DYSTOPIA PORTAIT ON JULIA'S CHARACTER IN THE AGE OF

MIRACLES BY KAREN THOMPSON WALKER

A THESIS

Submitted as a Partial Fulfillment of the Requirements for the Sarjana Degree of English Department Faculty of Arts and Humanities State Islamic University of Sunan Ampel Surabaya



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DECLARATION

This thesis entitled "Dystopia Portrait on Julia's Character in The Age of Miracles by Karen Thompson Walker" contains materials which have been accepted for the award of Sarjana degree of English Department Faculty of Arts and Humanities State Islamic University of Sunan Ampel Surabaya. This thesis contains no material previously published or written by other person except where due reference is made in the text of the thesis.

Surabaya, July 2017

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ABSTRACT

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Supervisor : Abu Fanani, SS, M.Pd.

Keyword : personality, struggle, psychological, accomplish

This research explain one of Karen Thompson Walker works entitled *The Age of Miracles*. The story tells about Julia who developed of personality which makes her struggle face the disaster. That can make Julia lion-heart and fully downright strong teenager. There are two questions in this thesis, first is how Julia's character and characterization described. And the second is how Julia faces the disaster portrayed in the novel. To solve the first research problem, the researcher used new criticism theory focused on character and characterization to help researcher analyze Julia's personality. Then to achieve psychologically of Julia must face the disaster when she struggled of face the disaster. To solve the second problem, the researcher used the theory from Sigmund Freud about id, ego, and superego as a strong teenager to seek freedom. The result of this research shows that Julia used id, ego, and superego faced various disasters within her life until to seek freedom. After that, Julia takes refuge in the house and consumed food to survive and also talked to the people about disaster.

INTISARI

Raharjo, Dona Perkasa Yuda. 2018. *Potret Dystopia pada Karakter Julia di Yang Pernah Ada oleh Karen Thompson Walker*. Program Studi Bahasa Inggris, Universitas Islam Negeri Sunan Ampel Surabaya.

Pembimbing: Abu Fanani, SS, M.Pd.

Kata kunci: kepribadian, perjuangan, psikologis, penyelesaian

Penelitian ini menjelaskan salah satu karya Karen Thompson Walker yang berjudul The Age of Miracles. Jalan cerita menceritakan tentang Julia yang mengalami perkembangan kepribadian yang mana membuat dia berjuang menghadapi bencana. Itu bisa membuat Julia bermental baja dan remaja yang benar-benar kuat. Ada dua pertanyaan dalam tesis ini, pertama adalah bagaimana karakter dan karakterisasi Julia digambarkan. Dan kedua adalah bagaimana Julia menghadapi bencana yang tergambar pada novel. Untuk memecahkan masalah peneliti yang pertama, peneliti menggunakan new criticism teori yang focus pada karakter dan karakterisasi untuk menolong peneliti menganalisa kepribadian Julia. Kemudian untuk mencapai psikologi Julia harus menghadapi bencana ketika dia berjuang menghadapi gempa. Untuk memecahkan masalah kedua, peneliti menggunakan teory dari Sigmund Freud tentang id, ego, dan superego sebagai seorang remaja kuat untuk mencari kebebasan. Hasil dari penelitian ini menunjukkan bahwa Julia menggunakan id, ego, dan superego menghadapi berbagai bencana dalam hidupnya hingga mencari kebebasan. Setelah itu, Julia berlindung didalam rumah dan mengkosumsi makanan untuk bertahan hidup dan juga berbicara kepada bencana. orang tentang

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Literature is the portrait of the human experiences, through which readers are able to understand the aspect of life without roving the entire of the world. Through the number of the authors and literary works those readers ever read, they are able to develop their imagination to understand the aspect of life. As what Robert and Jacob tell that the literature develop our imagination, enable us to recognize human dreams and struggles in difference place and time (2). Shortly, literature is the way to understand someone's expression of thoughts, feelings, and experience of life in different place and time.

There are many kinds of literary genres, such as novel, drama, poetry, and short story. According to Edgar and Henry literature may be classified into four categories or genres: poetry, drama and prose. There are two kinds prose: prose fiction and nonfiction prose. Usually there are three classifications like as imaginative literature: myths, parables, romances, novels, short story (2). In nonfiction prose consists of news reports, feature articles, essays, editorials, textbooks, historical and biographical works (3). Each of those genres in literature is different from another, for instance, prose is narration, while poetry is in rhyme and rhythm, and drama is in its dialogue and action, and then nonfiction prose present the truth of the factual world.

Novel is a fiction which has elements such as plot, theme, character, setting, point of view. Usually it is containing about forty five thousand words or more. Novel is one of literary works that makes the reader get his own pleasure. Novel can take the readers to a certain situation, place or periods that occur in the story of novel. Through the series of events and conflicts experienced by the characters, the readers seem to enter the character's life in the novel. At the end of the novel, the readers can discover meaning, messages or values which are revealed in the novel. Based on Kenney, Novel expresses several aspect of human's love and existence because novel tells about activities of human and tells about what happened in surrounding. (103)

The researcher use *The Age of Miracles* as the object of research. *The Age of Miracles* is truly a book about human. Clearly, *The Age of Miracles* is not a young adult novel. *The Age of Miracles* is written by Karen Thompson Walker centres around the idea of change and adaption. So that the researcher observe at these moments the maudlin or worse. Therefore, The Age of Miracles genre is Dystopia. Dystopia is an imaginary of worse future than the present. It is announced at the beginning of the novel that the Earth's rotation is normal to disaster and creating longer than 24 hour days.

This global phenomenon is a large turning point in the novel's community's, and protagonist Julia's life. This turning point results in a loss of control for Julia, but she learns the ability to bounce back to life, even in profound uncertainties. The turning point was important to the text as a whole as it proved

how people react with the loss of control, and then how they adapt to the new situation. (Studyit)

Some of the important points are the characters and characterization. Based on Abrams, Characters are the persons represented in a dramatic or narrative work, who are interpreted by the reader as being endowed with particular moral, intellectual, and emotional qualities by inferences from what the persons say and their distinctive ways of saying it 'the dialogue' and from what they do 'the action' (32-33). Meanwhile based on Holman, characterization is the creations of character of imaginary persons so that they exist for the reader as real within the limits of the fiction (75). So, between character and characterization, there is a close-relation. Characterization is the way a writer describes character. Character is a person in the story. Character is one significant to analyze in literary work such as a novel.

In social science, social interaction is relationship between two or more individuals. Julia is a careful observer of movement that happen and how her disaster impacts relationships. Her parents are not getting along, and her best friend moves. For the relation with the other friend or person, her parents are aware of changes in the social dynamics of the kids around her. The literary work present as depiction of life. Many kinds from reality of human life are potrayed. Usually, human life and the reality which are potrayed in the works based on the society background of the author in different place and time. Then the readers will be able to understand and get many experiences of life from reading the literary

works. As what Robert DiYanni state that through reading a wide a variety of stories readers can enter many imaginative worlds in the process enlarging and deepening reader's perception of the world (3-4).

Rene Wellek introduced his instrinsic approach, which essentially is a study of literary work based on analyzing the internal elements that build that work. According to Wellek (332) The natural on sensible starting point for work in literary work is the interpretation and analysis of the works of literary themselves. After all, only the works themselves justify all our interest in the life of an author, in his social environment, and the whole process of literature. Rene Wellek introduced his extrinsic approach such as biography, psychology, social milieu, ideas, and other arts. They write that research into extrinsic elements often results in an attempt to establish some casuality between the extrinsic elements and a study of work.

Wellek further explained that the elements that form the foundation of a literary work are plot, setting, theme, character, point of view, and style. Although there are so many elements of novel, the writer just chooses character and characterization to analyze. Character is one of important element in novel, therefore, the writer wants to analyze the characters who have lion-hearted values in the novel *The Age of Miracles* written by Karen Thompson Walker.

The Age of Miracles by Karen Thompson Walker has intrinsic element.

