

The authors interpret their thought into the text itself. “The reader response can see the author’s intention by language of text itself; its images, symbols, metaphors, rhyme, meter, point of view, setting, characterization, plot, and so forth, which, because they form, or shape, the literary work are called its formal elements” (Tyson, 134).

Furthermore, in this literary theory, the thesis writer will discuss characterization in the scope of New Criticism in this thesis analysis. In the theory of characterization, the thesis writer will present the definition of characterization as well as the methods of the characterization that help the writer doing his analysis. In this study the writer discusses about character and characterization because character and characterization have correlation with the drama.

a. Characterization

The foundation of a good drama is character creating and nothing else. It means that a drama will not be built if it has no character in it. According to Robert, character is an author’s representation of human being, specifically of those inner qualities that determine how an individual reacts to various condition or attempts to shape his or her environment (54). Harmon and Holman, in *A Handbook to Literature*, define characterization as the creation of these imaginary persons that they exist for the readers as life like (81). So, it is the author skills that play a role in emerging fictional characters authentically. Characterizations has also functions as the tools to provide description about character traits. Just as Perrine states that, characterization is literary device that is used by the author to reveal to the readers about the character felling, action, and attitude (83). So, good

characterization technique is significant in attracting the readers and to communicate with the readers about the story. Therefore, a good characterization would indirectly invite the readers to share what happen with the characters in the story and to feel what the characters feel. There will be no stories without the existence of characters because character develop a story, a plot, and a theme.

Character will make a story readable and lively and through characters, an author conveys his idea and his message. Here, character refers to the creation and image of an imaginary person. Without interesting character, the drama loses its emotional impact or in the other word, the reading experience becomes personal through character. The more intimate the contact with character, the more emotional the reader will react. However, the interest that the reader has in the character of a story is not the kind interest that can be satisfied with a mere description such as would be given in character sketch in an essay, for a story is an account of characters in action. Through characterization, people can “see what character do and hear what they say; people sometimes know what the characters think, and what other people say about the characters” (Bennet 18).

Furthermore, there are two techniques of characterization, direct presentation and indirect presentation. Robert. A. Bennet in his book *Types of Literature*, states there are “five basic methods of character presentation”—the indirect methods, which is authorial interpretation, and the direct methods, which are appearance, action speech, and thought (19). Bennet further explains that, In direct presentation, the author describe the character’s personality and trait apparently through narrator’s commentary, speech, dialogue and attitude.

Meanwhile, indirect presentation is a technique in which the author does not simply give description of character's traits. Instead, he implicitly illustrates the character's traits through his actions, conversation or other character's point of view. What the characters say and do begins to make sense only as we learn more about them, (Reinert 19). By means of using this technique of characterization, the author expects that it will enable the readers to figure out the characteristics of the actors and actresses.

Having learned the theory of characterization, the writer regards it as important tool to complete the analysis. It gives the foundation in analyzing the character of this play. In applying this theory in *Hamlet*, the writer is going to observe Hamlet's action, speech, thought and dialogue to gain apparent description of Hamlet's traits since he gets depressed. This theory is useful to observe what kind of person Hamlet is that he can get depressed when he faces problems. Moreover, it will provide evidence with reliable data related to the topic of this study.

b. Plot

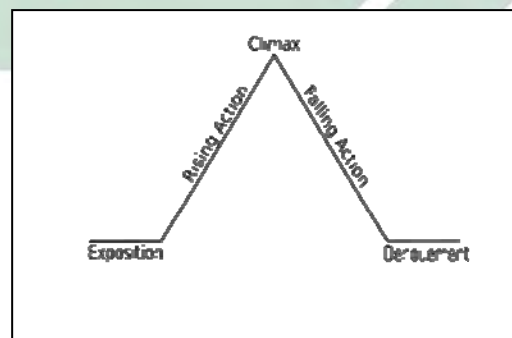
The reader may be interested in character in the element of story, so the writer wants things to move happened. The writer called it is a plot. Actually, plot is the action of the story and it is the sequence of events involving the characters. In addition, plot is the sequence of events showing characters in conflict. This sequence is not accidental but is chosen by the author as the best way of telling his or her story (Luken.97). Dietch states that "plot is the series of actions or conflicts that occur in a narrative (443). Broadly defined, plot includes not only physical

action, but also words and thoughts”. Moreover, Tomlison and Brown, say that plot refers to the sequence of events or action in a story. A good plot produces conflict to build the excitement and suspense that are needed to keep the reader involved (22).

