

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1. Psychological Approach

The study of mental conditions, thoughts, and human behavior is called psychology. Psychology often used to solve problems relate to the human subconscious. A person's psychological condition can also affect health. For example, like people who are depressed, over time symptoms will appear about certain diseases caused by depression. Understanding psychology will help humans in forming good mental health. Psychology can related to anything such as health, business, education, and even literature. Psychology related to literature is call literary psychology. Based on the name, the thing that is the focus in literary psychology is a literary work. Literary works here are a form of reflection of the psyche that exists in humans. According to Wellek & Warren (1948), the psychology of literature has 4 meanings: psychology as an understanding of the writer's soul, the study of written works, analysis of the laws that exist in literary works, and study of the impact of literature on the psychological condition of readers. Literary psychology has three approaches: (1) A textual analysis focusing on the psychological attributes of characters within literary works; (2) A practical representation approach studying the psychological aspects from the reader's perspective; and (3) an expressive approach, which examines the author's psychology when creating literary works.

A psychological approach is a form of assumptions about human behavior. A psychological approach is used to analyze the characters in a literary work written by the author as a result of his imagination and poured into written form. Analyzing the characters in literary works can help to determine the psychological condition of the author.

2.1.1. Psychoanalysis of Sigmund Freud

Psychoanalysis, developed by Sigmund Freud, is a method of investigating and treating mental processes and psychological disorders. Freud's psychoanalytic theory revolutionized the understanding of human behavior and mental health. It consists of several key components such as unconscious mind and tripartite structure of the mind. According to Freud (in Khoiriyah, 2019) the conscious mind is what you are aware of at certain moments such as direct sensations, thoughts, fantasies, and feelings that you have. The pre-conscious is what is known as memories that can be recalled to the conscious mind, namely memories that, although they cannot be recalled while thinking, can be easily recalled. While the unconscious mind is anything very difficult to bring to the conscious mind such as human instincts and trauma-related desires, memories, and emotions. According to Freud, the subconscious is the source of human motivations and drives such as eating and sex. Freud conceptualized the mind as consisting of three parts: the id, the ego, and the superego. In this study, the researcher only discusses the personality system. The personality system based on Sigmund Freud's theory has 3 types, namely the id, ego, and superego.

2.1.2. Personality Structure

Personality is a psychological study that was born from thought. Personality encompasses all thoughts, feelings, and behaviors, both conscious and unconscious. Personality influences how people adjust to their social and physical environments. When developing a personality, an individual should strive for unity and harmony among all aspects of the personality.

2.1.2.1. Id

Sigmund Freud, the founder of psychoanalysis, introduced the concept of the id as a fundamental component of the human psyche in his structural model of the mind. According to Freud's theory, the id is the primitive and instinctual part of the psyche, primarily concerned with the satisfaction of basic biological drives and desires (Saleh, 2018). The id is the darkest aspect of personality in the human subconscious which contains instincts and passions and is not acquainted with values. For example, the need for food, sex, and resisting pain. The id which is in the subconscious has no contact with social reality. The characteristic of the id is that it has no morality because it cannot distinguish between good and bad. The id only focuses on one goal, namely to seek pleasure without thinking about whether it is appropriate or not. For example, a hungry baby will cry constantly. The baby does not know what he wants in an adult sense; he simply knows that he wants it and that it must be fulfilled right away. Another example of id can be seen as follow.

“My checklist for today –one of many checklists I’ve made over the past year –sits beside me in the passenger seat, a spot of blood right next to Item 22: **Cut myself.**” (Situmorang & Evyanto, 2020)

The quote illustrates Amy's inner desire manifesting as she devises a plan to retaliate against betrayal in donation matters. In this scenario, Amy's id seeks gratification through the pursuit of revenge. Amy's revenge scheme even extends to the extent of self-infliction to satisfy this desire for pleasure.

