CHAPTER II

REVIEW OF LITERATURE

2.1 Juvenile Delinquency

Juveniles are young people who are in the transitional period. Lack of intimacy, lack of parental involvement, lack of guidance, lack of parental attachment, blaming, and anger can lead to delinquent behavior among juveniles. According to Steinberg (1990) “Adolescence is a transitional period of development from childhood to adulthood with evident biological and emotional changes. These changes bring transformation and reorganization in family relationships.” There are number of factors which play an important part in the juvenile delinquencies. They are family, neighbourhood, slums, peer groups, school environment, movies, T.V, radios, work environment, poverty, mass media and many more.

Delinquency problems began to receive public attention particularly since the establishment of justice for juvenile delinquents (juvenile court) in 1899 in Illinois, USA. Everyday we read or hear of crimes committed by juveniles. From all of the press we see and hear concerning juvenile crime, one might wonder if all of our nation’s youth are into crime, whether or not they have been arrested. While it is true that many young people are using and/or selling drugs and committing serious crimes. However, there are cases of juveniles committing serious crimes. Juvenile delinquency included only serious criminal activity. While delinquency does include crimes, it also includes a variety of other behaviors that are not criminal. Examples of such offenses include running away from home, truancy from school, and disobeying the lawful commands of
parents or legal guardians. These acts are often referred to as *status offenses*, which refers to the condition of the person’s age at the time the offense was committed. Usually the maximum age for juvenile court jurisdiction is 18. Thornton and Voigt (1992: 15) say, “Status offenders are children who violate no criminal law but engage in offensive behavior. Status offenses involve a breach of morality or of a strong social norm.

Juvenile delinquency can be categorized into deviant behavior. In the perspective of a social deviant behavior occurs because there is a behavior deviation of various social rules or from values or social norms that apply. Deviant behavior can be regarded as the source of the problem because it may harm the establishment of a social system. The use of the concept of deviant behavior implicitly implies that there is a path that that must be taken. Behavior that is not through the path have deivered.

### 2.2 Juvenile delinquencies definitions

1. Legal definition of juvenile delinquency

Legal definition of juvenile delinquency does not confirm to its psychological definition, as from the legal viewpoint, a juvenile delinquent is a person between the age of 16 and 17 who indulges in anti social activity. In USA the Ohio code defines juvenile delinquency in some such manner as this; a juvenile delinquent is one who breaks the law, is a vagrant, persists in disobeying orders, whose behaviors endangers his own moral life of others or one who tries to marry without the consent of his parents. It may as well be pointed out that the age of the so called juvenile delinquents has not been similarly determined in all countries. It varies from country to country, but
is within the usual limits of 16 and 20. Further juvenile or child means a person who has not completed eighteen years of age.

2. Psychological Definition of Juvenile Delinquency.

Differing from the legal definition of the controversial term, psychologists lay much emphasis upon the cause of juvenile delinquency in defining it. From the legal viewpoint all those who are not apprehended are not criminals, but from the psychological viewpoint all such offender also are criminals. Consequently, the psychological definition of juvenile delinquency is more comprehensive than its legal definition. According to the psychologists any end every child, of either sex, between the ages of 15 and 18, who commits a crime, irrespective of the fact that he is apprehended or not, is a juvenile delinquent. In this manner, juvenile delinquent is one who forcibly possesses the property of another or cause it damage, indulges in anti-social activity, creates danger to another's life or hinders the activities of others. Hence a child who throws stones at a car and runs away one who sets fire without cause, creates danger for the life of another just for the fun of it, are all juvenile delinquents, from the psychological viewpoint.

3. Sociological Definitions of Delinquency

According to Gillin and Gillin, sociologically either a criminal or a juvenile delinquent is one who is guilty of an act believed by a group that has power to enforce its belief, to be injuries to society, and therefore prohibited. Albert Cohen, expressing his view on delinquency, Albert Cohen observed that the only possible definition of delinquency is one that relates to the behavior in question to same set of rules. Sociologically juvenile delinquency is that type of behavior pattern of children which is
injuries to society of abnormality in which behavior pattern deviates from the normal. We may say criminal behavior, Therefore, when a juvenile below a specified age behaves in such a way which may prove dangerous to society or to himself, he is called a juvenile delinquent. Thus, juvenile delinquency is an antisocial behavior by a juvenile who is below a specified age.

