

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of theoretical perspectives needed to help the researcher understand the texts and find the answer to this study significantly, the theories regarding character and characterization, the concept of guilt, and Freudian psychoanalytic criticism. Besides, in this chapter, the researcher also provides recent studies related to this study. It aims to help the researcher elaborate her analysis to be more effective.

#### **2.1 Character and Characterization**

Character is a person or place's characteristics or features that make them different from others. It can also be stated as a person represented in a film, play, or story from the perspective of literature (Cambridge Dictionary, 2022). Meanwhile, according to Literary Terms (2022), the character can also be a person, animal, creature, or thing in a story. In the story, it can be only one character played as a protagonist. However, in most levels, other characters exist to make a conflict for the protagonist, i.e., the antagonist. Generally, a character has two types (Pope, 2005):

1. Major Character

The major character consists of the protagonist and antagonist. The protagonist is a character who plays the whole story in a story. The conflict in a play or story is based on the protagonist's decision internally or externally. On the other side, the antagonist is a character who causes

the conflict for the protagonist. The protagonist is a major character who generally shows sympathy. The antagonist is the major character who forces against the protagonist's struggle.

## 2. Minor Character

Minor characters are the other characters in a story who help or interfere with the conflict between the protagonist and antagonist. They mostly used to be the perspective of characters in the story. Minor characters are infrequently playing their roles in a story; however, it can also be given importance to make the story.

Major characters mostly play more dynamic, changing, and growing; meanwhile, minor characters may be more static. Further, Abrams (2011, p. 33) mentions that character in a story is represented in a narrative work showing moral, intellectual, and emotional qualities throughout the dialogues and the action. Characters in a story are identified by appearance, conversation, action, name, and thoughts. Bennett and Royle (2004) state that characters in a story are the life of literature. They communicate and interact with other characters through their actions and thoughts. Further, they also mention character as the life of literature, which means the objects of audiences' curiosity and fascination, affection, dislike, admiration, and condemnation (Bennett and Royle, 2016).

Abrams (2011) also mentions that characters in a story can be played as flat or round characters. A flat character is presented without much individualizing detail. However, the round character is more complex, which sometimes surprises the audience with his personality, later called characterization. Sutton (1971) argues that characters in a story can be divided into four types further, i.e., flat,

round, static, and dynamic character. Flat characters are relatively simple as having a few dominant traits and tend to be predictable. Round characters generally become the main character or play a significant role in a story. On the other side, static characters are the characters who essentially have the same trait from the beginning of the story. Meanwhile, dynamic characters are the characters who change significantly during the story.

Further, Gill (1995) mentions the definition of character as a person in a literary work that will characterize how a character is created. Without a character in a story, the telling story cannot be told elaborately. It can be stated that the character in a story is the one who makes stories. Characterization, therefore, becomes essential for the character in the story. Characterization builds a character in the story; thus, it can be stated that characters are the product of characterization. In other words, characterization is the method, while the character is the product of the process itself. Thus, the terms character and characterization must be different. It is in line with Barsam's argument that states characterization differs according to the actor/character and other factors. The author directly states characterization or left implicit or left to audiences to determine (Barsam, 2007).

Characterization develops character and creates a specific image of the characters through the audience's perspective. The characterization of characters in a story can be revealed directly or indirectly. The report's author shows characterization through the narrator, another character, or by the character himself. Charters (2011) also adds that direct characterization can be revealed by giving other external details such as names or other commentaries in the whole

story. On the other hand, indirect characterization is shown by speech, thoughts, action, and looks (Burroway, 2005). Therefore, it can be stated that characterization is the author's method to portray the character for specific purposes.

## **2.2 The Concept of Guilt**

Guilt is a feeling of worry or grief that emerges from doing something wrong (Cambridge Dictionary, 2022). Meanwhile, according to Urban Dictionary (2022), guilt is defined as a useless emotion that makes someone feel terrible about his/her actions until it gives a sense regains control. In psychology subjects, whereas studying the human mind and its functions that affect any behavior in a given context, guilt is a self-conscious emotion involving reflection on oneself that is aversive. Someone may feel guilt for many reasons, including acts they have committed before, a failure to do something, or thoughts they think are morally wrong (Psychology Today, 2022). Guilt is the state of having violated a law from a legal perspective. Morally, it is defined as a state of having transgressed a moral norm. Guilt entails the idea that debt is obliged to repay. There is no coincidence among them. It is not rare for people judged guilty not to feel guilt (Carvelt, 2013).