2.1.2.2. Ego

Sigmund Freud, the father of psychoanalysis, introduced the concept of the ego as one of the key components in his structural model of the mind. According to Freud (in Mawuntu et al., 2023), the ego is the part of the psyche that mediates between the instinctual desires of the id, the moral standards of the superego, and the demands of the external world. The ego is vigilant and adheres to reality's principles by striving to satisfy personal desires within the boundaries set by the real world (Zaviera, 2020). The ego operates based on the reality principle, seeking to satisfy the desires of the id in ways that are realistic and socially acceptable. It helps individuals navigate between the impulsive demands of the id and the constraints of the external environment. Unlike the id, which is primarily unconscious, and similar to the superego, the ego contains both conscious and unconscious aspects. It incorporates conscious perceptions, thoughts, and rational decision-making processes while also handling unconscious impulses and desires. The ego serves as the problem-solving aspect of the psyche, employing rational thinking and decision-making to find ways to gratify the id's desires within the confines of social norms and reality. It seeks to balance the conflicting demands of the id and superego. The ego develops as a person grows, learning to negotiate between the id and the external world. As individuals mature, the ego becomes more

capable of managing impulses, making decisions, and adapting to societal expectations. The ego is closely tied to an individual's sense of identity, self-awareness, and perception of reality. It plays a crucial role in forming and maintaining a coherent sense of self in relation to others and the world. Freud believed that the ego develops as a response to the demands and constraints of the external world, gradually forming a balance between the primitive impulses of the id and the moral and societal influences of the superego. For example, A child wants to borrow his mother's necklace, but he knows that his mother will be angry if he takes it without permission, so he asks his mother if he can wear it. Another example of ego can be seen from this quotation below.

“We should do it,” Teresa said, and it didn’t surprise Thomas at all. The hope inside him died for good. **“It feels like the right thing to me. We need our memories back so we can be smart about things. Decide what to do next.”** (Mawuntu et al., 2023)

Her ego lied in the sentence “We Should do it” that was told by her. It was said to be Teresa's ego because Teresa agreed to follow the WICKED procedure in restoring her memories. As the data that was showed above, Teresa's id wanted to restore her lost memories and the id must be fulfilled without any consideration. It could be seen how Teresa did not care about her surroundings in fulfilling her desire

2.1.2.3. Superego

In Sigmund Freud's psychoanalytic theory, the superego is one of the three major components of the human psyche, along with the id and the ego. The superego represents the moral and ethical standards, values, and ideals internalized from society, parental figures, and cultural influences (Sari et al., 2018). It acts as the moral conscience or 'internal parent' within an individual (Zaviera, 2020). The

superego develops during early childhood as a result of socialization processes and internalizes societal norms, moral standards, and values. It encompasses the sense of right and wrong, guiding behavior based on cultural, familial, and societal expectations. Similar to the ego, the superego contains both conscious and unconscious aspects. The conscious part consists of our moral beliefs and ethical principles, while the unconscious part comprises repressed feelings, guilt, and moral conflicts. Freud proposed that the superego is formed by internalizing the moral standards and values of significant authority figures, primarily parents or caregivers. These figures serve as models for behavior, and their teachings become part of the individual's conscience. The superego strives for perfection and operates on an idealistic level. It sets high moral standards and ideals that individuals often struggle to meet. When these standards are not met, the superego may induce feelings of guilt or inferiority. Freud described the superego as having two components: the conscience and the ego ideal. The conscience represents the internalized moral judgments and prohibitions against socially unacceptable behavior. The ego ideal, on the other hand, embodies the aspirational aspect, reflecting the individual's idealized self-image based on societal standards. The superego plays a significant role in moral judgment, guiding behavior by promoting socially acceptable actions and inhibiting impulses that may conflict with moral or ethical standards. For example, there is a student who cannot answer an exam question even though he has studied. Right next to him is a smart boy b, if he glances a little he can see his friend's answer. When the supervising teacher turned around, a student was about to see the answer of child b, but his heart stopped him because

he knew that cheating was wrong. The student immediately guesses the answer and collects the test paper. The other example shows in the quotation below.

CRUELLA : The good thing about evil people is you can always trust them to do something, well, evil. Estella would die like her mother did. But not quite. A well-cut skirt is a lifesaver, girls. Remember that. **She'd go to prison for throwing someone off a cliff. Wrong someone, but there's something about poetic justice that's just so, poetic. Goodbye, Estella. She was with her mother now. I'll take it from here. But Cruella was alive.** All right, we should put on some music or something. Lighten the mood. (Cruella, 2:01:22 – 2:02:28) (Ramadhani et al., 2022)

The idea that Cruella talked about could be seen in the mid-credit scene when she gave Roger and Anita each a Dalmatian puppy, Pongo and Perdita. This act showed how Cruella proved herself that she was not the same as the Baroness. Cruella was cruel, indeed, but still had more humanity than her. She had already met her ideal self at this state.

