotion In Nicholas Sparks' *The Notebook* (1996): An Individual Psychological Approach. This research is purposed to show the devotion of Noah Calhoun, the main character in Nicholas Sparks': The Notebook. The object of the study of this

research is to analyze the novel based on its structural elements and the devotion of Noah that deals with inferiority feeling and compensation, striving for superiority, fictional finalism, style of life, social interest, and creative self using an individual psychological approach. Based on individual psychology analysis, she found the major character, Noah Calhoun is affected by the psychological effect. Noah fights hard to get his true love and shows her his devotion by always loving Allie even though it was almost impossible. He dedicated all of his live for her.

Puspa Arum Restuningtyas (2016) has also conducted research entitled Affection Reflected In *The Notebook* Novel (1996) by Nicholas Sparks: A Psychoanalytic Approach. The main problem of this study is showing affection and care to our beloved people that happened to the main character, Noah Calhoun. He is a strong, romantic and always care about people around him, especially hia wife Allie Nelson. The object of this study is to analyze Nicholas Sparks' novel based on the psychoanalytic approach. This study shows the findings that the problem faced by the major character is he loves his wife so much as he does everything for her, including writing her letters for three years although the letters was never replayed, until they were meeting again after fourteen years and the love that had been lost was back in their heart and they were together under all circumtances, until their dead.

Considering the previous studies above, the writer of this research has the chance to do a research about Allie Nelson as the main female character of Nicholas Sparks' *The Notebook* which is different from the previous research.

Although using same novel as the object of the research, the three previous research talk about conflict, devotion and affection, while the writer of this research will conduct a research that deals with Allie Nelson's behaviors toward other characters and try to find whether it fits with attribution psychological theory.

2.2   Review of Theoritical Studies

This section will describe any relevant sources employed to support the ideas of the topic. In this sub-chapter will discuss some definitions and theories are related to the topic of the study.

2.2.1 Basic Elements of the Novel

A novel has some basic elements to create an understanding to its readers. Those elements are elaborated to develop a story. The researcher can analyze the novel based on its plot, character, setting, theme, and point of view.

2.2.1.1 Plot

According to Aristotle that quoted by Janko (1987: 48), "the first principle, then, and to speak figuratively, the soul of tragedy is the plot; and second in importance is character."It can be inferred that plot has a vital part in a literary works. Plot can be said as a soul of a tragedy or in this case a story.

Plot is the way in which a story's events are arranged, and it is shaped by casual connection (historical, social, and personal) by the interaction between characters, and by the position of events (Kirszner, Laura G.; Mandell, Stephen R., 1994:60). The way in which a writer presents incidents influences the way in which the readers respond to them. For example, the reintroduction of a particular

event, or the presence of a series of related incidents, can suggest a pattern, adding emphasis or revealing a new unexpected meaning. More specifically, a writer may choose to present a sequence of events with distinct clarity or with some degree of ambiguity; in chronological order or in a confusing or even obscure sequnce; from a single perspective or from several different viewpoints.

English novelist E. M. Forster describes plot as the cause and effect relationship between events in a story. According to Forster (1956: 78),"The king died, and then the queen died, is a story, while The king died, and then the queen died of grief, is a plot."

Based on Forster, plot gives a brief explanation about how the events are occured so that the readers may have an understanding of the story clearly. In simple terms, plot is the arrangement of a story that in such way that there will give a sequential, logical, and chronological order.

Plot usually consists of beginning, middle, and result or an end. Brocket in Iwuchukwu (2008: 26) explains further that the beginning of plot contains the exposition or the setting forth of information about earlier events, the identity of characters and the present situation of a story. The main story starts as a potential conflict is identified. The middle consists of series of conflicts or complications. This confict is a new element which changes the direction of the story which result on an action. It leads to the discovery of new information. The series of conflicts culminate in crises and climax. The result or the end is the last part of the story. Here conflicts and issues are settled, untied and resolved.