Intrinsic element has important role in the story. The situation and conditions directly or indirectly affect the outcome of the work. Happiness is an experience

that makes you happy. Most of us probably don't believe we need a formal definition of happiness; we know it when we feel it, and we often use the term to describe a range of positive and sense of well-being, joy, or contentment. When people are successful, or safe, or lucky, they feel happiness. Philosophers and religious thinkers often define happiness in terms of living a good life, or flourishing, the quality or state of being happy. According to Franken, positive emotion responsible for showing interest in individual and how to sustain life of each individual. Therefore the existence of happiness is human qualities that are universal. Happiness give motivate and continue to motivate people to still make a plan. Researchers know that Julia is strongly motivated for their needs from him to survive and pass on this information to the next generation. Julia also thinks that the giving and continuation this knowledge as a process referred to as "shared fate".

In the intrinsic elements of a literary work, the reader likes the element of suspense. It can make the reader want to keep reading and motivate to quickly figure out the end of the novel. . According to Cullen & Agnew, tensions is physical although mental strain, the force is created by pulling something tight or a strain in a relationship and the act of stretching or straining. Most of the crimes and deviation arise from individual causes (such as "flawed" biological) (171). Merton also revealed that in the social structure there is a deviation that occurs due to dysfunction between norms and cultural's aim of the group members the ability to act according to the norms and objectives. Julia is still teenager to be confronting with family culture that cause rift to her parents. It is a feeling of

nervousness that makes you unable to relax; a feeling of nervousness, excitement, or fear that is created in a movie, book, etc. In this novel, Julia will lose friends because many complicate in her life. And from these, types of happiness and tensions found in *The Age of Miracles* novels.

1.2 Statement of the Problems

After reading the background of study and determining the topic is explained above, there are two statements of the problems that will be analyzed in this study. The questions are:

- 1. How is Julia's character and characterization described in the novel?
- 2. How does Julia face the disaster portrayed in the novel?

1.3 Objective of the Study

The objectives that are supposed to be reached are:

- 1. To reveal character and characterization of Julia in the novel.
- 2. To describe how Julia face the disaster portrayed in herself.

1.4 Significance of the Study

This study is significant to be conducted due to both the theoretical and practical contributions. Theoretically, the researcher hope that it enriches the reader's development of knowledge in the literary theory that is related to psychology field. Therefore, the results of the study are expected to give

contribution in developing the study and analysis on literary study that relate with the study of psychoanalysis on Julia in a novel entitled "The Age of Miracles". The writer expects to give more knowledge about how Julia struggles face the disaster. Then practically, this study can give useful contribution for the readers in understanding the content of The Age of Miracle, mainly concerning about critical analysis using related theory to do approaches. Also, the writer hopes that this research can be a helpful reference for other researchers who are interested in conducting further research.

1.5 **Scope and Limitations**

To avoid a broader analysis, in this study the researcher focuses on main character (Julia) in *The Age of Miracles* novel. The analysis of characterization applies the idea for further writer in psychoanalysis theory by Sigmund Freud.

1.6 **Method of the Study**

1.6.1. Research Design

To answer the first and second statement of problem, the research uses library research by using some books and other references like articles, journals, and websites relate to the subject matter that will be analyzed. This research also uses descriptive qualitative research methods by explaining the result of analysis in the form of words and sentences since the result is not statistic or numeral data. Substantively it employs words to answer questions (Donald 420).

1.6.2. Source of Data

There are two sources of data, primary data and secondary data. In this research, the source of primary data come from the novel *The Age of* Miracle that is written by Karen Thompson Walker's. Whereas the secondary data come from some critical works, journals, website and some books that concern with the novel and explanation about Freudian personality theory.

1.6.3. Data Collection

Since the data becomes the most important aspects in conducting a research, so it must be collected effectively. Method of data collection is one of the research methods parts that will explain how the data are collected to support the research. In collecting data for the research which based on the qualitative method, the research follows the following steps of data collection. First, the writer uses close reading to get well understanding of the whole story in the novel itself. Then, selecting and collecting the data in form of narration and conversation from the novel related to the problem. After that, classification the data dealing with the statement problems. The last, the writer take some note to collect the valid data.

1.6.4. Data Analysis

Data analysis according to Patton (103) is the process of arranging the data sequence to classify in a pattern category and description of the basic unit. As the data in this research is written text come from a novel, the data that have been collected will be analyzed using literary theory. The analysis data will involve some steps, those are:

- a. Analyzing the character and characterization of Julia Character toward the novel *The Age of Miracle*
- b. Classifying and Analyzing the narration and conversation from the novel that are related to Freudian's personality psychology theory
 - c. Analyzing the dystopia potrait toward Julia's character.
 - d. Drawing conclusion based on the result of data analysis.

1.7 Definition of Key Terms

Psychology: Scientific discipline that studies psychological and biological processes and behavior in humans and other animals (Encyclopedia Britannica).

Personality: A pattern of relatively permanent trait and unique characteristics
that give both consistency and individuality to a person's
behavior. (Feist)

Struggle: try hard to do something or move somewhere when it is difficult.

(oxford)

CHAPTER II

LITERARY REVIEW

2.1 Theoretical Framework

This part is centered on discussing some theories which are going to be used as a guide of conducting this research. Theory is the model of reality. It can help us to understand, explain, and predict the reality, and also as the guide for us to action. As what Boeree stated that, theory is a little like a map but it is not the same as the countryside. It certainly does not give us every detail, it may not even be terribly accurate, but it does provide a guide to action and give us something to correct when it fails (5-6). Therefore, this chapter is about explanation of theory that will conduct this study. Then in this research the study present the theory as the way to help in analyzing the character's personality in the novel. The study will focuses on psychoanalytic approach using Freud's psychoanalysis.

Meanwhile, psychoanalysis theory is used to analyze women's character, especially in this research.

2.1.1 Sigmund Freud's Psychoanalysis Theory

Sigmund Freud's psychoanalytic theory is one of the great intellectual contributions of modern times, and it continues to influence western thought today (Passer and Smith 443). The term "psychoanalysis", has three different meanings. It is, first, a school psychology that emphasizes the dynamic, psyche determinants of human behavior, and the importance of childhood

experiences in molding the adult personality. Second, psychoanalysis brewers to a specialized technique for investigating a conscious mental activities. Last, psychoanalysis as a method of interpreting and treating mental disorders (Saccuzzo in Khotimah 12).

Actually, there is little doubt that psychoanalysis had a profound influence on personality theory during the 20th century. It turned attention from mere description of types of people to an interest in how people become what they are. Holzman stated that, psychoanalytic theory emphasizes that the human organism is constantly, though slowly, changing through perpetual interactions (Encyclopedia Britannica 1893). Therefore, the human personality can be conceived of as a locus of change with fragile and indefinite boundaries. However, personality characteristics are relatively stable over time and across situations, so that a person remains recognizable despite change (1893). In other opinion Samuels stated that, psychological theories also engage within the phenomenon exploring how the various parts of the personality relate to the psyche as a whole without losing their distinctiveness (11).

Psychoanalysis is the tool to understand human personality and behavior through the character in the literary texts. As what Tyson stated that, psychoanalysis can help us to understand human behavior better, and also it must certainly be able to help us understand literary texts, which are about human behavior (11). From statements above researcher can say that, the

psychoanalysis concerns with the aspect of behavior and human personality.

Besides, it is also one of the way to understanding about our self and human being better through literary works.

Psychoanalysis is both a theory of personality and a method of therapy. Freud tried to explain how we get the way we are (that is, how our personalities are formed), and he also formulated techniques to use in treating neuroses. He did not develop first one aspect of psychoanalysis and then the other; explanation and treatment developed hand in hand. As mentioned previously, early in his career Freud began to suspect that unconscious sexual conflicts were at the root of psychological problems. This was the start of the theory of psychoanalysis and provided Freud with a stepping-stone to further theoretical developments, which occurred as he continued to treat neurotic persons and to engage in self-analysis. There was interplay between his theoretical formulations and his analytic observations, each influencing the other. We will now consider some of the most salient features of psychoanalysis as a theory of personality (often called psychoanalytic theory), and then we will briefly discuss psychoanalysis as a method of therapy (Nye 10).