The term 'guilt' is associated with moral division and reunion of "transgression, fault, accusation, blame, plea, shame, contrition, remorse, repentance, apology, punishment, revenge, reparation, and reconciliation" (Singh, 2000). Guilt occurs when someone considers that his actions have violated a

personal moral norm, which harms the others (Tangney, 2002; Ortony, Clore, and Collins, 1988, cited in Aurellen and Mailliez, 2019).

Freud defines guilt as “a central of conflicted subjectivity of neurosis, which motivated by the fear of punishment associated with the child’s wish to preserve his ambivalent ties to caregivers.” Meanwhile, Klein (1948) describes guilt as “a depressive anxiety, a distinctive form of mental anguish in which one’s hate is experienced as injurious to loved ones.” On the other hand, Lewis (1991) argues that guilt is seen as a self-conscious emotion that depends on the appreciation of standards, rules, and goals that “are established both out of biological imperatives, the drive quality of primary emotions and from goals as articulated by the culture in which they are born” (Hughes, 2008).

According to Castelloe (2019), Don Carveth, a Canadian psychoanalyst, identifies guilt as two broad types, i.e., persecutory and reparative guilt. Persecutory guilt is a form of self-inflicted punishment turned against the self by hostility. This type of guilt is also called ‘depressive guilt’ by Melanie Klein, a British psychoanalyst who observed children’s play and described a primary conflict in the infant between love and hate. On the other side, reparative guilt is a sign of emotional growth, both for infants and adults. Unlike persecutory guilt, which focuses on remorse on the self, reparative guilt addresses the well-being of another.

### **2.3 Freudian Psychoanalytic Criticism**

When discussing psychoanalytic criticism, it must be regarded to psychoanalysis theory that Sigmund Freud, called Freudian psychoanalysis,

developed. Even though psychoanalysis theory is not limited to Sigmund Freud, for instance, non-traditional psychoanalytic theory by Jacques Lacan, called Lacanian psychoanalysis, or Carl Jung, a psychologist and psychiatrist who founded analytic psychology in some response to Freudian psychoanalysis. However, in this study, the researcher uses Freudian psychoanalysis since she wants to explore the main character's personality structure in the 1988 movie. The theories of Freudian psychoanalysis would help her understand the text and find the answer to this study significantly. She uses the psychoanalysis concept to understand the behavior of literary characters.

According to McLeod (2019), psychoanalysis is defined as a set of psychological theories and therapeutic methods developed by Sigmund Freud. Generally, psychoanalysis discusses the belief that all people possess unconscious thoughts, feelings, desires, and memories. McLeod (2018) also mentions that psychoanalysis can be stated as a mental illness treatment, contributing to being a theory to explain human behavior. Therefore, psychoanalysis can be seen as a method to heal human beings from their unstable mental or having a mental illness through the conscious and unconscious mind. Simultaneously, it also becomes a method to understand human behavior and human self-transformation (Lapsley and Stey, 2011).

Tyson (1965) states that "Freud's immense influence arguably revolves around his basic claim that most of our behavior is a product of an unconscious but very active part of the mind. This unconscious is full of unacceptable urges, intolerable memories, conflicts, defense mechanisms, etc. Part of Freud's lasting significance in the history of ideas is that psychoanalysis was conceived as a

means of opening the black box of the unconscious.” It can be stated that the unconscious mind is the powerful entity that plays a significant role in human beings’ behavior. Therefore, psychoanalysis helps to reveal human beings’ behavior through the power of the unconscious mind, which is depicted in daily life as thoughts and conscious actions.

Mijolla and Mijolla (2005, p. 1365) stated earlier that the recent rapid development of the neurosciences does not decline of psychoanalysis entity as the psychological problems procedure since it helps to understand and treat mental suffering. Tyson (2016, p. 12) also argues that a psychoanalytic lens comprises individual human beings that have psychological history from childhood experiences. Therefore, psychoanalysis aims to help readers resolve human beings’ psychological problems.

Further, McLeod (2018) explains that Freud believed in childhood events that human beings experience daily life that significantly influences how they live and shape their personalities. He gives an example from the anxiety feeling that originates from traumatic experiences in the past, which is hidden from consciousness. He may affect problems during adulthood in the form of neuroses. McLeod (2014, cited in Ackerman, 2021) argues that psychoanalysis is a type of therapy to release repressed emotions and memories to get healed. Ackerman (2021) mentions that psychoanalysis aims to bring someone’s unconscious mind level up to the conscious.

