

**DYSFUNCTIONAL FAMILY IN STEPHEN CRANE'S *MAGGIE: A GIRL
OF THE STREETS***



A THESIS

Submitted to the Faculty of Cultural Sciences, Hasanuddin University as a Partial
Fulfillment of the Requirements to Obtain Bachelor Degree in English
Department

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ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

MAKASSAR

2024



LEGITIMATION

THESIS

**DYSFUNCTIONAL FAMILY IN STEPHEN CRANE'S MAGGIE: A GIRL OF
THE STREETS**

BY

ST. FATIMAH ZAHRAH

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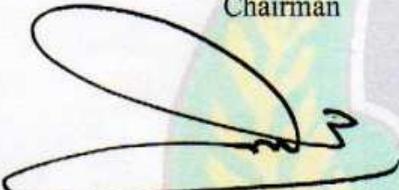
It has been examined before the Board of Thesis Examination on Friday, 2nd August,
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AGREEMENT

On Friday, August 2nd, 2024, the Board of Thesis Examination has kindly approved a thesis by St. Fatimah Zahrah (F041201105) entitled *Dysfunctional Family in Stephen Crane's Maggie: A Girl of the Street* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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DECLARATION

The thesis by St. Fatimah Zahrah (F041201105) entitled *Dysfunctional Family in Stephen Crane's Maggie: A Girl of the Street* has been revised as advised during the examination on Friday, 2nd August 2024, and is approved by the Board of Undergraduate Thesis Examiners:

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APPROVAL FORM

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 1805/UN4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by St. Fatimah Zahrah (F041201105) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

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Hereby, the writer declares that this thesis is written by himself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, 10th August 2024



St. Fatimah Zahrah



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Alhamdulillah rabbil 'aalamiin, the researcher expresses her deepest gratitude to almighty Allah SWT., who has given her guidance, mercy, and health so that the author can complete her thesis entitled “Dysfunctional Family in Crane’s Maggie: A Girl of the Street” as a final assignment and requirement to obtain a bachelor's degree in English Literature study program, Faculty of Cultural Sciences, Hasanuddin University.

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The researcher is aware that no work is without flaws and, therefore, offers her sincerest apologies for any errors or shortcomings in this thesis. Hopefully, this thesis will prove a valuable contribution to the field and serve as a helpful reference for readers and further research.

Makassar, 1st August, 2023

St. Fatimah Zahrah



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ABSTRAK

ST. FATIMAH ZAHRAH. 2024. *Dysfunctional Family in Stephen Crane's Maggie: A Girl of the Street* (dibimbing oleh Burhanuddin Arafah dan A. St. Aldilah Khaerana)

Penelitian skripsi ini bertujuan untuk memaparkan jenis-jenis disfungsi keluarga dan dampaknya terhadap karakter Maggie dalam novel *Maggie; A Girl of the Street* karya Stephen Crane. Novel ini mengisahkan tentang Maggie, seorang gadis muda yang tumbuh di daerah kumuh kota New York yang terjerumus ke dalam situasi tidak menguntungkan karena kemiskinan dan pengabaian keluarga.

Dalam melakukan analisis disfungsi keluarga yang terdapat dalam novel ini, penulis menggunakan pendekatan structural yang menekankan pada analisis intrinsik karya sastra. Unsur-unsur intrinsik karya sastra terdiri atas alur, tokoh dan penokohan, latar, dan tema. Data utama penelitian ini diambil dari novel *Maggie: A Girl of the Street* karya Stephen Crane. Metode yang digunakan penulis adalah metode kualitatif deskriptif yaitu metode penelitian yang memanfaatkan data kualitatif dan dijabarkan secara deskriptif. Data penelitian ini berupa kutipan-kutipan dari novel, data dapat berwujud dialog antar tokoh atau paragraf yang menceritakan suatu adegan.

Hasil penelitian ini menunjukkan bahwa jenis disfungsi keluarga yang dialami keluarga Johnson meliputi konflik keluarga yang kronis, rumah tangga yang dominan oleh satu anggota keluarga, yaitu istri atau ibu, dan rumah tangga yang jauh secara emosional. Hidup dalam keluarga disfungsi memberikan dampak pada karakter Maggie dalam novel, berupa tidak berpendidikan, kesepian, berperilaku buruk karena tidak memiliki panutan, memiliki perasaan iri terhadap hidup orang lain, harga diri dan kepercayaan diri yang rendah, hubungan sesama anggota keluarga yang buruk karena masalah ekonomi, dan mengalami masalah kesehatan mental.

