

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

In this chapter, the researcher explains the theory used in this analysis. This includes an explanation of the Sociological Approach by Laurensen & Swingewood (1972) then continues to the focus of the analysis, namely explaining the Juvenile Delinquency behavior carried out by the characters in “Falling into Place” novel by Amy Zhang as an answer to the formulation of the research problem. This explanation is divided into two main research focuses, namely the forms of status offense and social factors that cause this behavior. In addition, in this section the researcher also writes some previous research as support for the analysis to be carried out. Then the last in this chapter is the researcher presents the theoretical framework used for the analysis.

2.1. Sociological Approach

Literature and society are closely related. Literature reflects norms, cultural values, class struggles, and social realities that occur in society (Albrecht, 2014). Laurensen & Swingewood (1972) stated that literature is a socio-cultural document that can be a reflection of the times. In literary work, it describes the mindset and social norms that apply in society, and show various aspects of everyday human life. This depiction includes how they interact, feel emotions, and face various problems in their environment. Authors of literary works, who are also part of society, often pour their experiences, views, or social criticism into their writing

(Abrams & Harpham, 2012). In addition to the authors, literature can also influence society by voicing injustice or inviting readers to think more critically about the world around them.

Sociology of literature is a way of understanding the relationship between literary works and society. This approach looks at how social, cultural, and historical factors influence writers when creating their works. Laurensen & Swingewood (1972) argues that, basically, sociology and literature have the same goal. Sociology studies humans in society, including how they interact, form groups, and follow social processes to understand how society works. Literary works, like sociology, also talk about human life, and how they adapt. According to Hallen (1966), this is also called the reflection theory, where in the sociology of literature, literature reflects society and culture, including economic conditions, politics, family relationships, morals and religion. On the other hand, sociology of literature also studies how literary works can influence the way society thinks and acts.

To understand more deeply, there are three main perspectives in the sociology of literature that can help us see how literature relates to society. Laurensen & Swingewood (1972) explained the three perspective of the sociology of literature, including:

1. Literature as a Social Document

In this perspective, literature is seen as a mirror that reflects the life of society at a certain time. Literary works can show different social aspects, like family dynamics, class struggles, gender inequality, and shifts in cultural values. This

perspective explains that literature helps us see how society works, including the challenges and conflicts people face in their social environment. For example, the characters and events in a story might represent real-life issues, allowing readers to better understand the social realities of that period. This approach makes literature a powerful tool for observing and criticizing social conditions.

2. Literature as a Mirror of the Author's Social Conditions

This perspective focuses on how an author's social background and life experiences influence their work. According to Laurenson & Swingewood (1972), factors like social class, education, political beliefs, and cultural surroundings can shape an author's worldview and the themes they explore in their writing. For instance, an author who has experienced oppression may be more likely to write stories about justice and resistance. By understanding the author's social context, we can better grasp the messages, critiques, and emotions they express in their work.

3. Literature as a Reflection of Historical Moment

The third perspective views literature as a historical record that captures the values, norms, and ideas of a particular time. Laurenson & Swingewood (1972) argues that literature does not just reflect social conditions but also preserves the spirit of the age and the intellectual development of society. Literary works act like a cultural archive, documenting changes in ideologies, moral struggles, and evolving social values. By studying literature from a specific era, we can understand how people back then viewed important issues like freedom, human rights, or religion and how literature helped express and shape those discussions.

Based on the theory above, there are three main perspectives in the sociology of literature. However, in this research, the researcher only uses the first perspective, namely literature as a social document that reflects the conditions of society at the time the work was written. The researcher chose this perspective because it is explained in the theory that it can be used to analyze various social aspects such as status, marriage, work, and other social conditions. Moreover, the reason the researcher did not use the second and third perspectives is because this research focuses on status offense and social factors of Juvenile Delinquency, so the first perspective is considered the most relevant. By using this theory, researcher can understand how literature depicts the social life of society at that time.

2.2. Juvenile Delinquency

Adolescents often experience confusion about their identity. However, this confusion is not entirely a bad thing. In fact, role experimentation and the search for identity are natural and important processes in adolescent development (Erikson, 1968). If they succeed in finding who they are and what they believe in, they will feel more confident. But if not, they can feel lost and easily influenced by others who give them a false sense of identity. At this age, adolescents also start to want to break free from parental rules and live more independently (Chen, et al., 2025). Because there are many physical changes and the urge to be free, this period is often marked by quarrels and rebellion at home, school, or the surrounding environment.