Furqonul and Hasim define that plot is the sequence of story or event that is organized. Plot is found in novel not in human life. Life has a story, but novel has a story and plot (68). Plot is the events that makes up the story, particularly as they relate to one another in a pattern, in a sequence, through cause and effect, how the reader views the story, or by coincidence.

According to Luken plot is more than sequence of actions or conflict. It is also the pattern of those actions (106). Gustav Freytag define plot in a narrative structure is divided into five parts. These part are expotision, rising action, climax, falling action, and resolution.

Freytag’s pyramid:



a) Exposition

The exposition introduces all of the main characters in the story. It shows how main characters relate to one another, what their goals and motivations are, and the kind of person they are.

The audience may have questions about any of these things, which get settled, but if they do have them they are specific and well-focused questions. Most importantly, in the exposition the audience gets to know the main character, and the main character gets to know his or her goal and what is at stake if he fails to attain his or her goal. This phase ends, and the next begins, with the introduction of conflict.

b) Rising Action

Rising action is the second phase in Freytag's five-phase structure. It starts with the death of the characters or a conflict. Generally, in this phase the protagonist understands his goal and begins to work toward it. Smaller problems thwart his initial success, and in this phase the progress is directed primarily against these secondary obstacles. This phase shows us how he overcomes these obstacles.

Thus, at the end of this phase and at the beginning of the next he is finally in a position to go up against his primary goal. This part begins after the exposition. It consists of a beginnings of a tension or complication that continues with the development of conflict among the characters.

c) Climax

The point of climax is the turning point of the story, where the main character makes the single big decision that defines the outcome of their story and who they are as a person. The dramatic phase that Freytag called the 'climax' is the third of the five phases, which occupies the middle of the story, and that contains the point of climax. Thus "the climax" may refer to the point of climax or to the third phase of the drama.

The beginning of this phase is marked by the protagonist finally having cleared away the preliminary barriers and being ready to engage with the adversary. Usually, entering this phase, both the protagonist and the antagonist have a plan to win against the other. Now for the first time we see them going against one another in direct, or nearly direct, conflict.

This struggle results with neither character completely winning, nor losing, against the other. Usually, each character's plan is partially successful, and partially foiled by their adversary. What is unique about this central struggle between the two characters is that the protagonist makes a decision which shows us his moral quality, and ultimately determines his fate. In a tragedy, the protagonist here makes a *bad* decision, which is his miscalculation and the appearance of his tragic flaw. The climax often contains much of the action in a story, for example, a defining battle.

d) Falling Action

Freytag called this phase "falling action" in the sense that the loose ends are being tied up. However, it is often the time of greatest overall tension in the play, because it is the phase in which everything goes most wrong.

In this phase, the villain has the upper hand. It seems that evil will triumph. The protagonist has never been further from accomplishing the goal. For Freytag, this is true both in tragedies and comedies, because both of these types of play classically show good winning over evil. The question is which side the protagonist has put himself on, and this may not be immediately clear to the audience.

e) Resolution

In the final phase of Freytag's five phase structure, there is a final confrontation between the protagonist and antagonist, where one or the other decisively wins. This phase is the story of that confrontation, of what leads up to it, of why it happens the way it happens, what it means, and what its long-term consequences are. This means it is the end in story.

c. Conflict

Another important elements of drama is conflict. According to Brooks, conflict is what makes a story (3). Without conflict, there is no story. Harmon and Holman define conflict as struggle that grows out of interplay of the two opposing forces in a plot (107). Meanwhile, Reinert states that, conflict is the elements in the plot that creates suspense (23). Conflict is significant to make drama exciting. Without conflict the story would have been dull and uninteresting. In creating conflict, the author portrays it based on real life situation that is also ensuring the

readers that there is always clash in life. Just like in real life, characters in drama will also have interactions with other characters that certainly have different traits and opinions. So, conflict may occur and enlarge together with the story. It will also reach its climax in certain occasion and put an end of the story.