2.1.3. Conflict

Events and conflicts are related to each other, even in essence conflict is an event. Internal conflict, also known as psychological conflict, occurs at the heart of a character in a story. Internal conflict, also recognized as psychological conflict, takes place within a character's innermost being within a narrative. It represents the discord that individuals experience within themselves, arising from clashes between desires, beliefs, choices, expectations, or other internal dilemmas (Nugriyantoro, 1998). Meanwhile, according to Wellek & Warren (1948), the conflicts is something that cause action and reaction from things that are opposed by the character in an event.

2.1.3.1. Internal Conflict

Internal conflict refers to a psychological struggle or dilemma experienced within an individual's mind, involving opposing thoughts, emotions, desires, or motivations. This conflict arises when a person experiences conflicting feelings, beliefs, or impulses, leading to a state of mental tension or confusion. Internal conflict is a conflict that occurs in the soul of a character which means the character has problems with himself or herself (Wijayanti & Laba, 2020). Internal conflicts can manifest in various forms. They might involve conflicts between different emotions (e.g., love and guilt), contradictory beliefs or values (e.g., personal desires conflicting with societal expectations), competing desires or goals (e.g., pursuing a passion versus fulfilling responsibilities), or moral dilemmas. Internal conflicts often lead to emotional turmoil, causing feelings of stress, anxiety, guilt, indecision, or frustration. These conflicting emotions might result from uncertainty about choices, fear of consequences, or difficulty in reconciling opposing viewpoints. Conflicting thoughts or emotions can hinder decision-making processes, causing indecisiveness or avoidance of making choices. Individuals might feel torn between options, finding it challenging to prioritize or commit to a course of action. Internal conflicts can influence behavior. Conflicted individuals might exhibit behaviors that reflect their struggle, such as mood swings, avoidance of situations related to the conflict, or engaging in self-sabotaging behaviors.

The example of internal conflict can be seen from this sentence. Coach Carter was in the practice room, alone while just sitting on his basketball. At that time, he was in a dilemma about the decision he made as a coach to help his pupils. The

decisions that Coach Carter made started by increasing his pupils academic by requiring that his students' grades be at least C+. Then closing the field and not continuing to take part in the regional league championships. Because of what he did, the coach got hated, but he can understand people's anger, especially from their pupils. However, after thinking hard and contemplating all of his decisions, he decided to stick with his decision to increase his pupils' academic skills, because he wants his students to become even better people when they graduate from high school.

2.1.3.2. External Conflict

External conflict is a conflict that occurs between the character and something outside the character (Djumadin & Bunga, 2020). External conflicts can take various forms, such as conflicts between individuals (interpersonal conflicts), conflicts with societal norms or institutions (social conflicts), conflicts with nature or the environment (environmental conflicts), or conflicts in larger groups or societies (cultural or political conflicts). External conflicts often emerge due to disagreements over resources, power, territory, beliefs, values, or ideologies. They can stem from competition, inequality, misunderstanding, differing perspectives, or incompatible goals among individuals, groups, or entities. External conflicts can manifest in diverse ways, including verbal disputes, physical altercations, legal battles, social movements, protests, wars, or ideological clashes. These conflicts may be visible and overt or subtle and underlying.

The examples of external conflict show in this statement. Coach Carter has problems with other characters in the film. The problem started when the coach

first sees them, he immediately clashes with the pupils. The students show him no respect by ignoring him. Moreover, the students insult and disrespect him by saying “We hear you, dog. But we can't see you. The glare from your big, black-ass head is hella shiny, man”. Furthermore, a student called Timo Cruz attempts to attack Coach Carter after the coach asked him to leave the team.”

2.2. Previous Research

The first previous research is Sugianto & Setianingsih (2020) analyzed Ayyas' personality in the novel "Bumi Cinta" by Habiburrahman El-Shirazy. The researchers used Sigmund Freud's psychoanalytic theory to analyze Ayyas' personality. The data used are in the form of quotes in the novel. The researchers found that there were id, ego, and superego in Ayyas' character and the most dominant character was the superego.