2.2.1.2 Character

E. M. Forster (1956: 65) explains that a character is an individual (usually a person) in a narrative in a work in a work of fiction or creative nonfiction. The act or method of creating a character in writing is known as *characterization*. Forster made a broad yet worthwhile distiction between "flat" and round characters. A flat character embodies a single idea or quality and can be expressed in one sentence. In contrast, a round character responds to change, he or she is capable of surprising readers in a convincing way. In certain forms of nonfiction, particularly biography and autobiography, a single character may serve as the primary focus of the story.

Writers may portray through their actions, reactions to situations or to other characters, their physical appearance, their speech and gestures and expressions, and even through their names (Kirszner, Laura G.; Mandell, Stephen R., 1994: 89)

The study of a character requires an analysis of its relations with all of the other characters in the work. The individual status of a character is defined through the network of oppositions (proairetic, pragmatic, linguistic, proxemic) that it forms with the other characters. The relation between characters and the action of the story shifts historically, often miming shifts in society and its ideas about human individuality, self-determination, and the social order (Aston, Elaine, and George Savona, 1991: 109).

2.2.1.3 Setting

Obstfeld (2002: 81) states lements of setting may include culture, historical period, geography, and hour. Along with the plot, character, theme, and style, setting is considered one of the fundamental components of fiction.

According to Lodge (1992:58) setting is an important element in a narrative and in some works the setting becomes a character itself. The elements of the story setting include the passage of the time, which may be static in some stories or dynamic in others with changing seasons, for example. Setting may include culture, historical period, geography, and hour.

The function of settings in a novel is of a great importance. It has immense effects on plots and characters, as it could act as an antagonist for example, post a conflict that characters need to resolve and could also present symbolic persons, objects, place, action or situation. It can establish the mood or atmosphere of a scene, or story and develop the plot into more realistic form, resulting in creating convincing characters.

2.2.1.4 Theme

A theme of a work of literature is the central or dominant idea of the work (Kirszner, Laura G.; Mandell, Stephen R., 1994: 293). This idea is seldom stated explicitly; rather, it is conveyed through the selection and arrangement of details, through the emphasis of certain events or images, and through the actions and reactions of the characters.

Theme is not the same as plot or subject, two terms with which it is sometimes confused. Different readers may see different themes in a story, but their interpretation of the theme must make sense in light of various elements of a

story. A theme may be exemplified by the actions, utterances, or thoughts of a character in a novel. An example of this would be the theme of loneliness in John Steinbeck's *Of Mice and Men*, wherein many of the characters seem to be lonely. It may differ from the thesis—the text's or author's implied worldview.

Obstfeld (2002: 22) states that a story may have several themes. Themes often explore historically common or cross-culturally recognizable ideas, such as ethical questions, and are usually implied rather than stated explicitly. An example of this would be whether one should live a seemingly better life, at the price of giving up parts of one's humanity, which is a theme in Aldous Huxley's *Brave New World*. Along with plot, character, setting, and style, theme is considered one of the components of fiction.

2.2.1.5 Point of view

All works of fiction are told, or narrated, by some one, and one of the first choices writers make is who tells the story (Kirszner, Laura G.; Mandell, Stephen R., 1994: 170). This choice determines the story's point of view; the angle or vantage point from which events are presented. When deciding on a point of view for fiction, writers can choose to tell the story in the first person or in the third person.

(Kirszner, Laura G.; Mandell, Stephen R., 1994: 170) further explain that there are two main point of view in a literary works; (1) First-person narrator where in this situation the narrator is the character who uses the first person *I* (or sometimes *we*) to tell the story. This narrator may be a major character telling his or her own story or a minor character who plays only a small part (or no part at all) in the

story's events. (2) Third-person narrator; writers can use third-person narrators who are not actually characters in the story.

2.2.2 Psychology In Literature

Authors may express their feeling, emotion, ideas, and even their experiences through their works. They want readers to understand what they really try to deliver through that works. The purpose of psychological study is shaped into three natures. First, the objective of understanding behavior, that is by defining factors that combine the development and expression of behavior. Secondly, the psychologist striving to develop procedure for the accurate prediction of behavior. Thirdly, psychology aims at developing techniques that will permit the control of behavior that is, way of "shaping" or course of psychological development through manipulating those basic factors to the growth and the expression of behavior.