There are some different types of conflict. Reinert divides conflict into man against god, man against nature (a mountain, the sea, hunger), man against society, man against man, and man against himself, represent (in rough terms) the five main kinds of conflict (24). Based on explanation above, conflict can be classified into two main categories, internal and external conflict. As Holman and Harmon also states that, they are external problem/physical and internal/emotional (107). The struggle between man against god, nature, society, and another man is considered to be external conflict. In addition man against himself is considered to be internal or inner conflict. According to Muller in *Introduction to literature*, an internal conflict may take the form of a mental struggle in which the main character tries to make difficult decision or overcome a fear or in other words, his struggle or opposition takes place inside the minds of the character (44). In addition, Holman and Harmon adds that internal conflict, if it occurs within the character himself, he battles with some elements of his own personality (109)

Internal conflict also sometimes called the emotional conflict because this conflict is something people cannot really see. It is something inside the character. Due to the case, the writer uses Hamlet to know inner conflict happens to the main character, Hamlet since his inner conflict also becomes a factor that leads him into

depression and to know how he copes with it. Combined with the characterization theory, both will enable the writer to understand the character of Hamlet.

2.1.2 Psychology Aspect

Psychology comes from Greek “psyche” means the soul, and “logos” means the science. Therefore, in Indonesia language is defined as a science of the soul. According to Drever “Psychology as a branch of science, psychology has been defined in various way (227), Walgito say, the particular method of approach adopted or field of study proposed by the individual psychologist” (5).

Wellek and Warren suggests four models of the psychological approach, which is associated with the author, the creative process, literature, and readers (82). In Nyoman say the psychological approach is basically related to the three main indication, they are the author, literary work, and readers, with the consideration that the psychological approach is more out in touch with authors and literary works (61).

The goal of psychology is the goals of any science to describe, explain, predict, and control the phenomena that are its subject matter. However, psychology has demonstrated that some of the rules that everyone learn from society.

In psychology approach uses some steps that must be done by the writer uses psychological approach of literature, there are: firstly, this approach emphasize on intrinsic element of novel such as character and characterization. Secondly, the writer needs to study about the theme of novel. Thirdly, analysis of character in a novel must be conducted with plot.

Reconsidering the relationship between psychologies with literary work in the term of its intrinsic element, this thesis attempts to discuss character as one of intrinsic element of literary work which is then analyzed in the term of the psychological aspect. Thus, the thesis is basically the studying depression as it happens in Shakespeare's *Hamlet*. Therefore, the thesis writer is going to apply the theory of depression as the main theory which is needed to make the analysis.

a. Depression

In studying *Hamlet*, it is significant to understand the meaning of depression. In this analysis, depression has important role in terms of its causes and effect since it is suffered by Hamlet, the character of this play.

Depression is a normal response to life stresses, says Brennecke (138). Depression is painful and no one likes it, but still it is the normal response to the stresses in lives. Grace Ketterman in her book *Depression Hits Every Family* says that "Depression is a complex mixture of anger, sadness, helplessness, guilt, remorse, and some time hopelessness" (19). In other words, it means that depression can be caused by anger, sadness, and helplessness. Furthermore, Rita Atkinson in her book *Introduction to Psychology* says that there are some cases which cause depression, such as: failures in lives, the loss of the love one, anger, guilty feeling and rejection (463).

Atkinson explains further that failures in lives can make a person depressed (463). Narramore states that, a person who fails usually lost his spirit in his life because he thinks that everything he does will result in failures (81). A

person who has failed for many times will feel depressed easily. Usually a depressed person will feel unworthy and inadequate to do something. In the *Shakespeare's Hamlet*, Hamlet is the one who experiences failures, especially when he wants to revive his mother, but he cannot do such thing. This failure happens for several time: therefore, it makes him depressed.

Another thing that causes depression is anger. Brennecke in his book *psychology and Human Experience* says that there are two ways of expressing anger (81). The first way is by turning the rage inward. It means that the person cannot let the anger out so that he turns his anger in on himself. If the things go wrong, the person will blame himself for all things that have happened to him. When the anger grows bigger, the person will be depressed. The second's way of expressing anger is by attacking the individual or the object that causes the depression. Usually a person who does this is a person who has tried several ways to handle his hostile feeling; unfortunately, he fails in handling his feeling so that he expresses it through negative action such as: burning, killing, or raping the object which makes him angry or even convert his anger into destructions such as suicide.

The other thing that causes depression is guilty feeling. Atkinson argues that, guilty feeling and depression are almost inevitable (466). It usually occurs to a person who has done some mistakes in his life, especially when the person is involved in the events that cause the death of his beloved. A person who has guilty feeling will think that he deserves to get punishment. It makes him unable to accept the forgiveness even when it comes from god. In *Hamlet Shakespeare*

Hamlet is main character who have guilty feeling in their lives so that both characters feeling depression.