2.1.2 Structure Personality

Freud says that there are three provinces of the mind; id, ego and superego. These province or regions have no territorial existence, of course, but are merely hypnotically constructs. They interact with the three levels of

mental life so that the ego cuts across the various topographic levels and has conscious, preconscious and unconscious components, whereas the superego is both preconscious And unconscious and the id is completely unconscious (Feist 27). Freud divided personality into three separate but interacting structures: id, ego, and superego.

2.1.2.1 Id

The id according to Freud is core of personality and completely unconscious is the psychical region called id, It has no contact with reality, but it strives constantly to reduce tension by satisfying basic desires (Feist27). Otherwise is only function is to seek pleasure. We say that the id serves the pleasure principle. The id is the most primitive part of the personality. It is the original system with which the newborn infant comes equipped. The id does not know right from wrong has no perspective on the possibilities and impossibilities of the real world, and has no inhibitions. (Freud 1923: 11). Besides being unrealistic and pleasure seeking, the id is illogical and can simultaneously entertain incompatible ideas. For example, a woman may show conscious love for her mother while unconsciously wishing to destroy her. These opposing desire are possible because the id has no morality. That is, it cannot make value judgments or distinguish between good and evil. However, the id is not immoral, merely amoral. All of the id's energy is spent for one

purpose-to seek pleasure without regard for what is proper or just (Feist 28).

According to Passer and Smith, the id has no direct contact with reality and functions in totally irrational manner. It means that, id is the fundamental component of human personality. It exists from birth. It was like the store house of the aggressive drives in the human mind and also it was the source of all human psychical needs.

Psychical needs for example people need to sleep, need to eat, and also the simple psychological need such as need for comfort. Those needs need to express constantly. As what Kosslyn and Rosenberg said that id lives by the pleasure principle, wanting immediate gratification of its needs by a reduction in pain (309). The id sometimes compared with a demanding infant. For example hungry infant, screaming itself. It does not know what it screaming about. It just knows it wants it and wants it now, which unable to understand by the adult sense. The infant in Freudian view is pure or nearly pure id, and the id is nothing if not the psychic representative of biology (Boeree 19).

In review, the id is primitive, chaotic, and inaccessible to consciousness, unchangeable, moral, illogical, unorganized, and filled energy received from basic drives and discharged for the satisfaction of the pleasure principle. As the region that houses basic drives (primary motivates), the id operates through the primary process. Because it

blindly seeks to satisfy the pleasure principle, its survival is dependent on the development of a secondary process to bring it into contact with the external world (Feist 29).

2.1.2.2 Ego

Ego is only region of the mind in contact with reality (Feist 29). Its gowns out of the id during and youth become a person's sole source of communication with the external world. It is determined by the reality principle of the id, which it tries to substitute for the pleasure principle of the id. Because of ego is reality principle based, the fulfillment is through secondary process (Feist 29). It means that the fulfillment is done by realistic thinking. The process is about testing the action is possible to do. In ego need a consideration whether the action will be done or not. According to Freud the ego becomes differentiated from the id when infants learn to distinguish themselves from the outer world. While the id remains unchanged, the ego continues to develop strategies for handling the id's unrealistic unrelenting demand for pleasure. At times it loses control.

As children begin to experience parental rewards and punishments, they learn what to do in order to gain pleasure and avoid pain. At this young age pleasure and pain are ego functions because children have not yet developed a conscience and ego-ideal. That is, super ego. As

children reach the age of 5 or 6 years, they identify with their parents and begin to learn what they should and should not do.

According to Freud, much of the ego is conscious or can readily become conscious. The ego is sometimes called the executive agency of the personality because it controls action, select the features of the environment to which a person will respond, and decides how the person's needs can safely be satisfied. As Freud points out in popular language that the ego stands for reason and circumspection while the id stands for the untamed passion. Whereas the id is governed solely by the pleasure principle, the ego is governed by the reality principle. Consequently, the ego serves as intermediary between the world within and the world without (157).

The ego is guided by the reality principle, which leads it to access what is realistically possible in the world (Kosslyn and Rosenberg 309). Hartono in Andriani stated that, ego is personality side that must submit to the id and must look for reality that is needed by id as necessity satisfier and suspense palliative. So, ego is personality that can differ between imagination and fact. Ego was works as reality principle and ego does secondary process. Reality principle can tow self-expansion or look for other expansion as well as the environment and heart inner. Ego also served secondary process, it means that, ego uses thought ability rationally to solve problem (19).

The ego also develops in childhood, before the superego, and works very hard to balance between the id and the superego. The ego tries to gives the id enough ratification to prevent it from making too much trouble, while at the same time making sure that no major moral lapses lead the superego to become too punishing. The ego must also make sure that the actions of the id and superego, as well as its own actions (Kosslyn and Rosenberg 309).

2.1.2.3 Superego

In Freudian psychology, the superego represents the moral and ideal aspects of personality and is guided by the moralistic and idealistic principles as opposed to the pleasure principle of the ego. The superego grows out of the ego, and like the ego, it has no energy of its own. However, the superego differs from the ego, in one important respect. It has no contact with the outside world and therefore is unrealistic in its demands for perfection. It means that the ideal figure which is purposed is not realistic. When it is not realistic for fulfilling desire or drives, superego is not realistic in fulfilling the ideal figure or perfection.

Superego has two subsystems. They are the conscience and ego-ideal. Freud did not clearly distinguish between these two function, but, in general, the conscience result from experiences with punishment for improper behavior and tell us what we should not do, whereas the

ego-ideal develops from experience with reward for proper behavior and tell us what we should not do (Feist 30).

The superego strives for perfection and is seldom satisfied with less. It is, like the id, unrealistic. If it becomes too powerful (gains too much of the psychic energy that runs the personality), it will exert almost complete domination over the id and the ego, creating intense guilt as well as inhibiting the id's instincts and immobilizing the ego's attempts to achieve satisfaction in the real world. The number and intensity of do's and don'ts may be so great that the ego, figuratively, has nowhere to turn and shrinks into a corner of the personality, unresponsive to the cries for gratification emitted by the id and ineffective in the face of reality's demands (Freud 18).

According to Yustinus superego starts to develop when ego internalizes moral and social norms it is an internal realization from the value and ideal of traditional social. Superego is controlled by moralistic and idealistic principle which contrary to pleasure principle from id and reality principle from ego. Superego reflects something ideal (not real), rights from a perfectness (not a pleasure), and decides something true or false in order to act based on the moral norm in society (Wigayanti 33). The superego can cause feelings of guilt, an uncomfortable sensation of having done something wrong, which results in feelings of inadequacy (Kosslyn

and Rosenberg 309). Therefore, by explanation above we might say that the id would make us as devils, the superego would make us as angels, and then the ego, it was balance between the id and superego, and it will keep us as human who has a good and bad behavior. From the all we might say that the important of id would knowing all the deeds in a human who principally enjoys and avoids unhappiness and then the ego, it was mediate or control between desire and rational and also realistic to avoid anxiety, and etc, and then the superego, it was to fulfill the social values of humans to avoid the unsuitable environment in which humans are.

2.1.3 New Criticism Theory

New Criticism occupies an unusual position, both in this textbook and in the field of literary studies today. On the other hand, New Criticism, which dominated literary studies from the 1940s through the 1960s, has left a lasting imprint on the way we read and write about literature. Some of its most important concepts concerning the nature and importance of textual evidence—the use of concrete, specific examples from the text itself to validate our interpretations—have been incorporated into the way most literary critics today, regardless of their theoretical persuasion, support their readings of literature. The New Critical effort to focus our attention on the literary work as the sole source of evidence for interpreting it. The life and times of the author and the spirit of the age in which he or she lived are certainly of interest to the literary historian, New Critics argued, but they do not provide the literary critic with information that can be used to analyze the text itself (Tyson 135). Although the author's intention or the reader's response is sometimes mentioned in New Critical readings of literary texts, neither one is the focus of analysis. We can know if a given author's intention or a given reader's interpretation actually represents the text's meaning is to carefully examine, or "closely read," all the evidence provided by the language of the 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 137).