Experts have developed a field called *Psychoanalytic literary criticism* as literary theory which its method, concept, or form is influenced by the tradition of psychoanalysis begun by Sigmund Freud.

Guerin (1979: 89) explains that the objective of *psychoanalytic literary criticism* can be the psychoanalysis of the author or particularly interesting character in a given work. The criticism is similar to psychoanalysis itself, closely following the analytic interpretive process discussed in Freud's *The Interpretation of Dreams* and other works.

Like all forms of literary criticism, psychoanalytic criticism can be a useful clues to the sometime baffling symbols, actions, and settings in literary works. It

leads most directly to a substantial amplification of the meaning of a literary work. When we discuss psychology and its place in a literary work, we are primarily studying the author's imagination. As all literary works are based on some kind of experience, and as all authors are human, we are necessarily caught up in the wide spectrum of emotional problems (caused by experience). Not all recourse of psychology in the analysis of literary work is undertaken to arrive at the understanding of the literary work, to a certain extent, we must be willing to use psychology to discuss probability.

2.2.2.1 Social Psychology

In this modern world, psychology has been developed into many disciplinary fields. One of them is social psychology.

Allport (1985: 5) explains that "Social psychology is the scientific study of how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others." In this definition of social psychology, *scientific* refers to empirical method of investigation. The matter of *thoughts*, *feelings*, and *behaviors* include all psychological variables that are measurable in a human being. The term *imagined or implied presence of others* suggests that we are prone to social influence even when no other people are present in real, such when reading a story or following internalized a cultural norms.

Social psychology typically explains a human behavior as a result of the interaction of mental states and immediate social situation. This field deals with the factors that lead us to behave in a given way in the presence of others, and look at the conditions under which certain behavior, action, and feeling occur.

Social psychology is concerned with the way these feelings, thoughts, beliefs, intentions and goals are constructed and how such psychological factors, in turn, influence our interactions with others.

According to Bandura (1961: 143) human beings are essentially social beings, and thus, social interaction is vital to the health of each person. Through investigating the factors that affect social life and how social interactions affect individual psychological development and mental health, a greater understanding of how humankind as a whole can live together in harmony is emerging.

Social psychology is a branch of psychology that studies cognitive, affective, and behavioral processes of individuals as influenced by their group membership and interactions, and other factors that affect social life, such as social status, role, and social class.

Allport (1985: 34) states that social psychology utilizes a wide range of specific theories for various kinds of social and cognitive phenomena. Here is some of the influential theories that can be found in this branch of psychology;

a. Attribution theory – is concerned with the ways in which people explain (or attribute) the behaviour of others. The theory divides the way people attribute causes to events into two types. External or "situational" attributions assign causality to an outside factor, such as the weather. Internal or "dispositional" attributions assign causality to factors within the person, such as ability or personality.

b. Cognitive dissonance – was originally based on the concept of cognitive consistency, but is now more related to self-concept theory. When people do

something that violates their view of themselves, this causes an uncomfortable state of dissonance that motivates a change in either attitudes or behaviour.

c. Drive theory – posits that the presence of an audience causes arousal which creates dominant or typical responses in the context of thesituation.

d. Elaboration likelihood model – maintains that information processing, often in the case of a persuasion attempt can be divided into two separate processes based on the "likelihood of cognitive elaborations," that is, whether people think critically about the content of a message, or respond to superficial aspects of the message and other immediate cues.

e. Motivation crowding theory – suggests that extrinsic motivators such as monetary incentives or punishments can undermine (or, under different conditions, strengthen) intrinsic motivation.

f. Observational learning (social learning) – suggests that behaviour can be acquired by observation and imitation of others, unlike traditional learning theories which require reinforcement or punishment for learning to occur.

g. Schemata theory – focuses on "schemas" which are cognitive structures that organize knowledge and guide information processing. They take the form of generalized beliefs that can operate automatically and lead to biases in perception and memory.