With the era of globalization, today's teenagers are not free from misbehavior, or what is also called Juvenile Delinquency. According to Siegel & Welsh (2009),

Juvenile Delinquency refers to unlawful behavior committed by children or adolescents who are still under the legal age limit. This delinquency can appear in various forms, ranging from minor acts such as skipping school to serious acts such as violence or theft. Many factors contribute to the emergence of Juvenile Delinquency, including the family, school environment, and friends (Siegel & Welsh, 2009). For example, adolescents who grow up in families full of conflict or lack of parental attention are more likely to engage in deviant behavior. On the other hand, having friends who behave badly can also increase the likelihood of adolescents following in their footsteps. In addition, academic failure and lack of support at school are also triggering factors. When adolescents feel unappreciated or unable to compete in the educational environment, they tend to seek validation outside of school, which sometimes leads to high-risk groups. Juvenile Delinquency is not just about bad behavior, but also a signal that there are unmet emotional or psychological needs. Therefore, an approach that focuses on rehabilitation and psychosocial support tends to be more effective than just punishment.

2.3. Forms of Status Offense in Juvenile Delinquency

Forms of Juvenile Delinquency can vary and have categories of how severe the delinquency or actions committed by teenagers are. Juvenile Delinquency that is considered mild is found in the term status offense. According to Siegel & Welsh (2009), status offense refers to actions that would not be considered illegal if committed by adults, but are against the law because they are minors. These actions fall into the category of non-criminal Juvenile Delinquency, meaning that they are considered delinquent because they violate rules specific to children, not because

they are serious criminal acts. Status offense is an action that shows behavior that deviates from the social norms that apply to children and adolescents. Children or adolescents who commit this offense are called juvenile status offenders (Siegel & Welsh, 2009). They are said to be juvenile status offenders if they carry out several forms of delinquent behavior as follows:

2.3.1. Smoking and Drinking

Smoking and drinking are the most common or most frequently encountered forms of Juvenile Delinquency. In this context, it involves teenagers who use tobacco like cigarettes as well as the consumption of alcoholic beverages (Miller, 2009). Adolescents who smoke or drink alcohol are considered to be committing offenses because these actions are illegal for minors (Siegel & Welsh, 2009). The strong relationship between drinking and smoking habits among adolescents is not because one behavior causes the other, but rather because both are influenced by the same cause. According to Cambron, et al. (2018), teenagers do not smoke because they drink alcohol or vice versa, but there are common factors that encourage them to engage in both behaviors, such as the influence of their peers or family environment. These habits often serve as a gateway to negative consequences, so early intervention is essential to prevent more serious problems (Mak, 2018; Strizek et al., 2021).

2.3.2. Disobeying Parents

As a child in a family, it is proper to obey the orders of parents. However, not all children have good behavior that can carry out the orders of parents. According to Legg (2021), a form of rebellious behavior carried out by adolescents

against reasonable and legitimate orders from their parents, guardians, or caregivers are called disobedience. Child disobedience includes behaviors that are seen as key elements of problem behavior in children and adolescents. Disobedience is often an early indicator of more serious behavioral maladjustments, such as aggression, and other deviant acts (Stamatis & Chatzinikola, 2022). When an adolescent disobeys a parent, it can be considered a status offense (Siegel & Welsh, 2009). This behavior may also experience conflict within the family that can lead to negative relationships. This disobedience can be a sign of larger problems in the family, such as ineffective parenting or an unstable home environment.

2.3.3. Skipping School and Disobeying Teachers

In teenagers who have delinquent and unruly behavior, it is more common for them to skip school and not obey their teachers. According to Legg (2021), skipping school or truancy is an action when a teenager intentionally misses school or other learning programs designed to meet his or her educational needs. Meanwhile, disobeying teachers is defined as an attitude of refusing to carry out instructions or orders given by the teacher (Sun & Shek, 2012; Stamatis & Chatzinikola, 2022). This action shows a form of disrespect for teachers because students intentionally do not respect the authority or direction of the teacher that should be obeyed in the educational environment. Both of these behaviors can result in an adolescent being categorized as a status offense (Siegel & Welsh, 2009). From these behaviors, it reflects the lack of discipline and sense of responsibility of students towards the learning process and the rules that apply in the school. Moreover, failing to attend school regularly can lead to academic failure, which in

turn increases the risk of involvement in deviant behavior (Baier, 2016). In addition, the teenager is also likely to get into other trouble when he or she is on the streets during school hours. According to Bynum & Thompson (2013), being on the streets during school hours, the teenager is highly visible to the police and can be routinely arrested, questioned, and possibly searched.