Fransisca, Natsir, and Muhajir (2021) explored the emotional and conflictual aspects of Jack's character in Alice Sebold's novel "The Lovely." Their study employed a qualitative research approach coupled with a psychological perspective. The researchers utilized two established theories—Paul Ekman's theory of emotion and Lewis Coser's framework on conflict types. The investigation centered on "The Lovely" novel as the primary source of data, drawing insights from dialogues and narrative elements that exemplify emotions and conflicts. Emotions observed encompassed happiness, sadness, anger, and surprise, which in turn contributed to conflicts such as person versus self and person versus person.

Shoukat, Arshad, and Azam (2021) analyzed id and ego by main character Theo Faber in the novel “Silent Patient” by Alex Michaelides. The researchers used

qualitative method to get the desired objective. This research used Sigmund Freud theory to analyze personality of the main character. The data source of this research was "The Silent Patient" novel. The id including life (sexual) and death (aggression) and the ego used to illustrate the rational decisions.

Warnita, et al. (2021) described the personalities of the main characters Kugy and Keenan in the novel "Perahu Kertas". The data found are based on quotations in the novel, this research used Sigmund Freud's theory of psychoanalysis. The result of this research was the finding of id on Kugy 68 data and Keenan 37 data. The ego on Kugy 48 data and Keenan 28 data. Superego was the most dominant personality in Kugy and Keenan's characters, namely Kugy 70 data and Keenan 55 data.

Astriyani, Hamdani, and Hasanah (2021) explored the personality values of all the characters in the novel "Ingkar" by Boy Candra. The data in the research were in the form of quotations containing psychological values contained in the characters in the novel. This research used the psychoanalytic theory of Sigmund Freud to analyze the psychological values that exist in the characters. The results showed that the psychological values of the id, ego, and superego found in all the characters in the novel.

Aprilia, Natsir, and Valiantien (2021) identified the structure and type of Elizabeth Bennet's personality in the novel "Pride and Prejudice" by Jane Austen. This study uses two theories, namely the psychoanalytic theory of Sigmund Freud and the type of personality by Florence Littauer. The data used comes from quotation in the novel. The results showed that there were three personalities in

Elizabeth, namely id, ego, and superego. Meanwhile, the type of personality is choleric personality such as extrovert, intelligent, cheerful, strong determination, self-sufficient, independent, willing to correct mistakes, optimistic, focus on goals, brave, and like nature.

Widiyastuti & Setyabudi (2022) explored the personality traits of Celie, a character in "The Color Purple," utilizing Sigmund Freud's psychoanalytic theory as the framework for their analysis. Their study involved examining quotations from the novel as the primary data source. The analysis revealed the presence of three distinct personality components—id, ego, and superego—within Celie's character. The examination considered various intrinsic elements of the novel, encompassing themes, plot, characters, settings, language style, and point of view, alongside internal and external influences like family dynamics, environment, and education, which contributed to the development of Celie's personality.

Rahmah & Syarifuddin (2021) analyzing the personality structure of the main character in Marwah Mamdouh's novel "Na'am Ahwaka" through the lens of Sigmund Freud's psychoanalytic approach. The study utilized a qualitative descriptive method to uncover and express the personality structure forms of the main character. The research method utilized words, phrases, sentences, and discourse from the novel to illustrate the personality structure of the main character. The analysis appears to have identified three components of Freud's psychoanalytic theory: the Id, the Ego, and the Super Ego, each representing different aspects of the character's psyche. The Id, associated with primal instincts and desires, seems to have been identified as dominating the character's problems in the novel. The

Ego, which interacts with reality, and the Super Ego, representing societal and moral values, likely play secondary roles in the character's experiences.

Based on the similarity, previous research used the psychoanalytic theory of Sigmund Freud and this research used the same theory too. In addition, previous and this current research, both used novel as data sources. The difference, that this research uses different novel, two theories by Sigmund Freud and Nugriyantoro, uses library research method for collecting data, and content analysis for analyzing data.

2.3. Theoretical Framework

The starting point of this research is a psychological approach. The discussion of personality structure and conflict were taken to the object of this research. The researcher focused on the elements of personality as one of the part-human personality. This research focused on personality structure and internal-external conflicts. Regarding the applied theory, this research applied the theory of types of personality structure carried out by Freud (1920) to find out the types of personality structure in the novel "Alice's Adventures in Wonderland". The types are id, ego, and superego. Moreover, to find out the internal-external conflicts, this research implemented the theory by Nugriyantoro (1998). Both theories are applied to analyze "Alice's Adventures in Wonderland" novel.