h. Self-perception theory – emphasizes that we observe ourselves in the same manner that we observe others, and draw conclusions about our likes and dislikes. Extrinsic self perceptions can lead to the over-justification effect.

i. Self-verification theory – focuses on people's desire to be known and understood by others. The key assumption is that once people develop firmly held beliefs about themselves, they come to prefer that others see them as they see themselves.

j. Social comparison theory – suggests that humans gain information about themselves, and make inferences that are relevant to self-esteem, by comparison to relevant others.

k. Social exchange theory – is an economic social theory that assumes human relationships are based on rational choice and cost-benefit analyses. If one partner's costs begin to outweigh his or her benefits, that person may leave the relationship, especially if there are good alternatives available.

l. Social identity theory – examines how categorizing people (including oneself) into ingroups or outgroups affects perceptions, attitudes, and behavior.

m. Social penetration theory – proposes that, as relationships develop, interpersonal communication moves from relatively shallow, non-intimate levels to deeper, more intimate ones.

n. Socioemotional selectivity theory – posits that as people age and their perceived time left in life decreases, they shift from focusing on information seeking goals to focusing on emotional goals.

o. System justification theory – proposes that people have a motivation to defend and bolster the status quo, in order to continue believing that their social, political, and economic systems are legitimate and just.

p. Terror management theory – suggests that human mortality causes existential dread and terror, and that much of human behavior exists as a buffer against this dread (e.g., self-esteem and worldviews).

q. Triangular theory of love – by Sternberg, characterizes love in an interpersonal relationship on three different scales: intimacy, passion, and commitment. Different stages and types of love can be categorized by different combinations of these three elements.

2.2.3 Attribution Psychological Theory

In studying human behavior, psychology has developed into several sub-field, one of them is social psychology. The psychologist divided social psychology into more deep understanding fields.

In social psychology, attribution is the process by which individuals explain the causes of behavior and events. The development of models to explain these process is called *attribution theory.* Humans are motivated to assign causes to their actions and behaviors when they are socializing with others (Moskowitz, G. B., 2005: 75).

According to Heider (1958: 23), there are two types of attribution theory; (1) External attribution**;** The process of assigning the cause of behaviour to some situation or event outside a person's control rather than to some internal characteristic. When we try to explain our own behavior we tend to make external attributions, such as situational or environment features. (2) Internal attribution; The process of assigning the cause of behaviour to some internal characteristic, rather than to outside forces. When we explain the behavior of others we look for

enduring internal attributions, such as personality traits. For example, we attribute the behavior of a person to their personality, motives or beliefs. Heider believes that people are naive psychologists trying to make sense of the social world. People tend to see cause and effect relationships, even where there is none.

> Attribution theory deals with how the social perceiver uses information to arrive at causal explanations for events. It examines what information is gathered and how it is combined to form a causal judgment (Fiske, & Taylor, 1991: 46).

It can be inferred that attribution is used to attach meaning to other's behavior. For example, when someone is angry, it is because he/she is bad-tempered or because something bad happened. Attribution theory is concerned with how and why ordinary people explain events as they do.

2.2.3.1 Attribution Theory by Harold Kelley

Nowadays, psychology has grown into more deep science in understanding human behaviors. This understanding includes not only self-understanding but also the environtment that surroundings human life. There are causes and concequences in human behaviors. Psychoanalysis is used to find those causes and concequences.

According to *Annual Review of Psychology* (1980: 226) attribution theory is assumed to play a central role in human behavior. It constitutes the person's understanding of the causal structure of the world and, therefore, are important determinants of his interaction with that world. This theory entails assessment or

manipulation of perceived causes and measurement of their effects on behavior, feelings, and expectancies.

Harold Kelley is one of influential psychologists after the famous Sigmund Freud. Kelley is an American social psychologist and professor of psychology at the University of California, Los Angeles. His major contributions have been the development of interdependence theory, the early work of attribution theory, and a lifelong interest in understanding close relationships processes. He developed attribution theory called Covariation Model.