2.3.4. Having Bad Companions

Friends are something that has a big influence on adolescent behavior. Young people who have deviant and naughty friends tend to more easily fall into Juvenile Delinquency (Sanchagrin et al., 2017). Being associated with peers who engage in deviant behavior can increase an adolescent's likelihood of becoming involved in crime or illegal activities. With this explanation, having bad companions by hanging out with them can mutually reinforce negative attitudes and form unhealthy friendships (Wasserman, 2003). According to Siegel & Welsh (2009), this action is included in the status offense. A bad social environment can trigger behaviors such as fighting, stealing, or drug abuse. Although making friends is not a criminal act, supervision, guidance, and a positive environment are essential in helping adolescents avoid the negative influence of their peers.

2.3.5. Running Away

The phenomenon of children running away from home is a fairly serious social problem because it can endanger the safety of the child. According to Moore et al. (2017), running away is a situation where a teenager is consistently absent from home and his or her location is unknown or unclear to the parent or guardian. Running away from home is a form of status offense (Siegel & Welsh, 2009). This

action often occurs due to family conflict, violence, or personal problems. Adolescents who run away are at high risk of exploitation, human trafficking, or becoming victims of street violence. According to Bynum & Thompson (2013), runaway children are particularly vulnerable to pederasts, pimps, and others who see them on the street, show them visible concern and affection, and offer them a warm meal and a place to sleep, and they become easy targets for prostitution, child pornography, and other forms of victimization, especially violence and sexual abuse. Typically, the police will find the runaway child and return them to their home or place them in a temporary shelter until the family problems are resolved.

2.3.6. Participating in Sex or Immoral Conduct

Participating in sexual or immoral conduct is one form of Juvenile Delinquency that is directly related to society. According to Agung & Aliya (2024), this behavior can be referred to as promiscuity, which is a form of free association, especially involving relationships without commitment or sexual relations outside of marriage. Adolescents who engage in sexual activity before reaching the legal age of consent may be considered to have committed a status offense (Siegel & Welsh, 2009). For instance, if a juvenile is under the age of 15, any act more intimate than kissing is regarded as a serious violation of the law, and social workers, teachers, parents, or other adults who become aware of such petting activity are legally required to report it (Bynum & Thompson, 2013). Many adolescents begin engaging in sexual behavior at an early age, particularly when influenced by alcohol or involved with older peers. Agung & Aliya (2024) also emphasize that promiscuity has extremely negative impacts and can potentially ruin

the future of adolescents who fall into it, such as leading to unwanted pregnancies, school dropouts, or mental health disorders.

2.3.7. Violating Curfew

Violating curfew can be an indicator that a teenager is not getting enough parental supervision or has a tendency to be in an unhealthy environment. Curfew itself is a regulation that prohibits members of a certain group, such as teenagers, from being in public places at certain hours (Hazen & Brank, 2018). Although this rule is generally made by parents, in the United States, the government also enforces similar regulations that are official. These rules can vary from region to region. For example, as explained by the Development Services Group (2015), the District of Columbia applies a curfew for all teenagers under the age of 17. From September to June, teenagers are prohibited from being outside the home on Sundays through Thursdays between 11:00 p.m. and 6:00 a.m., and on Saturdays and Sundays between 12:00 a.m. and 6:00 a.m. Meanwhile, in July and August, the curfew applies between 12:00 a.m. and 6:00 a.m. for all days of the week. According to Siegel & Welsh (2009), this action is included in the category of status offense. The curfew rule is made with the aim of protecting teenagers from potential dangers such as crime or accidents at night. However, exceptions are still given if the teenager has a legitimate reason, such as coming home from work or in an emergency (Hazen & Brank, 2018).