Mijolla and Mijolla (2005, p. 1365) state that throughout the 20th century, the discoveries of psychoanalysis and its theory of unconscious have profoundly

modified and established concerning human beings' behavior and sexual taboos well its relations to guilt feeling, to femininity, and other. With its excesses, political ideologies, economic, religious, and terrible conflict in human beings' life, psychoanalysis emerged and had already been anticipated by Freud. Freud developed psychoanalysis to study the growth of human personality. Freud believed that human beings were dominated mainly by their unconscious mind. He further stated that all emotional tensions stem from unconscious desire and drives started in childhood (Biddle, 1995).

From the brief explanation above, psychoanalysis discusses three entities of human beings' minds, i.e., conscious, preconscious, and unconscious. The conscious mind is a part of human beings' that contains specific experiences and moments in an awareness that will be repressed to the amount of the unconscious part. To differentiate them, human beings have mental processing. As Arndt (1974, p. 322) notes that consciousness is a transitory mental state. The current moment cannot live in the future consciously the same. This will exist in the bridge of the mind, which Freud called the preconscious, a small portion of the whole mental life of someone. The preconscious, the bridge between the unconscious and conscious mind, contains ideas or memories that could be obtained at any time and brought to human beings' awareness (to be conscious). Zaviera (2008, p. 22) states that the preconscious mind as the bridge takes precedence over the conscious mind since it affects someone's behavior and demands to get satisfaction.

On the other side, the unconscious mind, the most powerful mind of human beings, has contained desires and thoughts since childhood. It is the



decision-maker for someone to behave and consequently make an experience. Monte (1977) mentions that psychoanalysis assumes the existence of an unconscious mind that motivates someone to act. Most of the time, the unconscious mind contributes unpleasant feeling such as sadness, anxiety, conflict, negative thought, etc. Moesono (2003, p. 3) argues that the unconscious mind is the experience of human beings that they never realized. It occurs outside of focus. Therefore, someone does not become aware and tries to eliminate it since it is disturbing. It is in line with Tyson (2016, p. 12). He states that the unconscious mind is the storehouse of painful experiences and emotions of human beings, such as wounds, fears, guilty desires, and unresolved conflicts that they do not want to know and feel because the burden can be overwhelmed.

Psychoanalysis had earlier used terms such as ‘physical analysis’ and ‘psychological analysis,’ with the German term as ‘Psychoanalyse’ that Freud introduced in 1896 (Freud, 1894a, cited in Akhtar, 2009). According to Freud (1923a, mentioned in Akhtar, 2009), psychoanalysis elaborates three different primary meanings, i.e., 1) psychoanalysis is seen as a mental processes investigation’s procedure that is almost inaccessible in any other way, 2) psychoanalysis is a method for neurotic disorders treatment, 3) psychoanalysis is a collection of psychological information that will be accumulated into a new specific discipline.

Freud had developed the dynamic form of psychology, psychoanalysis, as the means of analysis and therapy for neuroses and mentality. Nowadays, psychoanalysis can be used and interpreted in many practices, including mythology, religion, warfare, literature, and other forms (Abrams, 2011, p. 248).

In literature, psychoanalytic criticism is conducted for some reasons and because psychoanalysis can help understand human behavior, which literary works represent human beings' experiences. The goal of psychoanalysis helps critics to resolve psychological problems. The concept can be a method to enrich the understanding of the work to make a meaningful and coherent psychoanalytic interpretation (Tyson, 2016, p. 11; 35).

In a Freudian theory, psychoanalysis as a helpful way of understanding human behavior consists of some concepts, i.e., pre-Oedipal stage (Psychosexual Development Stages), the Oedipus complex, the unconscious, Id, Ego, and Super-Ego (Structure of Personality), and defense mechanism. In this study, the researcher only focuses on the structure of the personality concept. Thus, the explanation of other ideas is brief, as follows:

1. Pre-Oedipal stage

Freud claimed that all human beings are born with a particular instinct, which naturally satisfies their biological needs such as food, shelter, and warmth. It is both practical and a source of pleasure, which Freud labeled as sexual need. Pre-Oedipal stage as a psychosexual development stage comprises oral stage (0-15 months), anal stage (1.5-3 years of age), phallic stage (3-6 years of age), and latency age (6/7-12 years of age) (Hossain, 2017). McLeod (2013) also mentions that oral stage exists to the child to seek pleasure from the mouth like sucking, anal from the anus such as withholding and expelling feces, phallic from the penis or clitoris (e.g., masturbation), latent that describes the child has

little or no sexual motivation, and lastly genital stage where the child seeks pleasure from the penis or vagina (e.g., sexual intercourse).