McLeod, S. A. (2010: 65) explains that "Kelley's covariation model is the best known attribution theory. He developed a logical model for judging whether a particular action should be attributed to some characteristic (internal) of the person or the environment (external)." The term covariation simply means that a person has information from multiple observations, at different times and situations, and can perceive the covariation of an observed effect and its causes.

> An effect is attributed to the one of its possible causes with which, over time, it covaries. That is, a certain behaviour is attributed to potential causes that appear at the same time. This principle is useful when the individual has the opportunity to observe the behaviour over several occasions. Causes of an outcome can be attributed to the person (internal), the stimulus (external), the circumstance, or some combination of these factors (Hewstone et al., 1973). Attributions are made based on three criteria: Consensus, Distinctiveness, and Consistency (Kelley, 1973: 108).

The quotation shows that an effect or impact comes from one of the causes, from time to time, it lasts. It means that certain behaviors with potential causes arise at

the same time. This principle can be applied to observe a behavior patterns of individuals. The cause of an outcome can be attributed to the individual itself (internal), stimulus (external), circumstances, or some combination of these factors.

Kelley (1973: 34) suggests that people attribute a behavior to whatever it covaries with, specifically in three main aspects as the following;

(1) Consistency: Is the behavior consistent across most people in the given situation?

(2) Distinctiveness: Does the behavior vary across different situations?

(3) Consensus: Do most people engage in this behavior in this situation?

2.2.4 Human Behavior

Kazdin (2000: 86) explains that human behavior is the responses of individuals or groups of humans to internal and external stimuli. It refers to the array of every physical action and observable emotion associated with individuals, as well as the human race. While specific traits of one's personality and temperament may be more consistent, other behaviors will change as one moves from birth through adulthood. In addition to being dictated by age and genetics, behavior, driven in part by thoughts and feelings, is an insight into individual psyche, revealing among other things attitudes and values. Social behavior, a subset of human behavior, study the considerable influence of social interaction and culture. Additional influences include ethics, encircling, authority, rapport, hypnosis, persuasion and coercion.

According to Miller and Schiffer (1999: 43), there are two definitions of human behavior. First, behavior can be defined on a relational basis, as any activity of a person, involving the consequential manipulation of at least one person, taken to mean a physical object in the person's environment or another person. This definition is appropriate for simple performance actions such as writing a letter or engaging in dialogue, but it leaves out complex or introspective human activities.

The second, broader definition is that human behavior consists of all interactions in a given behavioral system. Miller and Schiffer continue, such a broad definition of behavior is important because it unites various aspects of human actions, which have been studied in isolation in different fields. Thus, the primary focus of biologists on a range of reflexes and muscular motions as the basis of behavior and the main emphasis of sociologists on interpersonal relationships as its foundation can be united in one logical framework.

Coll, Bearer, and Lerner (2004: 23) state that there is no clear divide between the formative influences of genetic makeup and environmental influences on human behavior. Gene-environment interplay starts to affect the behavior and development of humans and animals from the embryonic phase and continues throughout their life experience. Expression of the genotype, or the coded programming of the human genes, is often flexible and very much affected by the environmental context. Heredity alone cannot explain behavioral or developmental differences among different groups of people.

Based on Ijzen and Fishbein (1999: 23), human behavior is experienced throughout an individual's entire lifetime. It includes the way they act based on different factors such as genetics, social norms, core faith, and attitude.

It can be inferred that, behavior is impacted by certain traits that each individual has. The traits vary from person to person and can produce different actions or behavior from each person, or in simple word genetics. Social norms also haave impact to behavior. Due to the nature of human society in general, humans are controled by following certain rules and displaying certain behaviors in society, which conditions the way people behave. Different behaviors are considered to be either acceptable or unacceptable in different societies and cultures. Core faith can be seen through the religion and philosophy of the individual. It shapes the way a person thinks and this results in different human behaviors. Attitude can be defined as the degree to which the person has a favorable or unfavorable evaluation of the behavior. One's attitude is conditionally a reflection of the behavior he or she will portray in specific situations. So, human behavior is greatly influenced by the attitudes we use on a daily life.