2.1.3.1 Character

Since novel as a literary work is inseparable with human's life as a representations where the author tries to serve some of human phenomena in the world through the written words. It is known that sometimes an author writes a story based on the true story (Holman 299). So the character which is appearing in the story is a shadow from a real person who lives in the real world.

Character has important role in a story, besides as a means of story that makes the story alive, character also represents a person becomes something interested in the story. Characters in fiction can be conveniently classified as major and minor static and dynamic (Diyani Robert 54). Bennet and Royle say characters are considered as the life of literature: Characters become the objects of the readers' curiosity and fascination, affection and dislike, admiration and condemnation. Indeed, our intense relationship with literary characters makes them to be more th1an becoming simply objects because in which through the power of identification, through sympathy and antipathy, they can become part of how we conceive ourselves, a part of who we are (Bennet A and Nicholas R 60)

Talking about character means that we refer to a person in a fictional story. Characters are the people who appear and experience life stories in fictional works. It can be simply said that characters are people who are included in the story. Character is a brief descriptive sketch of a personage who typifies some definite quality (Holman 74). Just like us in the real world, characters act, speak, think, also face some problems, and so on. Besides, they can be characterized as good, bad, kind, generous and any other types of human quality.

2.1.3.2 Characterization

Character only is not enough to build a story. It must be clear how the author imagine the character in order to be more alive in a story that is what is called as characterization. Holman says

that characterization is the author show the character of imaginary person. Characterization is an essential component in writing a good fiction because characterization have ability to characterize the people of one's imagination successfully is a primary attribute of a good novelist, dramatist, or short-story writer.(75)

There are three fundamental methods of characterization in fiction: (1) the explicit presentation by the author of character through direct exposition, either in an introductory block or more often piecemeal throughout the work, illustrated by action.(2) the presentation of the character in action, with little or no explicit comment by the author, in the expectation that the reader will be able to deduce the attributes of the actor from the action; (3) the representation from within a character, without comment on the character by the author, of the impact of actions and emotions upon the character's inner self, with the expectation that the reader will come to clear understanding the attributes of the character.

From the explanation above, about Freud personality structures: id, ego, and superego. Then this study intends to apply the theory in analyzing character of Julia especially her personality. The study uses this theory to analyze the influence of personality to the character's behavior. The previous theory disclosure of the physically thought that consists of manifestation and action. The

researchers found that id, ego and superego also disclosure of thought verbally consist of fantasy and dream. Furthermore, the study also uses the New Criticism theory, this theory uses to analyze the character's inner emotional conflict. When the character unable to handle her nervous, stress, fear, and dread within her mind, which caused by psychological trauma based on the novel written by Karren Thompson Walker's *The Age Of Miracles*.

2.2 Review of Related Studies

This presents some relate studies which have been done previously. The first literary review is conduct by Farah Adnia (2016), Fahum UIN Sunan Ampel Surabaya, English Department, under the title *PSYCHOANALYSIS OF LORI'S CHARACTER IN CHASING MONTANA BY LORI SODERLIND*: find the main character especially woman character in Chasing Montana Novel. This analysis is viewed from the psychoanalysis point of view. Journey of life from a woman who wants to conduct her journey in Montana, her name is Lori Soderlind, She is described as a baby boomer. That is a group of people in America who were born after the Second World War, She decides to resign from her job as a reporter just for start her journey to go to Montana.

Another literary review was conduct by Halimatussa'diyah (2015), Fahum UIN Sunan Ampel Surabaya, English Department, under the title *PSYCHOLOGICAL* STUDIES OF ANXIETY WITHIN HELEN KELLER'S PERSONALITY IN MEMOIR OF

HELEN KELLER'S THE STORY OF MY LIFE: tells about the deaf and blind girl who has great desire and never gives up reaching her dreams. This thesis focuses on analyzing the personality of the girl who has physical lack. The aim of this thesis is to describe the girl's personality in achieving her desirability. Then, by all of her physical limitations, she is brave to compete with the people who can see and hear normally.



CHAPTER III

ANALYSIS

This chapter discusses all statements problems in two parts. The first part discusses the characters and characterizations of Julia which are described in The Age of Miracles by Karren Thompson Walker. The second part analyses the way face the disaster that fall on Julia's character along the novel. The writer will use Sigmund Freud's theory about id, ego, superego psychology.

3.1 Julia's character and characterization

3.1.1 Character

The writer analyzes the character and characteristics of main character in the novel The Age of Miracles. In this novel, Julia is a main or major character. According to Holman, Character is a brief descriptive sketch of a personage who typifies some definite quality (74). Character is important thing in a novel because it represents a person becomes something interested in the story.

In the novel tells about Julia was twelve years old faced disaster. It will be explained in the next point to get more understanding, here are some characteristics.

3.1.2 Characterization

Julia is the main character in *The Age of Miracles*. Julia is depicted as round character that has several characteristics. Characterization is the way in which

a character is created. Characters are all the product of characterization, they have been made in particular way (Holman and Harmon 81). The writer will explain more detail about Julia's characteristics and the author's way depicts her characteristics.

3.1.2.1 Smart

The day has passed since the disaster issue. The news began to spread in the media. Father is a doctor needed in the hospital and must be immediately doing his job. Julia's mother asks Julia's father not to leave. Julia is the only child who has both parents. Julia tries to keep him in the home.

"Come on, Helen," he said. "You know I can't stay." He stood up and patted his front pocket. I heard the muted jingle of keys.

"We need you here," my mother said. She rested her head sideways against my father's chest—he was over a foot taller. "We really don't want you to go, right, Julia?"

I wanted him to stay, too, but I'd grown expert at diplomacy as only an only child can.

"I wish he didn't have to go," I said carefully. "But I guess if he has to go."

My mother turned away from me and said to him more softly, "Please. We don't even know what's happening."

"Come on, Helen," he said, smoothing her hair. "Don't be so dramatic. Nothing's going to happen between now and tomorrow morning. I'm betting this whole thing will blow over."

"How?" she said. "How could it?"

He kissed her on the cheek and waved to me from the entry hall. Then he stepped outside and shut the door. Soon we heard his car starting up in the driveway. (18-19) The above quote describes Julia trying to influence her father to stay accompany mother and Julia in an urgent situation. Julia is her only child. Julia had the intelligence gained from her father. Especially in such an emergency Julia had to get the father out of the house. Julia tried to seduce father to stay at home. Julia realized she could not be the same and was afraid if father to go to the hospital. Julia and mom impose their wishes. Julia and mother fear if something horrible happens later. Mom also does not know about the house and is worried if Julia and mom cannot save themselves when disaster strikes. But father cannot accept the Julia and mother's request. Dad's profession as doctor worries with many patients during the earthquake may occur. Father really cannot escape responsibility because the doctor cannot leave his patient with a heavy heart. Continue dad immediately to the hospital. Julia and mom cannot prevent father.

3.1.2.2 Caring

When condition quiet and calm. Julia and Seth were playing on the beach. Julia and Seth cause feelings of contact.

A wind chime made of seashells rang and echoed from the porch and was followed by the soft clench of the door meeting the doorframe. I could hear my heart pounding in my head. Usually, Seth and I overlapped for only a moment or two, slipping quickly past each other in the entry hall, letting small nods of the head stand in for hellos. (75)

The occurrence of the quotation above describes a quiet and relax condition. But make Julia's heart pounding and felt in the head. The incident was not like the usual Seth and Julia did, they collided but did not greet each other and just nodded their heads.

Her caring of Julia proves again in some conditions. Seth is a man who makes Julia felt in love and Julia shows her affection when she looked into Seth's eyes.