Kata Kunci: *Keluarga, Disfungsional Keluarga, Personality.*



ABSTRACT

ST. FATIMAH ZAHRAH. 2024. *Dysfunctional Family in Stephen Crane's Maggie: A Girl of the Street*. (Supervised by Burhanuddin Arafah and A. St. Aldilah Khaerana)

This research aims to explain the form of dysfunctional family and its impact on Maggie's character in Stephen Crane's novel *Maggie: A Girl of the Street*. The novel tells about Maggie, a young girl growing up in the slums of New York, who falls into unfortunate circumstances due to poverty and family neglect.

In analyzing the dysfunctional family in this novel, the writer used a structuralism approach that emphasized the intrinsic analysis of literary works. The intrinsic elements of literary works consist of plot, character, characterization, setting, and theme. The main data was taken from Stephen Crane's *Maggie: A Girl of the Street* novel. The writer applied a qualitative descriptive method, which is a research method that uses qualitative data and describes it descriptively. The data was described in dialogue between characters or paragraphs that tell a scene.

The result of this research suggests that the types of family dysfunction experienced by the Johnson family include chronic conflict family, dominant-submissive household by the wife or mother, and emotionally distant families. Living in a dysfunctional family impacts Maggie's character in the form of uneducated, loneliness, bad behavior, feelings of envy towards other people's lives, low self-esteem and self-confidence, poor relationships between family members due to economic problems, and mental health issues.

Keywords: *Family, Dysfunctional Family, Personality*.



CHAPTER I

INTRODUCTION

A. Background of the Study

A family is a group of individuals bound together by marriage, blood, or adoption ties. They constitute a single household and interact with each other in their respective social roles. These roles typically include spouses, parents, children, and siblings. The concept of family extends beyond mere cohabitation; it encompasses emotional bonds, shared experiences, and mutual support. According to MacArthur, the family is a garden in which we grow - or try to grow- healthy human beings (2005: 15). When people take time to support and guide each other, healthy family dynamics can be fostered. This happens because everyone understands how the family is supposed to function.

A functional family is one in which the functions of the family work well. A functional family refers to a place where people believe they can grow together as individuals within the family circumstances (MacArthur, 2005: 12). Warmth, love, affection, comfort, and security are fulfilled for each family member. Parents who give their children enough material and emotional needs will encourage their healthy growth (Muhlisin & Sudewi, 2023: 23). In short, the family is a place where each member has their needs met and receives health services.

However, families can sometimes fail to function properly, resulting in an e in family life. This is known as a family dysfunction or dysfunctional where some members' needs are unmet. The term 'dysfunctional family'



implies that it is the opposite of a functional family, where family functions do not work properly. A family can be categorized as dysfunctional family when they experience various challenges, but people in it, especially parents, do not have any intention of solving the problems (Andhika, 2021: 15). In their dysfunction, dysfunctional families could possibly hurt both parents and children, especially teenagers, who are prone to negative feelings.

Dysfunctional families are common in the modern world, and the issue of family dysfunction is a concern in society. Many writings discuss dysfunctional families, and some authors are even interested in expressing these concerns through their writing, including fictional writing, namely literary works.

Literature reflects real life and can help improve knowledge by presenting stories based on real-world situations. Literary works, as literary products, are born from the background and basic human impulses to express their existence. Literary works are very useful for life because they can give readers awareness of the truths of life, even though they are depicted in the form of fiction. There are many literary works, such as poems, prose, dramas, novels, etc.

Novel is considered as the most popular literary work. According to Durlame and Hughes, public attraction to the novel partly stems from the current reaction (and perhaps temporary) away from the other major literary forms. Novels are part of imitative literary works that describe life through imaginative characters.



as one of the literary genres, also depict real life and its related issues, ; dysfunctional family topics. One of the authors portraying the issue of a onal family in his work is Stephen Crane, an American writer known as a

naturalist writer. The issue of family dysfunction is raised through his novel *Maggie: A Girl of the Streets*, which tells the story of a family epic that represents family dysfunction. The family's dysfunction causes Maggie, the main character in the novel, to experience a miserable life.