The many 'classical' branches of psychology include psychodynamics (or Freudian psychology), behaviourism, neuropsychology, evolutionary psychology, cognitive psychology, and social psychology. Each takes a different approach to explaining human nature, human behaviour and human personality. For example:

a. According to evolutionary psychology our behaviour is driven by biological instincts which have been programmed into our genes through natural selection

over several million years. In this case, differences in personality represent natural variations in genetic programming which are present at birth.

b. According to behaviouristic psychology, our behaviour is externally programmed (conditioned) in early life as the result of the rewards and punishments we experience. Personality is therefore genetic variations plus learned behaviour patterns.

c. According to social psychology, our behaviour is driven by social factors such as parental expectations and peer pressure. In this case, personality stems from the social influences affecting our learned behaviour patterns.

d. According to psychodynamic psychology, our behaviour is driven by the competing demands of biological instincts and social pressures. Differences in personality stem from how we balance, or fail to balance, these conflicts as we grow into adults.

e. According to cogitive psychology, human behaviour is heavily influenced by our intelligence: the ability to utilize both internal memory and external information to mentally assess situations and resolve problems. In this case, differences in personality stem from differences in knowledge, learning and cognitive style.

2.2.5 Framework Analysis

In this research, the writer focuses on the Allie Nelson's behaviors as the Character of Nicholas Sparks' The Notebook based on its intrinsic and extrinsic elements. Then, the writer identifies the character using the Attribution Psychological Theory, makes interpretation and explanation, summarizes the

findings then discusses The Notebook's Allie Nelson's character by using the theory as represent by Nicholas Sparks.

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                    │   Sparks' The Notebook    │
                    └──────────────────────────┘
                      │                       │
        ┌─────────────────────────┐    ┌──────────────────────────┐
        │ Intrinsict Elements:    │    │                          │
        │                         │    │  Extrinsict Element:     │
        │  1) Character's         │    │                          │
        │     Characterizations   │    │  Behavior                │
        │  2) Plot                │    │                          │
        │  3) Setting             │    │                          │
        └─────────────────────────┘    └──────────────────────────┘
                      │                       │
                    ┌──────────────────────────┐
                    │  Psychological Approach   │
                    │                           │
                    │  Attribution Psychology   │
                    └──────────────────────────┘
                                │
                    ┌──────────────────────────┐
                    │ Attribution Psychology in │
                    │ Allie Nelson's behaviour  │
                    └──────────────────────────┘
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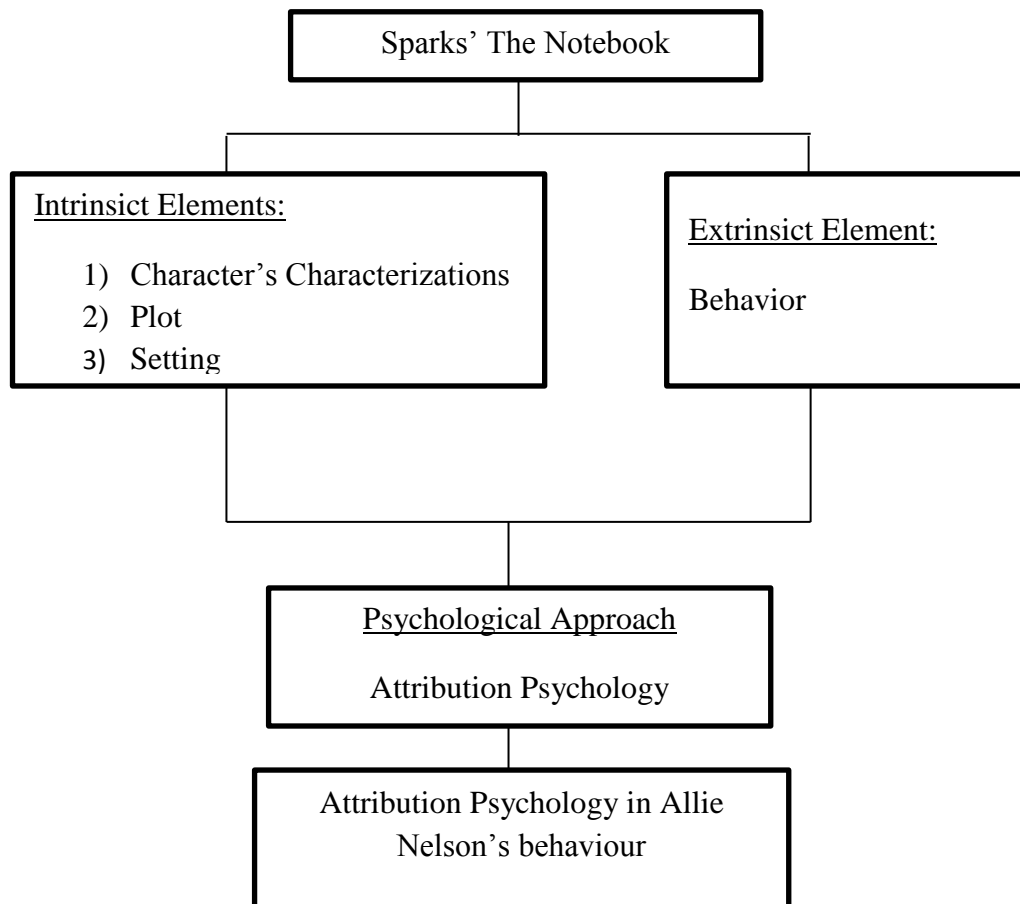
Figure 2.1: Framework of Analysis