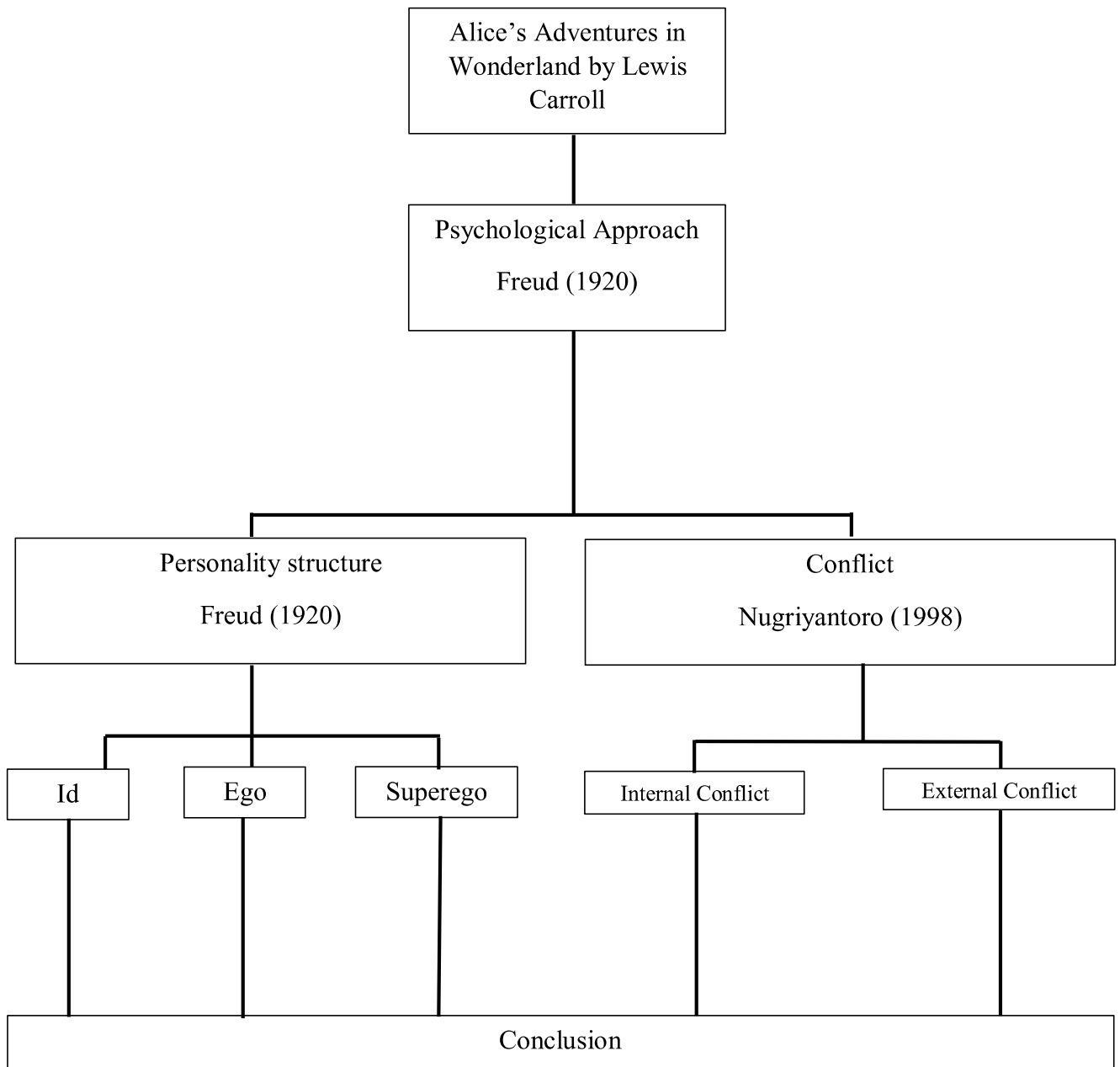


Figure 2.1 Theoretical Framework