Maggie: A Girl of the Street is a novel by Stephen Crane set in the Bowery, a slum area in New York City. The novel tells the story of Maggie and her family as they struggle in the midst of poverty. Maggie is described as a teenager living in an unhealthy, loveless family. Her family member is complete, but there is no warmth in it. Her parents are temperamental, drunkards, and physically abusive to their children. This situation is caused by the poverty and alcoholism experienced by this family. Maggie's romance story did not go well, either. Pete is a man she expects to take her away from her toxic family and bring her happiness; on the contrary, Pete betrays Maggie with another woman, leaving her disappointed in her life. This makes her end up becoming a prostitute. At the end of the novel, Maggie cannot survive and dies.

There are several reasons for choosing Crane's *Maggie the Girl on the Street* as the object of this study. First, this novel provides readers with many meaningful stories about young adult life. Maggie's character reflects many teenagers around that age in the world; young and helpless. Secondly, the novel can be used as a learning and media platform to increase awareness about family dysfunction that

et someone's personality and mental condition; as we all know, personality
tal health in Indonesia are still hampered by stigma. Many people with
: personality disorders are considered insane and cannot recover. Because



of this stigma, many people are reluctant to seek help or treatment, or it could be that people with mental disorders may have shown signs and seek help with these signs, but because of the lack of public knowledge about mental health, people with mental disorders choose to end their life.

Therefore, this study focuses on the forms of dysfunctional families and how dysfunctional families affect Maggie's character in *Maggie: A Girl of the Streets* by Stephen Crane. The aim is to show the influence of a family that is not working as it should on a person's character. Nowadays, the issue of family dysfunction never ceases to be discussed. Because the reality is that many family dysfunctions affect the children's character in the family. In Maggie's character, we can see where she finally cannot survive and dies because of family dysfunction. This indicates that factors within the family itself influence a child's character.

B. Identification of the Problem

Maggie: A Girl of the Streets by Stephen Crane presents several problems that can be analyzed, below the researcher has listed some of the problems:

1. The relationship between the social problems depicted in the novel and the real phenomenon of New York's slum society in the 1890s.
2. The mental condition of Maggie as the main character.
3. The Neurotic Personality of Maggie's character is caused by family and environmental conditions.



portrait of a dysfunctional family portrayed by Maggie's family.

C. Scope of the Problem

Based on identifying these problems, this research is limited to the dysfunctional family portrayed in Crane's *Maggie: A Girl of the Streets*. This issue is analyzed by applying structuralism theory.

D. Research Question

Based on previous problem identification and the scope of the problem, the researcher aims to answer the following question:

1. What are the forms of the dysfunctional family in Crane's *Maggie: A Girl of the Streets*?
2. How does the dysfunctional family impact Maggie's character in Crane's *Maggie: A Girl of the Streets*?

E. Objectives of the Study

Based on the research question, the objectives of this research are:

1. To find the forms of the dysfunctional family in Crane's *Maggie: A Girl of the Streets*.
2. To elaborate on the impact of a dysfunctional family on Maggie's character in Crane's *Maggie: A Girl of the Streets*.

F. Significances of the Study



After finishing this research, the writer hopes to give contributions and for the academic and practical sphere, with hope such as:

- a. Theoretical Benefits: The writer hopes the findings of the research can be used as a reference for other researchers in the future and become a value-added treasure of knowledge in literary research.
- b. Practical Benefit: The result of this research may hopefully help other researchers study the dysfunctional family of the main character in the novel, especially using the structuralism approach.

G. Sequences of Writing

This writing is organized into five chapters. The first chapter is the introduction, which consists of the background of the study, identification of the problem, scope of the problem, research question, objectives of the study, and significance of the study. The second chapter is a literature review that consists of some previous related studies and a theoretical background that explains the part of structuralism theory that is used to analyze a dysfunctional family and Maggie's condition later. The third chapter is the research methodology, which contains the research method, data and source of the data, method of collecting data, method of analyzing data, and data analysis procedures. The fourth chapter is the findings and discussions that explain the intrinsic elements of the novel and the result as an in-depth analysis of the form of the dysfunctional family and the impact of a dysfunctional family on Maggie's character in Crane's *Maggie: A Girl of the Streets* by Stephen Crane. The fifth chapter is the conclusion, which concludes the thesis's

nts and offers readers suggestions.



CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

Based on the results of exploring previous studies, the researcher found several relevant previous studies and also showed the significance of this study compared to the previous studies.

The first study is a thesis conducted by Ihsan (2009) entitled *Social Problems of New York slum society in 1890s as portrayed in Maggie: A Girl of The Streets by Stephen Crane*. This research focused on analyzing and exploring social problems in the novel and describing the relation between social issues portrayed in the novel and the real phenomenon of New York's slum society in the 1890s. Using a sociological approach to the problem, the researcher proposed two outcomes. First, some social problems happen in the novel that have a terrible effect on the slum people, especially Maggie Johnson as the main character, such as poverty, prostitution, violent crime, and alcoholism. These problems result from two main issues: overpopulation and the unfair government that held power. The second result is a relation between social issues in the novel and the real phenomenon of New York slum society in the 1890s. This relation appears because this novel is written based on the real condition of society when it was created.

The second study is a thesis conducted by Anwar (2014) entitled *Maggie's Social Crises Revealed in Stephen Crane's Maggie: A Girl of the Streets (Sociological Approach)*. The purpose of this study was to find out the



psychosocial crises faced by Maggie and to find out the external factors that influenced Maggie's psychosocial crises according to Erikson's theory. Maggie encountered three kinds of psychosocial crises; first, Identity versus Role-Confusing, Maggie apparently cannot find her role in her society as anyone else can do. Second, in Intimacy versus Isolation, Maggie feels worthless and unneeded. She couldn't get intimate with Pete. She got isolated from the things she was doing. Third, Generativist versus Stagnation; again, this stage was where Maggie faced stagnation on herself. There are four external factors that influence Maggie's psychosocial crises. First is family; Maggie's family was just so disorganized. Second is culture, third is child abuse, and fourth is alcoholism.

The third study is conducted by Zhang (2020) entitled *An Analysis of Pride and Prejudice from Structuralist Perspective*. The aim of this study is to see the plot organization of the novel to see its structure and the deep meaning. This paper uses the structuralist approach to analyze the novel from the surface and deep structure. The paper shows that the achievement of a novel is closely related to its complement of the structure. The clear hierarchies can effectively elaborate the story and the theme. To divide the plot into several parts can easily control and handle the development and interaction of the plots.

The fourth study is conducted by Y. Sagar et al. (2021) entitled *The Influence of The Environment To Maggie's Behavior In Crane's "Maggie: A Girl Of The Streets"*



This research aimed to reveal the influence of the environment on Maggie's behavior in Crane's "Maggie: A Girl of the Streets." The result of this research is that Maggie has a miserable life caused by her bad environment.

The fifth study is conducted by Andhika et al. (2021) entitled *The Impact of Dysfunctional Family on Adult Child Portrayed in My Name is Lucy Barton*. This study aims to find out the kinds of dysfunctional families and behavioral impacts. The study uses Kinds of Dysfunctional Family by Sheryl Benton, psychoanalysis by Murray Bowen, and Behavioral Impacts by Sharon Martin. The result is that the adult child survives from abusive and deficient parents. Alone, hopeless, inadequate, guilty, and unlovable are the psychological problems faced by adult children.

This study shares similarities with the first, second, and fourth previous studies above in that it focuses on the same object research, namely a novel entitled *Maggie: A Girl of the Street* by Stephen Crane. The third previous study uses the same theoretical approach, namely structuralism. Furthermore, both this study and the fifth previous study engage with the topic of dysfunctional families.

The differences between this study and the five previous studies above are in the study's main research problem, the study's research approach, and the object research. The first previous study discussed social problems in the novel and described the relationship between social problems portrayed in the novel and the real phenomenon of New York's slum society in the 1890s. Meanwhile, in the second previous study, the writer discussed the psychosocial crises faced by the main character using psychoanalysis. Although using the same approach, the third study has a different object from this research. The fourth previous study in the main character's behavior that is influenced by the environment. The previous study discussed the dysfunctional family using different objects. On



the other hand, this study focuses on the forms of dysfunctional families and how dysfunctional families affect Maggie's character in Crane's *Maggie: A Girl of the Streets*.