2.3.8. Using Profanity

The use of profane language is increasingly common among teenagers today, and has even become part of their daily conversations. The term profanity is

also known as curse words, swear words, or taboo words. According to Shek & Lin (2017), this language refers to harsh, insulting, or emotionally charged words that are often considered offensive, or in other words, contain strong emotions that can be emotionally hurtful or impolite. Adolescents who use this kind of language can be considered a status offense (Siegel & Welsh, 2009). In general, it is not taught in schools in the usual sense, but is mostly learned from peers, parents, or the media. Although its use is widespread and learned informally, it is not socially accepted and is considered negative (Suganob-Nicolau, 2016). While this may seem minor, it can indicate a lack of emotional control or uncontrolled anger.

2.4. Social Factors of Juvenile Delinquency

Adolescent behavior is not formed by itself, but is influenced by social factors around them. Adolescence is a period of searching for identity, where they tend to be unstable and easily influenced by their surroundings. If the environment they face is negative, their behavior can lead to bad things. Conversely, a positive environment can shape them into better people. According to Siegel & Welsh (2009), in the process of socialization, there are several main factors that play a major role in shaping adolescent behavior.

2.4.1. Family Factors

The family is the main influence in a child's development. Parenting styles shape and influence how children behave and interact with their surroundings (Sarwar, 2016). If parenting is inadequate, the child's growth and development process can be disrupted. According to Siegel & Welsh (2009), children who are raised with strict discipline, without affection, and with parents who are less

involved tend to be more prone to deviant behavior. Conversely, parents who support and control their children without coercion (parental efficacy) are more likely to raise children who stay away from delinquency. A balanced family structure, namely a family that can provide rules but also space for children to develop themselves, can reduce the likelihood of children being involved in deviant behavior.

2.4.2. School Environment Factors

As students, school is a place that is frequently visited by children or adolescents. School is not only a place to learn, but also a place for children to build social relationships and develop character (Salim, 2023). Poor performance in school and inadequate educational facilities are closely related to Juvenile Delinquency. Adolescents who feel that teachers do not care, feel like failures, and have low achievement are more likely to engage in delinquent behavior (Siegel & Welsh, 2009). Many studies have shown that children who drop out of school, especially those who are expelled, have a greater chance of falling into crime. Conversely, children who excel and have good relationships with teachers tend to avoid delinquency.

2.4.3. Peer Relationship Factors

Relationships with peers greatly influence adolescents' decisions and behavior. Adolescents usually want to be accepted by their peers. According to Laninga-Wijnen et al. (2017), peer influence, where adolescents imitate the behavior of their friends, can play an important role in the development of aggressive behavior. If their friends behave deviantly, they can be influenced and

start adopting attitudes that support delinquency (Siegel & Welsh, 2009). Relationships with these problematic peers can last a long time, even into adulthood. The closer the relationship with delinquent friends, the harder it is for children to break free from deviant behavior patterns.

2.5. Previous Research

In analyzing Juvenile Delinquency, researcher looked for previous research that also discussed this topic. The following research were selected as references for researcher in conducting this research. The first research was conducted by Bobbio et al. (2020) who examined risk factors for Juvenile Delinquency using the Triple Risk Model for Delinquency. This research analyzed the interaction between criminal motivation and criminal opportunities in 211 adolescents in Argentina, both through official records and self-reports of antisocial behavior. The results showed that individual risk factors (such as low self-control and substance abuse), social (such as antisocial friends), and environmental (such as living in a criminal neighborhood) interact and increase the likelihood of delinquent behavior.

The second research was taken from Sari & Apritania (2024), who analyzed the factors causing Juvenile Delinquency in Indonesia and solutions to overcome it. This research shows that Juvenile Delinquency is caused by a lack of understanding of the character of children who are developing, lack of parental supervision, and low understanding of the rules and norms that apply in society. Forms of Juvenile Delinquency that often occur in Indonesia include bullying, brawls, violence, and other violations of the law. This research uses a descriptive method with a normative legal approach, and analyzes secondary data from various legal sources

and previous research. The results of the research emphasize that solutions to overcome Juvenile Delinquency must be carried out collectively, especially through education, by including a basic understanding of the law from an early age to create a better and more legally aware generation.

The third research conducted by Afangka & Purwarno (2021) analyzed Juvenile Delinquency in Jay Asher's novel *Thirteen Reasons Why* published in 2007. The main focus of this research is the forms of Juvenile Delinquency such as bullying, alcohol consumption, free sex, and sexual harassment carried out by the characters in the novel, such as Hannah Baker, Bryce Walker, Justin Foley, Alex Standall, Jessica Davis, Courtney Crimsen, and Marcus Cooley. This research uses a qualitative method with the theory of Juvenile Delinquency proposed by Santrock and supported by the theory of Kartono, which explains various behaviors of children and adolescents that are not accepted by society and can be subject to sanctions or preventive measures. The results of the research show that various forms of Juvenile Delinquency are clearly reflected in the novel.