## 2. The Oedipus complexes

Freud introduced the term ‘Oedipus complex’ in 1989 as a desire for sexual involvement with the parent of the opposite sex. This desire produces competition with the same-sex parent and is a crucial stage in the normal developmental process (Freud, 1913, cited in Hossain, 2017).

## 3. Defense mechanism

The defense mechanism is a process to defend itself against threatening events (Baumeister et al., 1998, p. 1082). However, this process exists unconsciously, not like coping strategies in a general way. Therefore, a defense mechanism is explained as a mental operation process at an unconscious level that someone’s unaware of how they function (Cremer, 2009). It is helpful for someone to reduce or avoid the pain of anxiety, but except for sublimation, they are not beneficial (Freud as cited in Feist and Feist, 2002, p. 53). McLeod (2013) suggests Freud’s defense mechanism as repression, denial, projection, displacement, regression, and sublimation. According to Tyson (2016, p. 15-17), the most complex defense is regression. Human beings’ defense momentarily breaks down when they experience anxiety, revealing core issues. Some examples of core issues i.e., fear of intimacy, fear of abandonment, fear of betrayal, low self-esteem, insecurity, and Oedipal fixation.

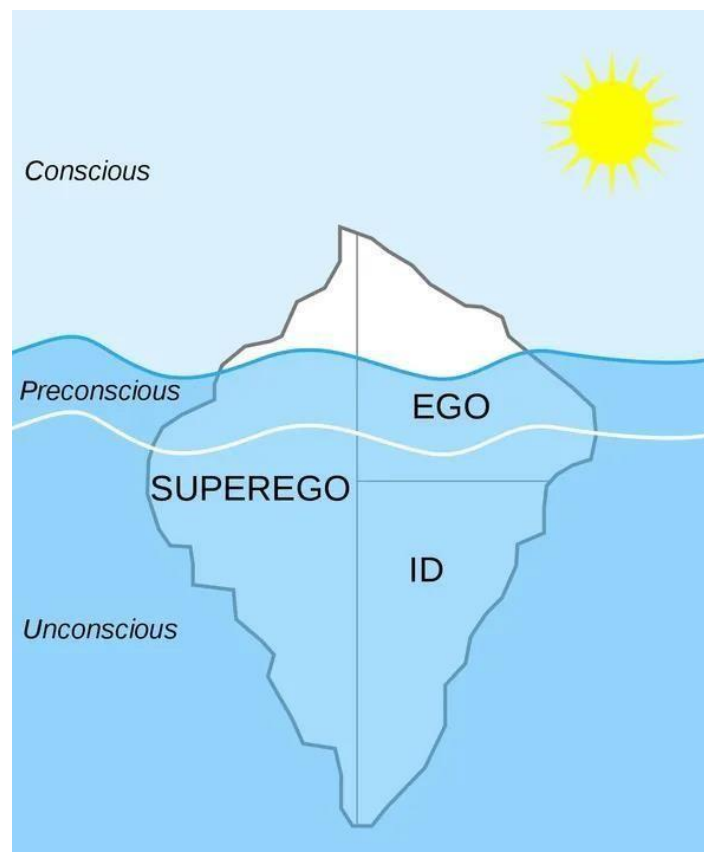
#### 4. Structure of personality

As mentioned earlier, Freud developed a topographical model of the mind in three levels, i.e., conscious, preconscious, and unconscious. From this model, Freud believed that the unconscious mind governs behavior. However, the primary goal of psychoanalysis is to make the unconscious mind conscious. Further, he developed a more structural model that comprises id, ego, and superego, which he called psychic apparatus (McLeod, 2018). Psychoanalysis aims to make the unconscious conscious, as mentioned by Freud (1949):

“An investigation of normal, stable states, in which the frontiers of the ego are safeguarded against the id by resistances (anti-cathexes) and have held firm, and in which the superego is not distinguished from the ego because they work together harmoniously—an investigation of that mind would teach us little. The only thing that can help us are states of conflict and uproar when the contents of the unconscious id have a prospect of forcing their way into the ego and consciousness, and the ego puts itself once more on the defensive against this invasion.”