B. Structuralism Approach

One of the most fundamental parts of studying various knowledge is the study of structures, such as language, technology, chemistry, biology, anthropology, culture, and so on. Tracing the theoretical development of the concept and idea of structure can be done using the structuralism approach. Structuralism is a theoretical approach that is employed in several disciplines, including cultures, economics, language, literature, mythologies, politics, and societies.

Ferdinand de Saussure (1857–1913) is generally acknowledged as the founding figure of structuralism. He states that language is structured before it is expressed in speech or writing. Language consists of a set of signs, each consisting of a signifier (a sound or inscribed image) and a signified (a concept or meaning).

Structuralism theory has a long historical background and has undergone dynamic development. Literary structuralism, which gained popularity in the 1960s, applied De Saussure's linguistic insights to literature (Eagleton, 1996: 84). De Saussure's ideas influenced the language understanding of the Russian Formalists, Prague Linguists, and French Structuralists. Despite the many different and sometimes conflicting concepts and terms, the theory has continued to evolve.



, the differences among structuralist thinkers are reconciled with s basic principles.

Saussure's and the Russian formalists' early twentieth-century writings laid the groundwork for structuralist thought's current application. Formalists described literature as a functional system. For these avant-garde structuralists, a literary work implied other works, genres, styles, and meaning systems beyond the work itself. They considered literature as a type of language in which each work was an example of parole. French structuralists expanded on these linguistic similarities in the 1960s and 1970s (Taghizadeh, 2013: 286).

In addition, the anthropologist Claude Levi-Strauss and Roman Jakobson were important champions of structuralism. Jacques Lacan applied Saussure's structuralism to psychoanalysis (Gosh, 2016: 85). Furthermore, methods of structural analysis appear to have informed Jean Piaget's studies in developmental psychology.

Structuralism brings literature together with language (Taghizadeh, 2013: 286). Structuralists view a literary work as a totality that is built coherently by its builder elements. On the other hand, the literary work's structure can be defined as an arrangement, firmness, and depiction of all elements and materials shaping unity. Each element cannot stand alone without the other element; it needs the other elements to produce a whole story.

Structuralism is a literary analysis method used to understand the narrative structure of a literary work. It examines the unified whole of a literary text, which stand alone outside of its structure. A literary text consists of various elements, including theme, plot, setting, characterization, and others, which are used differently in different literary texts. Literary structuralism allows



researchers to prioritize the components of meaning for signification. However, this prioritization must be limited to the elements expressed in the text itself, ensuring objectivity and validity in literary research.

1. Plot

Plot is the sequence of events in a story and is one of its main elements. A plot is a planned, logical series of events with a beginning, middle, and end. We can say that the plot is basically the storyline. Plot can be defined by what characters do and what happens to them. Without a plot, the story may be difficult to comprehend. It can be divided into several parts. According to Meyer, the components of the plot are exposition, rising action, climax, falling action, and resolution.

An interesting plot will be very liked by readers and invite the interest of researchers to conduct research on the story. Because of that fictional story will not be recorded clearly when the author does not explain the events or plot in the story through the role of the characters in the novel. So that the author, with his writing style, can affix his writing with ideas or ideas so that the story can be interrelated.