The fourth research written by Rahmadhani & Purwarno (2021) analyzed the portrait of Juvenile Delinquency in the novel *The Last Song* by Nicholas Sparks. This research applies several theories related to Juvenile Delinquency, one of which is the theory put forward by Steinhart (1996), a legal expert in the juvenile justice system, who states that status offense is behavior that is considered unlawful if carried out by minors. The method used in this research is qualitative descriptive proposed by Kothari (2004), which aims to provide a clear summary of the events experienced by certain individuals or groups. The results of the research show that

there are three forms of Juvenile Delinquency in this novel, namely drug abuse, theft, and violence. These three forms of delinquency are carried out by the main characters, namely Veronica Miller, Blaze, and Marcus. They do these actions not for a particular reason, but more because of habit and personal satisfaction.

The fifth research conducted by Lubis (2022) analyzed the impact of situational Juvenile Delinquency in the novel *Dua Garis Biru* by Lucia Priandarini. This research focuses on deviant behavior carried out by adolescents, especially in the form of promiscuity, which often occurs during the transition from childhood to adulthood, namely in the age range of 10 to 22 years. In this research, a qualitative approach was used as a research method. Data were collected through observation, case studies, interviews, and video analysis, which were then analyzed using content analysis and thematic analysis methods. The results of the research indicate that the effect of promiscuity depicted in the novel has similarities with social realities in society. Many adolescents who engage in promiscuity experience serious consequences, such as pregnancy out of wedlock, early marriage, and abortion.

The sixth research was taken from Pohan (2023) who analyzed Juvenile Delinquency in the novel *Vanishing Girls* by Lauren Oliver. The focus of this research was to understand how delinquency occurs in the main character, Dara, and to find out the types and causes of delinquency depicted in the novel. The character Dara is described as a teenager who often commits deviant acts, such as getting drunk, which in this research is associated with a broken home background and lack of affection from parents. To analyze the data, the researcher used the

theory of Juvenile Delinquency from Jensen, Turner, and Helms, as well as a qualitative descriptive research method by collecting data from relevant novels, articles, books, and journals. The results of the research indicate that disharmonious family conditions and lack of parental attention can be the main triggers for deviant behavior in adolescents, as experienced by the character Dara in the novel.

The seventh research conducted by Putra & Hayati (2020) analyzed the portrait of Juvenile Delinquency in the novel *Dilan Dia adalah Dilanku* by Pidi Baiq. This research used a qualitative descriptive method by collecting data from novel excerpts that describe various forms of Juvenile Delinquency. The results of the research showed that Juvenile Delinquency in this novel includes delinquency that causes physical victims, material victims, social delinquency, and delinquency that goes against status. This research also revealed that the factors causing Juvenile Delinquency come from internal factors, such as weak self-control and social perception, as well as external factors, such as lack of family supervision and bad environmental influences. The impact is not only felt by the teenagers themselves, but also their families and society.

The eight research conducted by Ramadhani (2017) analyzed the deviant behavior of adolescents in the novel *The Catcher in the Rye* by J.D. Salinger using a sociology of literature approach. The researcher focused on the social conditions and historical moments reflected in the main character, Holden Caulfield, by applying Alan Swingwood's theory which divides the approach into social documents, the author's social conditions, and historical moments. This research uses qualitative methods to identify the forms of Juvenile Delinquency committed

by Holden, such as smoking, being expelled from school, fighting, and drinking alcohol. In addition, this research also reveals that the causes of Holden's deviant behavior are related to social pressure and emotional instability, which reflect the social reality of American adolescents in the 1950s.

The ninth research conducted by Chusna (2021) analyzed Juvenile Delinquency depicted through the main character Naoko Yasutani in the novel *A Tale for the Time Being* by Ruth Ozeki. This research uses a sociology of literature approach and refers to the theories of Kartono (2010), Turner & Helms (1987), and Rauf (2002) to identify forms of Juvenile Delinquency and their causal factors. This research uses a qualitative descriptive method, where researcher collects data in the form of words, phrases, sentences, and paragraphs in the novel that describe deviant behavior carried out by the main character. The results of the research indicate that Naoko is involved in various forms of Juvenile Delinquency, such as violence, drinking alcohol, premarital sex, and killing. In addition, this research found that the Juvenile Delinquency carried out by the main character was influenced by several factors, such as family disharmony, lack of parental attention and affection, bad peer influence, and an unsupportive environment.