2.3 Difference between Crime and Juvenile Delinquency

1. Difference of age. The above description of juvenile delinquency makes it apparent that the main difference between a juvenile delinquent and a criminal is one of age but both indulge in antisocial activities working of both are subversive end hindering of social relationships. According to Dr. Haikerwal, from the social view point, crime or juvenile delinquency is a form of conduct that acts as an obstacle in the system of human relationships which are believed by society to be its fundamental condition. In this way if a criminal is below a certain specified age, he will be designated a juvenile delinquent.

2. Difference of actions. But sometimes criminal and juvenile delinquents differ not only in respect of their age, but also in respect of the crimes that they commit. And in this connection, some actions that young men and children do, lead them to be regarded an juvenile delinquents even though their activities are not actually crimes. A classification as wide as juvenile delinquent can include the vagrant, cruel, obstinate or young boys who keep the company of thieves, dacoits, other vagrants and prostitutes, those who keep away from the house for long period of time without the permission of their parents and those who roam in the lonely streets late at night. It should be remembered here that such
activities are speaking not illegal or infringing any legal. Hence, the juvenile delinquents who choose to act in these ways, cannot be included in the same class as ordinary criminals. another thing that sometimes is that the unemployed, unhoused and wandering child may be included in the category of juvenile delinquents along with the beggar, the farce being carried so far as to present the young persons before a court and to try to mend his way.

3. Difference of characteristics. Cohen has distinguished criminal from juvenile delinquents on the basis of the following distinguishing characteristics.

i) A juvenile's mischief is lacking in utility as he does things that do not benefit him in the least, such as roaming about in the streets without cause. On the other hand, the criminal acts with intents to gain something. A juvenile is sometimes even unaware of the objective of his own actions.

ii) Sometimes a juvenile commits a crime with only an intention to enjoy himself and indulge his sense of humour. It finds expression in practical joking like breaking car glasses, putting boulders on railway tracks or pushing people into a pound of water just for the fun of it, a criminal does not find this a suitable mode of manifesting his sense of humour.

iii) The juvenile delinquent does not commit a crime on a preplanned and well organized basis. Briefly, criminals and juvenile delinquents are to be distinguished by their difference of age, kinds of work, objective of activities, mode of working. Yet normally it is the difference in age alone that is considered the sole basis of marking distinction between the two classes.
2.4 Factors that increase juvenile delinquency

1. Individual risk factors
   - Early aggressive behavior towards others and animals.
   - Substance abuse.
   - Association with antisocial or delinquent peers.

2. Family and community risk factors
   - Childhood maltreatment.
   - Parental criminality.
   - Poverty.

These are some of the top indicators that a juvenile is more prone to delinquent acts. Spotting these risk factors and providing intervention early on, can greatly help reduce the negative effects of these risk factors.

2.5 Factors that help protect juveniles from risk of delinquency

These are just a few factors that will prevent juveniles from turning to delinquent acts even if they show risk factors for delinquency. These factors work because they provide juveniles with a positive role model, community, and family outlook.

1. Attachments to family and friends--with good attachments and positive role models juveniles are more apt to do the right thing so as not to disappoint those they are attached to.

2. Commitment to extra curricular activities or school--when juveniles are committed to positive activities they are more likely to protect their school and activities from other delinquents.
3. Beliefs or values--teach juveniles in the way they should go. With positive role models and religious backgrounds juveniles are better apt to react in a positive way to stress and hard to mange situations.

4. Involvement--Juveniles involved in community and their schools are more apt to protect it from other delinquents. Those who have put time, energy, and are committed to their involvements are not going to want to see those activities and programs disappear because of delinquent peers.

2.6 Novel

Roberts (1993:1) says, “Literature refers to compositions that tell stories, dramatize situations, express emotions, and analyze and advocate ideas.” It is most commonly used to refer to works of the creative imagination, including works of poetry, drama, fiction, and nonfiction.

Eagleton (1983:1) says, “There have been various attempts to define literature. You can define it, for example, as “imaginative” writing in the sense of fiction-writing which is not really true. But even the briefest reflection on what people commonly include under the heading of literature suggests that this will do.” Literature as imaginative writing is reflected from people thought, that is not really true.

One of the fiction proses is novel. Novel is an extended work of prose fiction, longer than a short story or medium-length fiction, called novelette or novella. Watson (1979:3) says, “Novel is the name of a literary kind, and there is a story to tell about how, over the centuries, its substance has widened and its conversations changed.” It means that novel is literary work that narrate life story in centuries ago. Novels have
significant elements: character, plot, setting, and theme. Watson (1979) says, “A novel is a way learning about how things were or are-cognitif instrument; and those who distract stories as evidence should consider how often in conversation we use them to make points or answer question.”