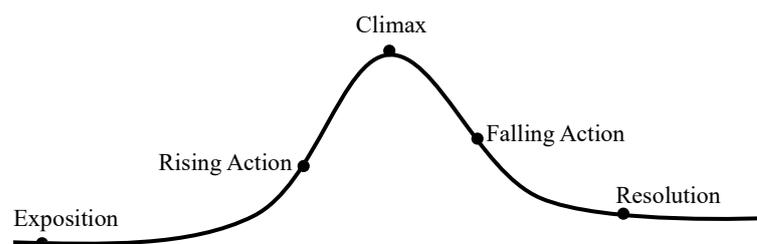


Figure I: Freytag's Pyramid



- a. **Exposition.** Exposition is the first section that introduces the characters, setting, and circumstances before the conflict begins. This section also usually identifies the problem initially. This introduction provides readers with information on the story's characters, when and where the story takes place, and the situation between the characters.
- b. **Rising Action.** Rising action is the section in which conflict or concerns become more prominent. Conflicts are increasing and developing. This stage makes the storyline even more interesting for the readers.
- c. **Climax.** The climax represents the story's greatest point of conflict, an essential component of fiction. In this section, the main character experiences a peak of struggles or problems in his/her life. The main character's fate will be determined at this moment.
- d. **Falling Action.** Falling action is the stage of conflict de-escalation. The main character faces the consequences of the decisions made in the climax. Thus, the main character can be in the form of suffering or loss experienced.
- e. **Resolution.** Resolution is the concluding step of fiction. At this point, the conflict has been resolved. The ending of the story can be either happy or sad

2. Characters and Characterization

All the stories have a character or characters. The characters are the persons involved in the story. They can be humans, animals, or inanimate objects-

ing that can be described as an individual in the story. Saragih et al. (2022: say that characters are people, or in some cases, animals, who play a role in



the plot of a short story or other work of literature. The characters and plot of the story have a connected relationship. The author uses the characters' actions in the story as a driving force for the plot, which is the sequence of events.

Characterization refers to how the writer portrays the characters within their narrative. The characteristics of a character may be described according to their physical or non-physical, psychological, or social circumstances. Characterizations deal with how the characters are described. That is to say, characters are all the product of characterization. In literature, character and characterization deliver the desired, message, theme, and value of its author

Characters can be divided into two types, called major characters and minor characters. Major characters are characters that contribute significantly to the development of the plot. These characters are often (although not always) seen or referred to frequently throughout the story. We can say the author uses their actions to drive the story's events. In contrast, the minor characters are characters who do not contribute significantly to the development of the plot. They are often seen in short sections of the story rather than throughout the whole story. In addition, these characters may not even appear in person but might be mentioned by other characters.

Furthermore, characters can also be classified as round or flat. A round character is a dynamic character who grows and changes during the story, while a flat character does not grow, develop, or change throughout the story.



3. Setting

Generally, the setting is the time and place where the fiction works. According to Kenney (1966: 28), setting refers to the point in time and place at which plot events occur. The setting provides all of the relevant information, such as the time, location, and social/cultural context. Setting is important because it can capture the reader's imagination and suggest the significance of the action. A fiction's setting consists of two major elements: the setting of place and the setting of time.

- 1) The setting of time. Includes time in all its dimensions, such as historical period, season of the year, months, or situations such as morning, evening, night, or others. Time is an important element of the setting because it frames the story's period for the reader, describing whether it is set in the present day, the past, or even the future.
- 2) Setting of Place. The physical environment where the story takes place, or the actual geographical location, including topography, scenery, and even the details of a room's interior.
- 3) Setting of Society. This refers to society's behavior or social condition at a certain time in the story, which can be in the form of living habits, religion, way of thinking, culture, customs, or the status of the character.

4. Theme

In simple terms, the theme is a work of fiction's overall idea or insight. The theme is the meaning or concept we are left with after reading a piece of fiction. Kenney (1966: 91) said that theme is the meaning of the story releases; it may



be the meaning the story discovers. Therefore, a theme must represent the entire story. The aim is to make the story more memorable by influencing and increasing the reader's knowledge of it. The theme is the basis of the story, which is always connected to various real-life events and similar experiences. To identify a theme in a work of fiction, it is important to analyze the entire plot rather than just a few parts. Readers must read a work of fiction to understand its story and identify its themes.

C. Dysfunctional Family

The term 'function' refers to a position or task, while 'dysfunction' is defined as the inability to function normally. Family dysfunction can be interpreted as the smallest social system in a society where members do not or have failed to perform their functions normally as they should. A dysfunctional family contains conflict, misbehavior, and instability (Brown, 2021: 48).

Dysfunctional families are characterized by multiple conflicts, tense relationships, chaos, neglect, abuse, poor communication, lack of empathy, and secrecy to the extent that the emotional and physical needs of the family members are not met, especially children (Mphaphuli, 2023: 3). There may be a conflict between parents, parents, and children, or brothers and sisters. Growing up in a family that is dysfunction can be characterized by a lack of clarity, unstable conditions, and an unsafe environment for family members. Hence, members of the

often normalize unacceptable behavior such as abuse, violence, and others
conflict rather than expressing their concerns and finding solutions.