The tenth research written by Yulianti & Putriana (2023) discusses the importance of the role of the younger generation in overcoming Juvenile Delinquency, using qualitative research methods. This qualitative research aims to analyze expressive information, such as values, beliefs, feelings, and motivations that underlie adolescent behavior. The literature study method is used to collect data from various sources, such as books, research journals, and scientific articles that

are relevant to the topic. In addition, researchers apply descriptive-analytical methods to explain, describe, and critique the main ideas related to the forms of Juvenile Delinquency and their triggering factors. The results of the research show that lack of parental attention, bad peer influence, and minimal moral and religious education are the main factors that trigger Juvenile Delinquency, such as fights, drug abuse, and sexual harassment. This research also found that the younger generation can act as agents of change, for example by using social media to spread awareness about the dangers of Juvenile Delinquency and inviting peers to engage in positive activities that reduce the risk of deviant behavior.

After reviewing previous researches, it was found that there were similarities and differences between these researches and the current research. The main similarity of all the researches reviewed is that they all discuss Juvenile Delinquency. Both previous and the current research attempt to understand deviant behavior in adolescents. However, the difference between the two is that it is shown that seven of the ten previous researches show a different approach from this research. Research from Bobbio et al. (2020) used a criminological psychology approach, Sari & Apritania (2024) examined Juvenile Delinquency from a legal perspective using a normative-juridical approach, Afangka & Purwarno (2021) used Santrock and Kartono's Juvenile Delinquency theory with a developmental and social psychology approach, Rahmadhani & Purwarno (2021) used a criminological and social approach to Juvenile Delinquency, and Putra & Hayati (2020) used a mimetic approach. Lubis (2022) applied situational delinquency theory with a symbolic interactionism foundation. Meanwhile, Yulianti & Putriana

(2023) emphasizes more on educational, psychological, and moral-religious approaches through literature studies. Thus, the seven studies did not use a sociological literary approach, so this research fills the gap in the study by examining forms of status offense of adolescent in literary works through a sociological literary perspective.

The following research is another previous research that shows the use of a Sociological Approach but has a different research focus from the current research. Pohan (2023) in her research emphasized the deviant behavior of the character Dara, highlighting family factors and socioeconomic conditions as the main causes, leaving school and peer aspects understudied. Meanwhile, Ramadhani (2017) in her research identified forms of teenager misbehavior and the reason of teenager does misbehavior through a Sociological Approach, but without using a status offense classification framework. Furthermore, Chusna (2021) examined the forms of Juvenile Delinquency by emphasizing issues of suicide, bullying, and drug use, but did not specifically classify status offenses. These three researches demonstrate a research gap: the lack of research examining Juvenile Delinquency using a comprehensive status offense theoretical framework while also linking it to broader social factors including family, school, and peer relationships. Therefore, this research offers a new contribution by analyzing eight forms of status offense, namely smoking and drinking, disobeying parents, skipping school and disobeying teachers, having bad companions, running away, participating in sex or immoral conduct, violating curfew, using profanity, and classifying social factors into three main categories, namely family, school environment, and peer relationship factors.

By using the theory of Siegel & Welsh (2009) and the Sociological Approach of Laurensen & Swingewood (1972), this research attempts to connect social phenomena in the novel with the reality experienced by adolescents in society. In contrast to most previous researches that use other approaches such as law, psychology, and mimetic, three previous researches utilize a Sociological Approach. Therefore, this research is present to strengthen and expand the use of a Sociological Approach in the research of Juvenile Delinquency. Thus, this research not only complements existing researches, but also provides a new contribution in enriching the understanding of the social dynamics of adolescents and social factors that seem simple but have a big impact on deviant behavior in everyday life.