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of the discussion of the topic answering the statements of the problem of the study. In addition, it provides a number of recommendations related to to the topic of the study.

5.1 Conclusions

From the analysis of previous chapter, it can be concluded that first, Allie Nelson's behaviors toward people around her on the Sparks' *The Notebook (1996),* are having consistency and distinctiveness based on Harold Kelley's theory. Consistency occurs when a person socializes with others in a given situation. When the person has a thought or judge about another person, so that when they socialized, the behavior and the situation will be consistenly the same. Distinctiveness is a condition where the behaviors have variation in a different situation. Behaviors can vary when a person has a different situation with other person, so when A has a certain behaviors wiith B when they socialize, it can vary when the situation changes, but it does not change the certain behaviors of A or B. The definition of this theory clearly visible on the main character of the novel, Allie Nelson. Allie behaves consistenly with some people in the given situation. She has certain behaviors for certain people based on her own judgement and thoughts. Her behaviors has variation also when the situation of the sosialization is different. She always argued with her mother whenever they have conversation because she thought her mother did not care about what she really desired, but sometimes she thought that her mother understood with what she really wanted.

Ally loved Noah and felt comfortable whenever she was with him, but sometimes she thought that she must not been near him or around him. She felt in love with Lon and adored him for what he was, but sometimes she felt hesitation about being with Lon.

Secondly, the novel shows the factors that influence Allie Nelson's behaviors through her thoughts and actions. Personality and social factors are fit for the influnce of her behaviors. Her background as a daughter of a wealthy family forms the way she thinks and behaves. Society where she lived is also be part of the way she behaves. Rules and culture that her family has lived by are important for her. Everything is complicated when she met Noah Calhoun, it creates war in her, between following the rules and following her heart. The writer of the novel delivers a self conflict in Allie Nelson behaviors.

5.2 Recommendations

Based on the conclusion above, there are several recommendations corresponding to the topic and further research related to the topic. First, *The Notebook (1996)* is recommended for further research corresponding to the condition in this era. Nowadays, psychology becomes trending field to be studied. Since behaviors is one of most important part in psychology field, this novel can be recommendation for those who needs subject for psychology in literature. By reading this novel, the reader can find characters that have different behaviors with different life situation. Although it is a fiction, but the story is common in real society.

Finally, this research is expected to be a useful reference for further research in the related topic and the same field in literature, so it can be intensively be taught

in English Literature program in English Department of Unnes. The writer hopes that the study can be a valuable lesson for people nowadays.

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