As I packed up my things, I tried to catch Seth's eyes, but he wouldn't look in my direction. (79)

The incident shows that Julia is trying to tidy up her things and try to look at Seth's eyes, although Seth did not wants to return Julia's eyes but Julia still hopes Seth to look Julia's eyes too.

Julia was collecting books and leaving home. Looking out of the window, Julia muses about the picture of her life after the disaster.

I was getting used to it, to the sight of lifeless things. I'd been learning, since the disaster, about the qualities of the dead, the way a bird's body deflates after a few days, the way it drains, growing flatter and flatter until only the feathers and the feet remain. (79)

From the quotation above explains that Julia is enthusiastic about the situation of the earth and describes the situation of the earth that living things can become lifeless objects. Julia was shocked after the incident made her so want to come out and help the animal and take care its. Julia

Julia is depicted as a caring person. It can be proven when Julia and Seth are in the beach. Julia also knows that Seth likes adventure to the beach. Then Julia wants Seth to take her to a steep and sandy path. Still, the beach was covered with beetles, mosquitoes, flies, and snakes.

"Watch out for snakes," said Seth. '

I liked the way he walked: loose and unhurried, a boy who knew his way. I was the girl walking with him, so I walked that way, too. (192)

From the quotation above explains that Seth is attentive to Julia.

Julia walking with Seth felt Seth's relaxed, unhurried way was a boy who knew how to walk well. Julia herself admitted that she was a daughter who admired Seth's walk, without thinking as much as Julia was following Seth's walk.

Julia and Seth together continue their climbing journey on the beach. The scorching sun made Julia and Seth overheat and exhausted.

We were solemn as we climbed back up through the canyon. We were hot and exhausted. It was the twenty-third hour of daylight. The sun showed no signs of sinking. ...

But that day I could hardly hear him. My mind was elsewhere. I was a little bit in love. I'd spent an entire afternoon with Seth Moreno. (194-195)

From the quotation above explains that the passage of a long time but not sunny at all looks down and change the night. The length of time

does not make Julia hear about the disaster situation. Julia did not think of anything else except the times she was with Seth. Feelings of falling in love Julia began to reappear like a bee stung. Throughout the afternoon Julia and Seth Moreno did not notice. They enjoy time together, no rule of society, loose the issues, and let go of the tired.

As Julia's night lay awake, Julia unable to sleep and the week that seems very long for Julia. Julia could not sleep and she started thinking about Seth.

My mind drifts, and I remember Seth. I sometimes find my self believing that might come back to me someday. (269)

From the quotation above explains that Julia thought of Seth who had no news at all. Immediately Julia believed that maybe Seth would come back to him one day. Julia included being a collection of stories about the impossible to return: the sudden appearance of a lost and possibly reincarnated boy.

After that, occasionally a letter did fall behind the post office table and lay down. Julia still cannot see Seth Moreno. Julia is always looking for evidence that what has happened in the world can sometimes be undone.

3.1.2.3 Coward

Julia was approached by someone who surprised her and stood beside her. Seth comes over to come to talk something to Julia. Julia who looked surprised to see Seth, the man she was waiting for was afraid to speak.

And then, suddenly, someone was standing next me: It was Seth, and he was saying something. Seth was saying something to me.

"Hey," he said.

There's a certain kind of shock that's possible only when you're young. I had the idea that he might be talking to someone else.

I had to look up to see his eyes. I worried I would say some¬thing wrong, so I said nothing for a moment.

"Yeah," I said.

He waited for me to say something more. I could feel my face turning red. (190)

From the quotation above explains that Seth who came to him suddenly spoke to Julia. Julia gave a great interest in Seth by tilting her head to look into her eyes. However, at that time Julia hesitated to answer the greeting from Seth. The hesitant Julia gave a spontaneous but fearful reply. Even so, Julia could catch Seth's wishes waiting for Julia to speak again. After that, the flowery feeling on Julia's receipt saw the color of Julia's face turning red.

As they ran on the beach Julia hurriedly filled Seth's glass with water and then ran back across the beach. Julia fell silent and then imagined Seth.

Its skin was striped white with scars. I shooed flies from its eyes, one eye at a time. I felt urgency like love. (194)

From the above quotation explains that Julia describes Physical Seth Moren. Julia also tried to clean the animal from her eyes. Julia felt an approaching and urgent love.

When Julia wished Seth Moreno came and approached Julia.

Every time the door squeaked open, I hoped it would be Seth Moreno—come to apologize or explain. ...

I pretended to read. The clock ticked. Seth did not appear. (202)

From the quotation above explains that Julia is waiting for Seth Moreno's arrival which may be to apologize or just to give an explanation.

Until Julia tried to pretend to do other activities just to wait for Seth Moreno to appear.

3.1.2.4 Julia's action

Julia's caring character also depicts Julia's action. Fear that happens to Julia makes her act to response to these fears for her to feel better. Julia's actions are also motivated by her anxiety over radiation whose news comes after the deceleration and in addition to the fear that rains down the minds all humans on earth.

"And still the earth turned, and the days passed, and the constellations wound across the sky. Gradually, we learned to sleep away the white nights in the radiation shelters we'd all dug beneath our yards, where the air smelled like dirt and like stone, so you never forgot you were under the ground." (260)

The quotation above tells that Julia built a shelter to respond to radiation down to the earth during the daytime. Julia does it at the night, a

safe time to avoid radiation during the day. News of the earthquake occurred in Kansas spread wide enough to the California area. The earthquake that resulted in many schools is closed. It makes Julia worry and take the initiative to create a sanctuary at the bottom of the page. Places of protection were excavated Julia at night when radiation is not down to earth. Julia and family decided to sleep on a bright night in the place Julia had dug earlier.

In the circumstances the earth rotates normally as normal and the number of days does not diminish or increase, but Julia imagines the constellation circling in the sky. Julia's circumstances always makes Julia tries to minimally improve the situation that has worsened. Julia cannot stop the will of nature, Julia did her best to survive and wait for nature to stop exploiting the conditions on earth. While the government and the experts also do not have a solution in this case.

3.1.2.5. Julia's speech

Julia's smart characters are also represented through Julia's speech. Julia's smart character at school is described when she talks about the news of radiation entering the American territory. Radiation is also up to California, where he lives. Actually, radiation occurs because the magnetic field that began to disappear in the eighth month. Radiation also breaks in and the earth gets hot. Then the slowdown appears as described in the following quote:

It was not the first time I ever heard the word *radiation*, but if you'd asked me to define the word on any day before that one, I would have linked it to history, to the atomic bomb and the wars of a previous century. ...

Now, we were told, radiation was streaming into our upper atmosphere." (233)

From the quotation above explains that Julia revealed about the various causes of radiation. The cause of radiation is the eruption of atomic bombs during the war in the history of previous centuries. The current radiation is the result of a massive war in America. As simply says this utterances of Julia proven that Julia is smart person.

3.1.2.6. Julia's thought

Thought refers to an idea or set of ideas that are the result of the thought process. Julia's way of thinking shows a response to the problem around. Julia's anxiety makes Julia spontaneously think about the phenomenon. At that time Julia hopes that this action was only temporary and also to the officer who revealed: just to be on the lookout for a very small possibility. All that makes Julia think because of her anxiety. Here is the quotation;

"it was only later that I would come to think of this shift as not just one more weird phenomenon but as something different, a final swing. ...

My parents took the warnings seriously. The schools did as well. Our travels during daylight were immediately limited to the route of the school bus, which itself had been outfitted with blackout shades. We kept our curtains perpetually closed. We saved our errands for the dark. Every time the sky began to lighten, we hurried home and shut our doors against the radiation of the sun. ... We swallowed vitamin-D tablets to make up for what we were missing from the sunlight. We hunkered down and waited for the all-clear.." (233-234)

From the quotation above explains that Julia interpret the natural phenomenon that occurred. This phenomenon is not only due to the downto-earth radiation but a shift that could be due to a slowdown. Julia commemorates this new phenomenon as her thinking context. Julia addressed a reality this phenomenon occurs when the sun does not appear in the day when California has never been like this before. The weather was so bad that Julia had to swallow vitamin D tablets because the sun disappeared from the sky. Many of the humans need the sun but it is unfortunate that its light does not come down to earth. They just take shelter and wait until everything is under control and it's safe to get them out and get back to work.