Beside failures in lives, the loss of the loved one, anger, and guilty feeling, rejection and lack of love are the other factors which cause depression. Rejection and lack of love are related to each other. Atkinson explains further that, a depressed person usually experience the loss of parental affection when he was a little child; therefore, his behavior usually represents s cry for love or affection (Atkinson 465). Those who have been rejected for many times will depressed easily. This fact is expressed in Hamlet Shakespeare, through Hamlet who experiences rejection from his mother, but he get love from Ophelia. Although Hamlet wants to resuscitate his mother, but always rejection. And makes Hamlet depression.

Consequently, depression may bring some effects in a depressed person's life, such as: isolating himself from other people, feeling exhausted and disinterested in life (Atkinson 463). Isolating himself is one of the result of depression. It means that the person isolated himself from other person. In other word, it means that the person does not want to be related with other people, he wants to spend his time alone and he wants to be free from other people. Another effect of depression is feeling of exhausted and disinterested in life. The person who depressed thinks that his life is not happy and he feels reluctant to do anything in his life for he thinks that everything will be useless and his condition will not be changed.

To sum up the theoretical Framework, this psychological concept of depression will support this analysis. It will give obvious description of psychological problems, which is depression, to facilitate the analysis on Hamlet's psychological states. Besides, the writer also uses this concept to reveal Hamlet's feeling in facing his problems that leads him into depression. Moreover, this concept will explain depression in terms of its causes of sources and effect through his behavior

b. Types of Depression

In *Psychology and Life: fourteenth edition*, Philip and Richard divide the types of depression into unipolar depression and bipolar depression as follow:

1. Unipolar depression

It also called major depression, which is the most common type of depression. Depression has been characterized as the “common cold of psychopathology”, both because it occurs so frequently and because almost everyone has experienced elements of the full-scale disorder at some time in their life. Everyone has at one time or another, experienced grief after loss of a loved one or felt sad or upset when failing to achieve a desired goal.

2. Bipolar disorder

Bipolar disorder is characterized by periods of severe depression alternating with manic episodes. During which the individual feels extremely elated or irritable rather than elation, especially if the person

feels thwarted in some way. During a manic episodes, a person often experiences an inflated sense of self-esteem or an unrealistic belief that he or she possesses special abilities or powers. The person may feel a dramatically decreased need to sleep and may engage excessively in work or in social or other pleasurable activities.

c. Characteristic of Depression

Philip and Richard in *Psychology and Life: fourteenth edition*, determine the characteristic of clinical depression. They are:

1. Despotie mood

It is constant feelings of sadness, hopeless, loss of interest or pleasure in almost all usual activities, loss of energy, feeling tired despite lack of activity.

2. Appetite disturbance

Depression can influence change in appetite, with the significant weight loss or weight gain. A depressed person does not want to eat something or any kinds of food. He is losing his appetite. It usually happens to woman.

3. Motor activity

Restlessness or feeling slowed down. Physical functioning become slow and awkward or, in severe case, movement may be absent for long periods. Similarly, facial expression may appear fixedly glum and despondent. With agitation, considerable anxiety is combined with restlessness, and nervousness and fidgeting.

Analysis of The Problem Effect in Shakespeare's Hamlet. The second previous study was conducted by Anggun Nur Rohma (2007) from Tujuh Belas Agustus University Surabaya, English Department, under the title *An Analysis of Ophelia Character in Hamlet Shakespeare's with Feminism Theory.*

Referring to the first previous study entitled *An Analysis of The Problem Effect in Shakespeare's Hamlet*, discusses the effect of characters, not only Hamlet but all character in drama. And the previous study here, uses theory personality such as id, ego, and super ego to strengthen her opinion in her thesis. Discussing about the similarity and difference, this previous study has a similarity on the discussion of two characters: King Claudius and Hamlet. However, this previous study and this study have a difference that the previous study only focuses on the problem effect in Shakespeare's *Hamlet*, and this study focuses on causes and effect in Shakespeare's *Hamlet*.

Furthermore, the second previous study entitled *An Analysis of Ophelia Character in Hamlet Shakespeare's with Feminism Theory*, focuses on character, because she wants to grow up her opinion about the strong woman in her thesis especially about Ophelia character, and why Ophelia is interested with Hamlet character. Actually the writer is interested with her thesis, because her thesis" is very good in structural language, theory, critics, opinions and others. In the term of similarity, the second previous study and this study has a similarity that both studies discuss the same topic: character. Besides, both studies similarly discuss about the effect in Shakespeare's *Hamlet*. Therefore, the difference will be