For better understanding, Freud suggested the theory of human beings' personality structure as an iceberg analogy, with only a tiny part visible (conscious mind) and the great bulk emerged and concealed (unconscious mind) (Hilgard and Lindzey, 1967). Freud envisioned the mind as something like a massive iceberg, which the most significant part located below the surface of the water assumed as the unconscious mind that often slips into human beings' daily activity as a doodle, joke, smile, and other emotions (Halonen and Santrock, 2002).

The id, ego, and superego are related to one another and build complex human behavior and regard to the personality of oneself (Endraswara, 2003). Id, ego, and superego have different roles and functions for human nature. The ego is the part of the system that manages the id and superego. It is important to explore them, as Siegfried (2014) argues that it is necessary to identify the human psyche to know human behavior regarding his thoughts and actions.



*Figure 2.1 Freud's Model of the Mind (1923)*

a. Id

The Id is unconscious and consists of inborn biological drives such as sex and aggression. It obeys the pleasure principle since it

works with it (Sdorow, 2002). The id is the oldest of physical entities from childhood as the basis of someone's life. It represents human biological needs that are inherited, present at birth, which psychoanalysis started the investigation from them (Freud, 1949). Mijolla and Mijolla (2005, p. 778) mention the argument of Freud, who stated that id and ego are initially one, and the superego is the precipitate of the first object of the id. Therefore, the ego and the superego are interpretants of the id.

Akhtar (2009, p. 137) adds the definition of id (from Freud), which means internal, unknown, and uncontrollable forces. The id contains inherited entities that are present at birth as instincts. The mental agency answers to the instincts and the more significant part of the unconscious processes (Freud, 1923, cited in Mijolla and Mijolla, 2005).

According to Freud, the id is unconscious level focuses on instinctual drives and desires. There are two instincts in the id that differently affect someone's behavior; it is either to survive with the drives (called Eros) as respire, eat, or sex (Freud, 1925). Freud (1920) mentions another instinct that is destructive to the desire as aggressive and violent behavior (called Thanatos). However, Freud believed that Eros is more powerful than Thanatos which makes humans survive rather than self-destruct (McLeod (2013).

b. Ego

The ego is conscious and functions as the mediator between the external world and the id, as mentioned by Freud (cited in Arndt, 1974), who argues that ego seeks a compromise between struggles for immediate gratification (of the id) and the realities from the external world. Ego to the id works as a satisfier of the human needs, relieve anxiety or desire, and solves any conflict. Ego drives using the secondary process, i.e., consideration, common sense, and the power to respond toward the external stimulus.

Mijolla and Mijolla (2005, p. 461) also mention that ego designates the self-consciousness of someone. However, in 1923, Freud assigned it as the role of mental apparatus with a mediating and regulatory function vis-à-vis the id, the superego, and external reality. Therefore, ego is not merely a surface entity but the projection of a surface. Ego is derived from body sensations to the surface of the body. It is consequently referred to as the mental point of the character representing the superficialities of the mental apparatus (Freud, 1927, cited in Mijolla and Mijolla, 2005).

Ego can be interpreted as two different meanings, according to Akhtar (2009, p. 88), which means as (1) the term distinguishes oneself (including the body) from other-selves. On the other side, (2) it means a particular part of the mind with specific and unique attributes and functions. Freud states that the ego is a fantastic organization that has a strong relation to the organs of the drive

receiver (Storr, 1991). An ego is a place where the conscious is originated. Half in consciousness while the quarter is in the preconscious and the other quarter lies in the unconscious.

The ego is different from the id since it functions based on the reality principle, not the pleasure principle, as it operates in both the conscious and unconscious mind (McLeod, 2018). As the mediator of id and superego, the ego tries to ensure the needs of both are satisfied. In other words, ego allows some expressions, desires, drives, and morals in realistic and socially appropriate ways. Ego and id view the ego as a surface differentiation of id from the external world's demands of the id. In reality, the ego replaces the pleasure principle with the reality principle, imposing the constraints of the social environment (Mijolla and Mijolla (2005, p. 464).

c. Superego

Superego is the manifestation of values and norms in society. It is the fundamental of moral conscience that contains applicable rules. It explains the right and the wrong to help the ego hold the desire of id (Semiun, 2006) as Freud (1949) mentions that action by ego (as it should be) comes from id, superego, and reality. In this case, the superego reconciles their demands with one another. Semiun (2006) further argues that the superego exists when the ego is internalizing social norms, in which the superego manifests internal values and ideas of society.