2. Julia face the disaster

3.2.1. Julia by Id

Id is a human act of seeing reality which aims to avoid displeasure and do what he thinks he wants. Humans always give priority to desire or desire and after that the brain starts thinking. So the mechanism of the human spirit first, then followed by the process of the brain which then to digest. Sometimes also do it because of habit and unconsciously as when we rubbed our eyes when exposed to the dirt and the desire to snee unconsciously first.

Id is also a biological aspect. An animal-like aspect in human nature that wants to be fulfilled is good or bad. Id includes instinctive impulses in humans that drive all human actions. The id principle clearly clings to pleasure and avoids inconvenience. Reflexes and automatic reactions are the nature of the id. The

I remember watching Mr. Valencia next door fill up his garage with stacks of canned food and bottled water, as if preparing, it now seems to me, for a disaster much more minor. (4)

food.

primary process, such as when hunger, must be human immediately imagine the

Without realization she remembered seeing him. Valencia, a neighbor is preparing to prepare supplies when there will be a disaster. Immediately Julia understood her as a danger sign and hurried to prepare food and drink during the disaster that would happen.

In unknown circumstances, Julia calls her mother at home.

I called home, and my mother sent my father to pick me up. I left without saying goodbye. Someone must have answered the phone when the guard called because my father's car soon appeared in the circular driveaway, headlights blazing.

"why so early?" he said as I climbed into the car. "Is something wrong?"

The air smelled heavily of smoke. The firefighting planes could not fly without the light, so the fires would burn free for hours. The car radio carried news of one more strange story: An earth-quake had struck rural Kansas. It was the first of its size ever re-corded there.

"I just felt like coming home," I said. (186)

Julia was away at home, tried to call for help to get Dad to fetch Julia. Julia was in a hurry and did not have time to say good-bye. Julia guessed that someone was on the phone because my father's car light was on. The unnatural situation made my father ask Julia. The state of the air has a different smell as

contaminated by some sort of substance. Not yet stopped there, fire cannot be extinguished because of thick smoke so firefighters do not fly without light.

Repeatedly car radios carry a message about the peculiarities of an earthquake that occurred in Kansas. This is the biggest earthquake and the first time that makes the condition when it is restless. This situation made Julia fearful of the uncertain circumstances and hastily calls home. Hoping for help to come quickly and Julia can go home soon.

The news was broadcast on Saturday, Julia who was at home sleeping with her best friend in a sleeping bag on the living room floor. Hanna is a good friend who always likes to accompany Julia, Julia's friend.

"I had the weirdest dream last night," said Julia. Hanna said to me lay on her stomach, her head propped up on one elbow, her long blond hair hanging tangled behind her ears. According to Hanna, I had a certain skinny beauty that I wished I had too. ...

"You also always have weird dreams," I said. ...

She unzipped her sleeping bag and sat up, pressed her knees to her chest. From her slim wrist there jingled a charm bracelet crowded with charms. Among them: one half of a small brass heart, the other half of which belonged to me. ...

"In the dream, I was at my house, but it wasn't my house," she went on. "I was with my mom, but she wasn't my mom. My sisters weren't my sisters." ...

"I hardly ever remember my dreams," I said. Then I got up to let the cats out of the garage. (5-6)

From the above quotation explains that when Julia and Hanna sleep together in a sleeping bag. Julia and Hanna dream about the weirdness, something that Julia and Hanna still do not know yet but they try to interpret the dream.

Julia was collecting books and leaving home. Looking out of the window, Julia muses about the picture of her life after the disaster.

I was getting used to it, to the sight of lifeless things. I'd been learning, since the disaster, about the qualities of the dead, the way a bird's body deflates after a few days, the way it drains, growing flatter and flatter until only the feathers and the feet remain. (Walker 79)

From the above quotation explains that Julia is enthusiastic about the situation of the earth and describes the situation of the earth that living things can become lifeless objects. Julia understands from the disaster and many animals die suddenly. Julia took the example of a dead bird from a few days with only feathers and legs left.

In the morning, within a few hours became twelve years old Julia's birthday at home. Julia woke up, remembering the details of all the events. But he wanted to look out the window because Julia's room was dark and Julia's house was also deserted. When looking out the window and seeing Seth Moreno he suddenly heard a voice.

That was when I heard it: a loud crash from outside. I remember the breaking of glass and the screeching of car alarms on the street. I rushed to my window and looked out: The tallest eucalvp-tus on the street had sliced through Sylvia's roof and crushed one corner of her house. ...

Over time, I have come to believe in omens. (197)

From the above quotation explains that when hearing the sound Julia felt the sound was from outside the house. Julia's memory indicated that it was the broken glass sound and the road car alarm in the parking lot for being touched. Trees on the road fall sliced and hit the corner of the house Sylfia and Julia.

In the afternoons that Julia finds in search of dark artifacts that never existed because they were destroyed long ago were discovered by someone from a place finally found on the streets of California.

On a dark afternoon in summer at the waning and of the year of the disaster, two kids knelt down together on the cold ground. We dipped our fingers in the wet cement, and we wrote the truest, simplest things we knew-our names, the date, and these words: We were here. (269)

From the above quotation explains the summer that Julia saw two figures kneeling together in a cool place at the end of the disaster. Julia wants this disaster to end and try for a normal life by avoiding this kind of unhappiness. Julia describes it could be somewhere that can make her fingers wet in the cement. Julia wanted to write down that most honest and be simple thing about names, dates, and words: We were here once. The word "We've been here" means Julia's anxiety if her life ends because of a strange disaster or disaster then the humans there after do not know that there was a previous human being who the experienced the process of this disaster.

3.2.2 Julia by Ego

Ego is a human action that results from the process of seeing reality and thinking with logic that aims to avoid the inconvenience according to logic and reason. In other words, the ego serves to mediate between animal desires and rational and realistic demands. Usually people who want to have something sometimes prevented to have it because the desire is not needed or not important. Therein lies the ego, which is digesting what is captured by the eye and passion and then the ego tells what to do, whether ego is unilateral with the id because it is good or not agree with the id because it is not good. For example, we want to eat because the food is tasty and cheap but the Ego refuses because the stomach is full and can not accommodate food anymore. So that is the role of Ego in human behavior.

Ego is a psychological aspect. The aspect is control the situation, reality, reality or objects. If man is not balanced with the ego then his life will be difficult because bad impact on the survival of his life.

We didn't notice right away. We couldn't feel it. ...

We were distracted back then by weather and war. We had no interest in the turning of the earth. Bombs continued to explode on the streets of distant countries. Hurricanes came and went. Summer ended. ...

But there were those who would later claim to have recognized the disaster before the rest of us did. These were the night workers, the graveyard shifters, the stockers of shelves, and the loaders of ships, the drivers of big-rig trucks, or else they were the bearers of different burdens: the sleepless and the troubled and the sick. (3)

From the above word Julia talks about earthquakes and disasters that have not been obvious or not yet felt by Julia. Despite the conditions of many wars and bad weather but Julia did not really respond because the issues that occur in the community is still too common. But rumors about the earthquake and disasters are known to Julia from the people who work at night. Julia herself calls these people accustomed to waiting for the passing of the night.

Through the media Julia knows the news about the disaster from the experts. Experts announced about creating and disaster. It was then that Julia remembered that day and remembered the beginning of the disaster word as the following words:

On the sixth of October, the experts went public. This, of course, is the day we all remember. There'd been a change, they said, a disaster, and that's what we called it from then on: the disaster. (4)

Then what was listened to Julia from the scientist was recorded. Julia tries to reflect from the scientist's statement that "We have no way of knowing if this trend will continue," and "But we suspect that it will continue." Julia responds with her statements namely; Our days had grown by fifty-six minutes in the night.