Plot is a stories of events in a narrative that is carefully constructed by the author for artistic purpose, a series of related incidents that build upon one another as the story develops. Robert and Jacobs (1995:52) explain that, “The pattern in which the protagonist meets and resolves the conflict is called the plot, which has been compared to the story’s map, scheme, or blueprint.” Through the plot, the readers can see the development of character and the plot itself should be interesting and able to encourage the readers to turn the page continuously untill the end of the story. Plot (mythos) is the most important element of drama-more important than character. It is a beginning, a middle, and an end, and the events of the plot must causally relate to one another as being either necessary or probable. Plot also a narrative structure that divided a story into five parts, like the five acts of a play. These parts are: exposition (of the situation); rising action (through conflict); climax (or turning point); falling action; and resolution. We can learn about how things were or are-cognitif instrument from a novel.

Setting is the local and time of a story. Roberts and Jacobs (1955:187) says, “Setting is the natural, manufactured, political, cultural, and temporal environment, including everything that characters know and own.”

Theme is what author is trying to tell the readers. Theme is a controlling idea of literary work that is a general truth or commentary about life, people, and the world that is brought in a story. When we are trying to decide on theme, we have to consider the tittle of the story.
Point of view is the speaker in the story. Roberts and Jacobs says, “Point of view refers to the position and stance of the voice, or speaker, that authors adopt for their works.” The speaker is the narrator, the author tell the story, expresses the feelings and attitudes, or describes what is happening to the characters.

Style of writing helps us indicate the tone. It is the manner in which the work is written. It is about the selection of words, sentence structure and narrative modes, all works together to present certain style.

2.7 Character

Characters are the persons presented in works of narrative (such as a novel, drama, or film) who convey their personal qualities through dialogues and actions by which the reader or audience understand their thoughts, feelings, intentions, and motives.

Karl (1976:238) says, “Character of interest for the personal reason that we want to see how other people live, how they make decision and react to responsibility, how they pursue their goal. We measure ourselves by them. Think of characters in stories and novels as real people, and then your imagination go.” Characters in novel can affect the reader and can give positive or negative impacts. The character may win, lose, or tie. He or she may learn and be better for the experience or may miss the point and be unchanged.

E.M. Foster (1927) says, “There are two basic types of characters ‘round character’ and ‘flat character’.”

Round Character is that they recognize, change with, or adjust to circumstances. The round characters are usually the main figure in a story, profit from experience and undergoes a change or alternation, which may be shown in an action or actions, the
realization of new strength and therefore the affirmation of previous decisions, the acceptance of a new condition, or the discovery of unrecognized truths.

The round character usually plays a major role in a story. Round characters are often called the hero or the heroine. Many main characters are anything but heroic, however, and it is therefore preferable to use the more neutral word protagonist. The protagonist is the central of the action, moves against an antagonist, and exhibits the ability to adapt to new circumstances.

Flat characters, in contrast, do not grow. They remain the same because they may be stupid or insensitive or lacking in knowledge or insight. They end where they begin and are static, not dynamic. But the flat characters are not therefore worthless, for they usually highlight the development of the round characters. Sometimes, the flat characters are prominent in certain types of literature, such as cowboy, police, and detective stories, where the focus is less on character than on performance. They must be strong, tough, and clever enough to perform recurring tasks like solving a crime, overcoming a villain, or finding a treasure. The term stock character refers to characters in these repeating situations. To the degree that stock characters have many common traits, they are representative of their class, or group. Such characters, with variations in names, ages, and sexes, have been constant in literature since the ancient Greeks. Some regular stock characters are the insentive father, the interfering mother, the sassy younger brother or sister, the greedy politician, the resourceful cowboy or detective, the overbearing or henpecked husband, the submissive or nagging wife, and the angry police captain.

Stock characters stay flat as long as they merely perform their roles and exhibit conventional and unindividual traits. When they posses no attitudes except those of their
class, they are labeled stereotype, because they all seem to be cast from the same mold or printing matrix.

There are static character and dynamic character. Static character never changes. A loud, obnoxious “background” character who remains the same throughout the story is static. A boring character who is never changed by events is also static.

Dynamic character is unlike a static character, a dynamic character does change and grow as the story unfolds. Dynamic characters respond to events and experience a change in attitude or outlook.

In analyzing the topic, the writer uses a theory as the basic of research, that is sociology of literature. Sociology of literature is the way of understanding literature through society. By using the theory, we can understand the element of society in the novel, then we can relate them with the realities in the real world. Swingewood (1972:12) says, “Nevertheless, they caution that, as art, literature goes beyond a purely descriptive and scientific analysis of society, penetrating the surface of social life to show the ways in which men and women experience society as feeling.”