The superego controls the sexual impulse and aggressiveness through the process of repression. Therefore, the feeling of guilt can occur when the ego acts contrary to the standard norm of the superego. The sense of low self-esteem arises when the ego cannot get the superego's expected result. When there are inevitable conflicts between id and superego, the ego must act as a referee and mediate the dispute, for instance, by deploying various defense mechanisms (Freud, 1984;1896, cited in McLeod, 2018).

Further, according to Freud (1923b; 1924b, cited in Akhtar, 2009, p. 275), the superego is defined as the psychic structure that comes into the resolution of the Oedipus complex. The superego becomes the heir of the Oedipus complex since its advent prolongs the affective relationships of childhood by rendering permanent conditions to the establishment. It also becomes the depository of parental injunctions and prohibitions, consequently becoming the source of guilt. Superego is the result of parental authority internalization. It becomes the dominant entity for the ego and makes a tension between them to take the form of moral anxiety. The superego is responsible for transmitting the culture from society demanded by civilization (Mijolla and Mijolla (2005, p. 1690).

## **2.4 Previous Studies**

In this part, the researcher elaborates the recent studies or other works that the researcher used as her references to do the research further. First, the

researcher referred to a piece by Riza Alun Sudrazat from Diponegoro University entitled “Id, Ego, and Superego Represented by the Main Character of Fifty Shades of Grey Movie Christian Grey.” The study analyzes the main character’s personality by discussing intrinsic and extrinsic aspects in the movie, especially Freudian psychoanalysis concepts, i.e., id, ego, and superego. The study shows that the main character leans on his id, i.e., BDSM (erotic behaviors involving bondage and discipline, dominance and submission, sadism and masochism, and slave and master relationship). The main character’s ego and superego work to restrict the id into non-destructive ways.

Second, the study of “The Sense of Guilt on Creasy as a Character in Quinnell’s Man on Fire” by Dendy Arofian Anddinul Islam from State Islamic University Sunan Ampel Surabaya. The study aims to analyze the main character and his personality and behavior affected by his guilt by using the Freudian psyche, i.e., id, ego, and superego, supported with the round character theory of literature. The study shows that the main character has a rounded character who has a strong effect by guilty since his superego is more dominant than other entities.

Third, the researcher referred to a thesis from State Islamic University Syarif Hidayatullah by Eris Widya Astuti entitled “The Personality Structure and Defense Mechanism of the Main Character in the House at the End of the Street Film.” The study aims to know the main character’s personality structure and analyze his defense mechanism using Freudian psychoanalysis. The result of the study shows that the main character experienced trauma that led to his unbalanced personality. The id dominates his ego. In the study, the main character uses

defense mechanisms, i.e., repression, fixation, denial, projection, and fantasy, even though they cannot remove this trauma and anxiety.

Last but not least, she explored an article or work review by Patrick Cavanaugh in the Comic Book website as “1922 is a Macabre Mystery and Tale of Psychological Torment”. He wrote that the movie, adapted from Stephen King, is a terrifying tale. He focuses on patriarchy and psychological thought through the movie. On behalf of the audience, he wonders whether the main character is aware of killing his wife or is guilty. However, he did not elaborate on that self-question, yet, he comments on King to develop his character, the relationship, and the mental anguish caused or suffered by the main character.

Those studies have similarities and differences that help the researcher conduct her research and study. The first recent study used the same theory, concept, and research goals. However, the study did not elaborate on the ‘guilt’ concept as the researcher does. He also used the different movies as the studied material compared with the researcher, which brought elaborative results from the different materials. On the other side, the second recent study used the ‘guilt’ concept and other concepts as mentioned, yet, she used a novel instead of the movie. The third reference did not reveal the psychological ideas of the movie, unlike the researcher does in this study. The last reference used id, ego, and superego concepts, yet, did not elaborate ‘guilt’ instead of the defense mechanism in the different movies. The researcher can elaborate her research and study extensively and contribute to the new result.