The situation at the beginning is getting seriously and scientists preach the event in an impromptu press conference.

"We have no way of knowing if this trend will continue," said a shy bearded scientist at a hastily arranged press conference, now infamous. He cleared his throat and swallowed. Cameras flashed in his eyes. Then came the moment, replayed so often afterward that the particular cadences of that scientist's speech—the dips and the pauses and that slight midwestern slant—would be forever married to the news itself. He went on: "But we suspect that it will continue."

Our days had grown by fifty-six minutes in the night. (4)

From the above quotation explains that an expert suddenly appears as if the situation is true as what he knows. From what he saw talking he was swallowing in front of the broadcast, which meant that the first scientist kept a lie and the second he was also afraid to tell the situation because of his scary news. Then many scientists appear to interpret the meaning of the emergence of this critical situation. This made Julia think that she suspected this continued. But because the suspicion made Julia believe that her night time increased by 56 minutes at night.

Julia, who was collecting books and leaving home. Then Julia is daydreaming, she muses about the potrait of her life after the disaster takes place.

I was getting used to it, to the sight of lifeless things. I'd been learning, since the disaster, about the qualities of the dead, the way a bird's body deflates after a few days, the way it drains, growing flatter and flatter until only the feathers and the feet remain. (79)

From the above quotation explains that Julia looks resigned to the situation, and wonted to seeing the inanimate objects. Julia understands from the disaster

and many animals die suddenly. Julia took the example of a dead bird with only a few days left of feathers and legs.

When everyone is in a worrisome condition and some who can feel a sign like Julia just a little and Julia can only hope.

I used to think my mother knew at least as much as I did about Sylvia and my father and that every question she asked was code for something else. But maybe she only sensed it. (198)

From the above quotation explains that Julia wishes Mom to know many of the cases that Julia knew about Sylfia and Dad that there is a code tucked away from every question.

Nowadays, radiation is becoming the dreaded by the American society especially California, where Julia is. The news that explains the magnetic field protects the earth from radiation is true, but the magnetic field starts disappearing in the eighth month after it comes disaster.

For millions of years, the magnetic field had been shielding the earth from the sun's radiation, but in the eighth month after the start of the disaster, the magnetic field began to wither. A massive breach, the North American anomaly, opened up over the western half of the continent. ...

It was not the first time I ever heard the word *radiation*, but if you'd asked me to define the word on any day before that one, I would have linked it to history, to the atomic bomb and the wars of a previous century. ...

Now, we were told, radiation was streaming into our upper atmosphere. (233)

From the above quotation explains that large-scale events occur in the United States, but this anomaly occurs because of the influence of public fear of radiation that struck the American society. But Julia explains, if the question

happened to Julia before that day, then Julia would relate it to the history, atomic bomb, and war of the previous century.

3.2.3 Julia by Superego

Superego is an act or way of choosing based on a moral system that aims to choose good judgment, obey the rules or respect the norms in personality. It can be said as human philosophy because the way humans choose through the consideration of good and true. The use of superego is usually related to consideration of cultural norms, social values, as well as procedures that are learned from birth. Ordinances or rules or customs are also considered to behave. For example, when a person traveling or wandering to another city, as a guest should man act in accordance with the rules or customs of the place not to violate the norm there.

Superego is also a social aspect. The aspect is the ordinance and social in the human personality whose mechanism uses the considerations of the norms and forms of individual habits. The superego has principles ideal or morality, proper or inappropriate, moral or sacrilegious, right or wrong, in accordance with the morals or norms of society or philosophy. Superego include moralistic things, perfect and sometimes less rational. Of course, if the superego is removed then people will be nervous, and do not fit in with the guilty human being in their environment.

The grocery stores were soon empty, the shelves sucked clean like chicken bones. ...

The freeways clogged immediately. People heard the news, and they wanted to move. Families piled into minivans and crossed state lines.

They scurried in every direction like small animals caught suddenly under a light. ...

But, of course, there was nowhere on earth to go. (4)

From the above quote can be concluded from the circumstances, there is a fear of people who already know the information of the disaster. The public began to prepare for the disaster from the disaster that took place and made a massive invasion crossing the state line. Knowing such a reality, Julia assumes in her quote; But, of course, there is nowhere on earth to go.

On another day, precisely on Saturday the news changes are broadcast.

Julia realizes there is a change in time even though it is not realized as it is meant in the second paragraph in the quote. The change was a disaster in the last few hours and recalled in Julia's memory. Though the sun rise in the morning but the time began to slow down as in the quotation below:

The news broke on a Saturday. ...

In our house, at least, the change had gone unnoticed. We were still asleep when the sun came up that morning, so we sensed nothing unusual in the timing of its rise. Those last few hours before we learned of the disaster remain preserved in my memory—even all these years later—as if trapped behind glass.(5)

From the above quotation explains that the new news on Saturday is newly heard news then. When the news appeared Julia's family was still asleep and people also still do not know about it. But Julia had a chance to bump her memory of a disaster and try to remember. Julia began trying to remember the memory of a disaster that seems to be a memory but was still hard to remember.

The news was broadcast on Saturday, Julia who was at home sleeping with her best friend in a sleeping bag on the living room floor. Hanna is a good friend who always likes to accompany Julia, Julia's friend.

"I had the weirdest dream last night," said Julia. Hanna said to me lay on her stomach, her head propped up on one elbow, her long blond hair hanging tangled behind her ears. According to Hanna, I had a certain skinny beauty that I wished I had too. ...

"You also always have weird dreams," I said. ...

She unzipped her sleeping bag and sat up, pressed her knees to her chest. From her slim wrist there jingled a charm bracelet crowded with charms. Among them: one half of a small brass heart, the other half of which belonged to me. ...

"In the dream, I was at my house, but it wasn't my house," she went on. "I was with my mom, but she wasn't my mom. My sisters weren't my sisters." ...

"I hardly ever remember my dreams," I said. Then I got up to let the cats out of the garage. (5-6)

From the above quotation explains that when Julia and Hanna sleep together in a sleeping bag. Julia and Hanna dream about the weirdness, something that Julia and Hanna still do not know yet but they try to interpret the dream. When Julia dreams, Hanna explains when Julia sleeps on her stomach, one hand supporting the head that may be more comfortable with her hand as a sleeping pillow. Long hair that breaks down gives comfort during sleep rather than when tapered. But Julia also said that Hanna also dreams of the same oddities. It means that maybe the togetherness between Julia and Hanna affects psychologically and the way they imagine or make their dreams. They have an object that is considered their half-hearted amulet and Julia or Hanna has half the talisman. Julia saw Hanna's behavior after sleeping and sitting with her knees on her chest,

Hanna looking like a link. If possible Hanna's dream is a frightening oddity and a sign. Maybe Julia also had a strange sign of the dream but probably not the dream. Unfortunately, Julia herself could not remember her dream. Julia began to forget about it and do other activities.

Still on Saturday morning at noon, the atmosphere inside the house as usual activity. Something different happened to Julia's mother. Julia's mother was not very relaxed. Julia's mothers who think that some who is experiencing an obstacle wants to be better prepared to face Julia and Dad.

"Turn on the TV right now," she said. She was breathless and sweaty. She left her keys in the teeth of the lock, where they would dangle all day. "Something God-awful is happening." ...

"Are you watching this?" my mother said. We were not. ...

"Did you hear me?" said my mother, swinging around to look at us. My mouth was full of bagel and cream cheese. A sesame seed had lodged itself between my two front teeth. "Joel!" she shouted at my father. "I'm serious. This is hellacious." (7-8)

From the above quotation explains that Julia did not quickly conscious what Mom meant. Something important happened to make Julia's mother try to awaken Julia and father. They saw Julia surprised to see her reaction to turn on the TV and listen to what happened. Julia then confused with what happened. Julia did not seem to remember anything about her dream related to what she saw on TV.