2.6. Theoretical Framework

In this theoretical framework, the researcher uses theory of Sociological Approach from Laurensen & Swingewood (1972). This approach is used to analyze Juvenile Delinquency using theory from Siegel & Welsh (2009). The theory here is used to analyze the forms of status offense and social factors of Juvenile Delinquency. According to Siegel & Welsh (2009), the forms of status offense include smoking and drinking, disobeying parents, skipping school and disobeying teachers, having bad companions, running away, participating in sex or immoral conduct, violating curfew, and using profanity. While for the social factors of Juvenile Delinquency, consisting of family, school environment, and peer relationships. Then, in looking for the forms of status offense and social factors of delinquent behavior, the researcher uses it to analyze “Falling into Place” novel by Amy Zhang as a data source.

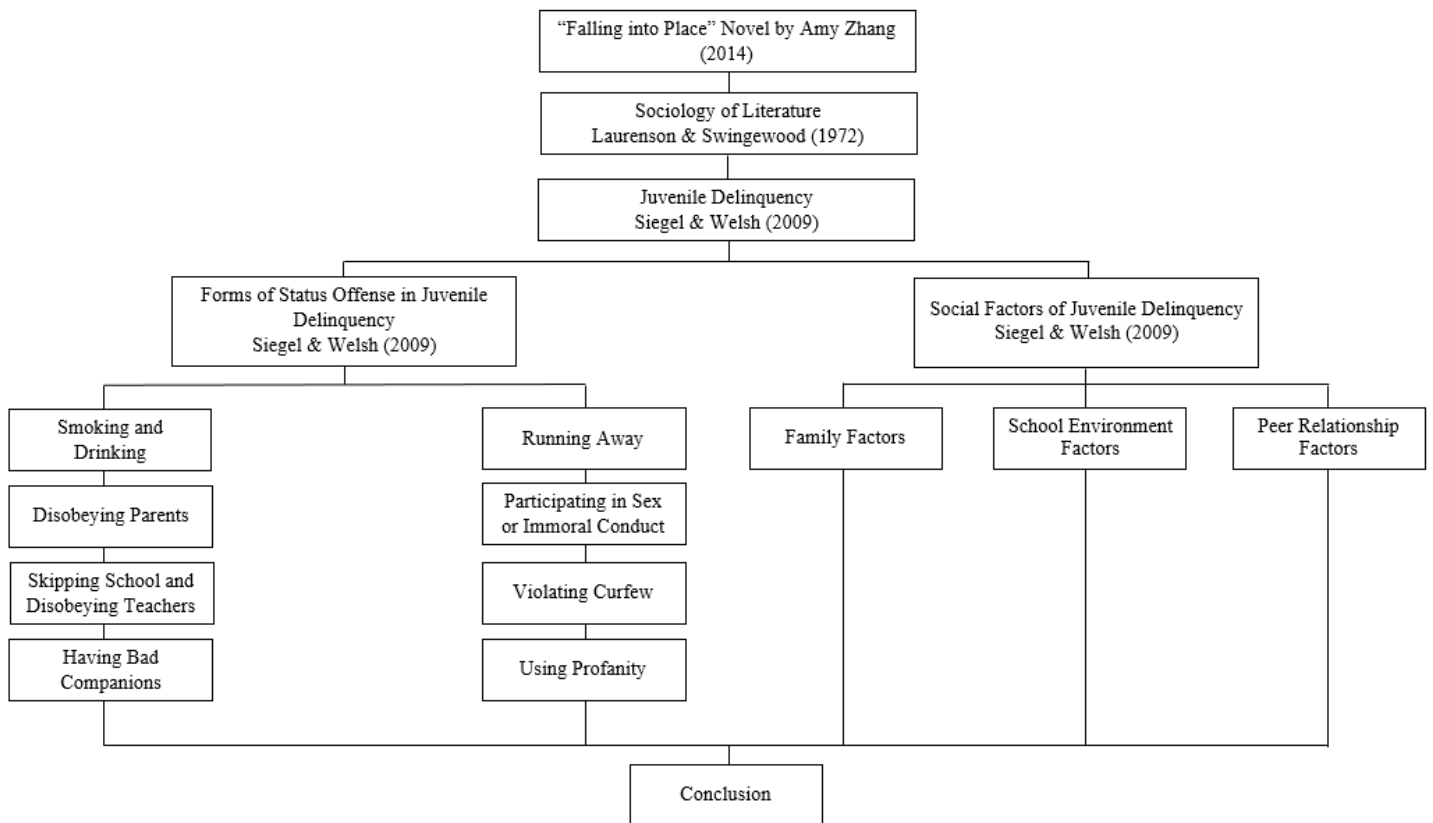


Figure 2.1 Theoretical Framework