According to Ubaidi (2017:2-3) in *Cost of Growing up in Dysfunctional Family*, the types of dysfunctional families are:

1. **Chronic Conflict Family.** This is a dysfunctional family in which arguments within the family are uncontrolled and harm each other. Family member leaves deep wounds on each other that are difficult to control. Normally, this is due to a harsh and authoritarian parenting style toward their children, resulting in stress, feelings of insecurity, discomfort, also loss of interest in children.
2. **Pathological Household.** This is caused by one or both parents having psychological disorders, serious mental health issues, or substance abuse/drug addiction. Typically, one or both parents are diagnosed with schizophrenia or bipolar disorder. Thus, children usually act more mature and responsible than their parents. Unhealthy pathologies can be communicable (hereditary disorders or social deficiencies in children).
3. **The Chaotic Household.** This is a type of family dysfunction caused by poor parenting due to the absence of a parental figure. Parents may be in and out of the house, with no rules, expectations, or stability in the family. Thus, family security is frequently threatened. Usually, victims in the school-age range typically struggle to concentrate and maintain discipline. Apart from that, many adults in the adult age range have problems with abuse and neglect.



he Dominant-submissive Household. This is a dysfunctional family in which dictatorial parents control the household. They just think about

themselves and behave badly, without caring for the wishes or feelings of their family members. Usually, one parent is depressed, acts harshly, and controlling, while the other is passive and obedient to their husband/wife. Family members of this type are unhappy yet unwilling to express open opposition. This represents severe long-term negative consequences; when one parent tries to control the other without considering their personal needs.

5. **Emotionally Distant Families.** An emotionally distant family is a common type of dysfunctional family situation. Each family members have difficulty expressing love and affection to each other. they are not used to expressing their emotions to each other. usually, children learn from their parents that feeling/emotions should be buried rather than discussed. This causes feelings of awkwardness, insecurity, and lack of emotional attachment among family members.

Children who grow up in dysfunctional families are victims; they are innocent and have no control over an unhealthy living environment. They have no choice to grow up with emotional wounds caused by their parent's acts, words, and attitudes. Children will grow up into different persons (Ubaidi, 2017: 1). They miss out on an important part of their youth, which may have an impact on their life. According to Jannah et al. (2023) in *Negative impact of a dysfunctional family on adolescent: A literature study*, there are seven negative impacts of a dysfunctional

1 adolescents.



1. **Low Academic Achievement.** The lack of education and family affection makes children less motivated to learn or be very obedient in school. not paying attention to children causes them not to be motivated. They are at risk of academic failure, especially for children in their teens.
2. **Loneliness.** Adolescence is a time when children need support from society. However, children are not supported by their parents due to the failure of their affective function. When children want more support through friendship, it is not easy to do so since the family does not perform a societal function that teaches them social skills.
3. **Bad behavior.** Because the family does not perform its responsibilities of education, protection, and religion, children do not know what morals apply to them or develop an aggressive attitude or social deviations from society.
4. **Feelings of Envy.** When the functions of affection and protection are not performed, feelings of jealousy arise. Feelings of envy can be triggered by childhood abuse, whether physical, emotional, or psychological. Negative thinking influences treatment in childhood, so the tendency to envy is increasing.
5. **Low Self-Esteem and Self-Confidence.** Family dysfunction, which affects the family's ability to provide support, trust, and emotional warmth, is responsible for low self-esteem and confidence. Low self-esteem occurs if you lose your affection and threaten other people's treatment or have bad interpersonal relationships. Parents play an important part in children's



development by satisfying their needs, developing them as role models, and forming their self-concept within the family.

6. **Breakdown of Family Relationship.** Dysfunctional families result in the breakdown of family relationships in terms of economics and recreational activities. Damage to the family can occur in families with economic disadvantages or advantages, but most families with disadvantages are more dangerous than those with economic advantages.
7. **Mental Health Issue.** A mental disorder caused by a malfunction in affective, protective, and social functions within the family. This is because a dysfunctional family's parenting style produces bad auras and a lack of concern for children's mental health. Apart from that, dysfunctional families are linked to parental health or behaviors, which has an impact on the child's development.