Since an issue of disaster occur in a part of the world. The news began to spread in the media especially TV. Father is a doctor needed at the hospital and must hurry up. Julia's mother asks Julia's father not to leave. Julia is the only child

"Come on, Helen," he said. "You know I can't stay." He stood up and patted his front pocket. I heard the muted jingle of keys.

"We need you here," my mother said. She rested her head sideways against my father's chest—he was over a foot taller. "We really don't want you to go, right, Julia?"

I wanted him to stay, too, but I'd grown expert at diplomacy as only an only child can.

"I wish he didn't have to go," I said carefully. "But I guess if he has to go."

My mother turned away from me and said to him more softly, "Please. We don't even know what's happening."

"Come on, Helen," he said, smoothing her hair. "Don't be so dramatic. Nothing's going to happen between now and tomorrow morning. I'm betting this whole thing will blow over."

"How?" she said. "How could it?"

He kissed her on the cheek and waved to me from the entry hall. Then he stepped outside and shut the door. Soon we heard his car starting up in the driveway. (18-19)

The above quote describes Julia trying to talk to the father because disaster so close. Julia actually wanted to convey the situation that made this disaster happen so telling to dad not to be outside. Being outside of the moment is dangerous because the storm is so overwhelming and it makes the expert cannot predict how big a disaster is. Julia try to influence his father to stay accompany mother and Julia in an urgent situation. Julia is her only child. Julia had the intelligence gained from his father. Especially in such an emergency Julia had to get the father out of the house. Julia tried to seduce father to stay at home. Julia realized she

could not be the same and was afraid if father to go to the hospital. Julia and mom impose their wishes. Julia and mother fear if something horrible happens later. Mom also does not know about the house and is worried if Julia and mom cannot save themselves when disaster strikes. But father cannot accept the Julia and mother's request. Dad's profession as doctor worries with many patients during the earthquake may occur. Father really cannot escape responsibility because the doctor cannot leave his patient with a heavy heart. Continue dad immediately to the hospital. Julia and mom cannot prevent father.

At that time Julia hoped that this action was only temporary and also to the officer who revealed: just to be on the lookout for a very small possibility. All that made Julia think because of her anxiety.

It was only later that I would come to think of this shift as not just one more weird phenomenon but as something different, a final swing. ... My parents took the warnings seriously. The schools did as well. Our travels during daylight were immediately limited to the route of the school bus, which itself had been outfitted with blackout shades. We kept our curtains perpetually closed. We saved our errands for the dark. Every time the sky began to lighten, we hurried home and shut our doors against the radiation of the sun. ...

We swallowed vitamin-D tablets to make up for what we were missing from the sunlight. We hunkered down and waited for the allclear. (233-234)

From the above quotation explains that Julia tried to find a different expression than the officer disclosed: a final swing. Julia commemorates the new phenomenon. This phenomenon occurs when the sun does not appear during the day when California has never been like this before. The weather was so bad that Julia had to swallow vitamin D tablets because the sun disappeared from the sky. Many of the humans need the sun but it is unfortunate that its light does not come down to earth. They just take shelter and wait until everything is under control and it's safe to get them out and get back to work.

At the time of the disaster, the experts do not know much about the disaster. Make the people and Julia also restless. Not to mention the news of complex problems at that time to make the problem more and more attention focused on the disaster.

And yet, the unknown still outweighed the known. We never determined the cause of the disaster. The source of our suffering remained forever mysterious. (266)

From the above quotation explains that Julia is actually still surprised because there is still little that really known by the people at that time. Julia herself does not know and the expert cannot be sure about anything about the disaster. The solutions are also not then, and the people is doing unclear or the abnormal activities before the disaster create and happen.

The government that knows the slowdown has started to have a severe impact on society. The government started sending aid with a plan to send an explorer. These explorers are designed for high-speed travel to send help to the society. Explorers on their way will carry a golden disc with information about the planet and its inhabitants.

They would also learn from the disc that at the time of the Expleror's launching, the darknesses were deepening and our food supply was more and more at risk. Though the pace of the disaster had slackened over the years, it had never stopped. The damage had been done, and we had come to suspect that we were dying. But perhaps the disc will also convey that we carried on. We persisted even as most of the experts gave us only a few more years to live. We told stories and we

fell in love. We fought and we forgave. Some still hoped the world might right itself. Babies continued to be born. (267-268)

From the above quotation explains that Julia hopes the disk will immediately slide into place. The disk also brings the needed food as the food supply diminishes and worries. Knowing that in some places there has been a devastation, Julia thinks this is the end of life, everything is set and started. But the hope of the disc brings important messages and information Julia and Julia do not know about and hopes other than destruction is the news that people can still live. News from the experts revealed that survival would not be long, maybe in a few years. But man until that day still survive to continue living and hope the help will come. As long as the damage happens many things are done and remembered. They tell stories and feel in love. Other humans hope the world can be better and get better. The new hope or successor of the born civilization will make a difference.

While writing notes, Julia remember that Mom had told her that Julia spent too much time for thinking about the past. Julia reflection on what has happened in the past and what has been done for the future to be better.

It's hard to say which times are most hazardous now: the weeks of freezing darkness or the light. It's only a matter of time before the fuel that keeps us alive runs out.

I do try to move forward as much as possible. I've decided to try to become a doctor, though some of the universities have closed. No one knows what the world will be like by the time I finish school. (268)

From the above quotation explains that Julia cannot choose when she has

felt the most dangerous thing at this time because the weeks of disaster are sometimes dark sometimes bright. Julia then resigned to the condition without

reinforcements that will make life more rapidly gone. Should the reinforcements be guick and they may be able to continue the time until the world returns to normal.

Julia is always looking for evidence that what has happened can sometimes be undone. Julia and Seth try to guess how the immigrants can survive if they come to this condition of affairs.

Seth and I used to like to picture how our world would look to visitors someday, maybe a thousand years in the future, after all the humans are gone and all the asphalt has crumbled and peeled away. We wondered what those visitors would find here. We liked to guess at what would last. (269)

From the above quotation explains that Julia and Seth imagined that immigrants would come in such a condition and disappear with this disaster or they came after all the disasters that hit the earth and make improvements. Julia and Seth try to guess what the immigrants will look for and find out when they're here.

CHAPTER IV

CONCLUSION

From the result of the analysis, Julia waits for the disaster and knows how to disaster. Experts appear and give the information on TV but no one knows exactly about the real situation and how the solution to solve it. Then Julia begins to run out of time with the many problems that occurred but did not go over. Both parents just wait and take cover and try to do their best while waiting for some help and information from explorers. But explorers also cannot help more than expected by the government and humans to resign because they are just waiting for explorers and if not then there is no other hope. Besides that, Julia also loves Seth Moreno, the one whom Julia desires.

Julia is someone who loves a figure like Seth Moreno. As a teenager still in school, her love story does not just happen in school. They often walk together everywhere. Until finally both spend time on the beach while waiting for the disaster. Actually her love with Seth Moreno is known by Hanna, her best friend. After Hanna knew that, Hanna left Julia but Hanna soon became friends again and let Julia is still in relationship with Seth Moreno. Julia loves Seth Moreno because Julia sees Seth different from the man her age. Julia who prefers an adult figure and become a leader figure can make Julia like and fall in love towards Seth. Since the disaster began, they both face and spend time together. Storytelling and conveying deep feel in her heart. Quarrel and make up. Until they feel in love and both are hand in hand with individual or comprehensive problems.

Through Sigmund Freud's id, ego, and superego, it is find that the Julia face the disaster portrayed in the novel. Firstly, his id marked when Julia controls her desire for ask his father stay at home when disaster suddenly occur. Secondly, his ego, Julia tells her mother to look for signs of disaster and bad weather to her father because she could not do anything that Julia needed and then go home or migrate to a safe place. And the last superego is marked when Julia begins to surrender to the situation and Julia also do not know what to do or how to overcome it because the experts also cannot give a solution about disaster and the just do the best by giving information and the addition of food that are reduced.

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