

CHAPTER II

LITERATURE REVIEW

Since the main character, Jonathan Harker suffer from his psychological problems, the writer provides defense mechanism theory in this chapter in order to relate the literary work, in this case is the novel *Bram Stoker's Dracula* to psychoanalysis and prove the psychological problems in those main characters. In this review, the writer discusses some theories that support the analysis. One great point is that this discussion will be essential to facilitate the writer in making the analysis in the next chapter.

The writer uses psychological approach by applying some related defense mechanisms theory: denial, rationalization, repression, suppression, and regression to answer the statement of the problem. For this analysis, the application of those theories helps the writer make a deep and logical analysis and finally makes the writer achieve the purpose of the study.

2.1 Theoretical Framework

The writer used defense mechanism theory to analyze the novel, the theory defense mechanism itself is created by Sigmund Freud, which concerns with the action a person may does both in conscious state and unconscious state to explain the way main characters perform their defense mechanism.

2.2 Structural Model (id, ego, superego)

According to Freud, we are born with our **Id**. The id is an important part of people personality because as newborns, it allows people to get their basic needs met. Freud believed that the id is based on our pleasure principle. In other words, the id wants whatever feels good at the time, with no consideration for the reality of the situation. When a child is hungry, the id wants food, and therefore the child cries. When the child need to be changed, the id cries. When the child is uncomfortable, in pain, too hot, too cold, or just wants attention, the id comes until his or her needs are met.

The id does not care about the reality, about the needs of anyone else, only its own satisfaction. If you think about it, babies are not real considerate of their parents' wishes. They have no care for time, whether their parents are sleeping, relaxing, eating dinner, or bathing. When the id wants something, nothing else is important.

In the next three years, as the child interacts more and more with the world, the second part of the personality begins to develop. Freud called this part the **Ego**. The ego is based on the reality principle. The ego understands that other people have needs and desires and that sometimes being impulsive or selfish can hurt us in the long run. It is the ego's job to meet the needs of the id, while taking into consideration the reality of the situation.

By the age of five, the **Superego** develops. The Superego is the moral part of people and develops due to the moral and ethical restraints placed on people by

their beliefs. Many equates the superego with the conscience as it dictates our belief of right and wrong.

In a healthy person, according to Freud, the ego is the strongest so that it can satisfy the needs of the id, not upset the superego, and still take into consideration the reality of every situation. It is easy jobs by any means, but if the id gets too strong, impulses and self gratification take over the person's life. If the superego becomes too strong, the person would be driven by rigid morals, would be judgmental and unbending in his or her interactions with the world.

2.3 Defense Mechanisms

Freud (1934) stated that the ego's job was to satisfy the id's impulses, not offend the moralistic character of the superego, while still taking into consideration the reality of the situation. Freud also stated that this was not an easy job. Think the id as the bad side and the superego as the good side. People don't want either one to get too strong so people usually talk to both of them, hear their perspective and then make a decision. This decision is the ego talking, the one looking for that healthy balance.

Now the ego has a difficult time satisfying both the id and the superego, but it does not have to do so without help. The ego has some tools that it can use in its job as the mediator tools that help defend the ego. These are called Ego Defense Mechanisms or Defenses.

Defense mechanisms are created to help explain individual response to deal with inner hurt, pain, anger, anxiety, sadness and self-devaluation. When

anxiety occurs, the mind first responds by an increase in problem-solving thinking, seeking rational ways of escaping the situation. If this is under the pressure of excessive anxiety, the ego is sometimes forced to take extreme measures to relieve the pressure.

These measures are called defense mechanism, in Freud's theories these are tactics which the Ego develops to help deal with the Id and the Super Ego. Ego defenses are normal, it is so usual that everybody uses them. In others word, defense mechanisms are psychological strategies by which persons reduce or avoid negative states such as conflict, frustration, anxiety, and stress. Because it is assumed that most people are motivated to reduce these negative states, theorists have devoted considerable attention to the identification of defense mechanisms, and a wide variety of mechanisms have been suggested.

Before the individual defense mechanisms are discussed, three points should be recognized concerning the defenses in general. First, defense mechanisms are used to avoid or reduce negative emotional states (conflict, frustration, anxiety). Second, most defense mechanisms involve a distortion of reality. Depending on which defense mechanisms is being used, a person might ignore feelings or aspects of the environment (repression, suppression, denial), erroneously attribute traits or characteristic to others persons which they do not have (projection), or express a feeling toward one persons which really should be expressed toward another (displacement). Third, persons are usually not consciously aware of their use of most defense mechanisms. If they were aware of

other way they can release my anger. Another example, a woman rejected by her boyfriend, goes out with another man to replace her ex-boyfriend. Displacements are often quite satisfactory and workable mechanisms for releasing energy more safely.

2.3.3 Rationalization

Rationalization can be defined as the use of a good reason but not the real reason for behaving in particular way. By this strategy, a person can provide a rational explanation for the behavior. It means a person uses supplying a logical or rational reason as opposed to the real reason. Example: After Putri rejected him, Andy told his friends he didn't think she was attractive, and he was not crazy about her anyway. (Freud 118)

2.3.4 Repression

Repression is the selective forgetting of material associated with conflict and stress. There are three important things to note about repression. First, repression is *motivated selective forgetting* rather than being a general loss of memory due the normal processes of forgetting. It is loss designed to selectively eliminate from consciousness the memories or related associations which cause the individual to experience conflict or stress. Second, repressed material is not lost but rather *stored in the unconscious*. If for some reason the negative feeling associated with the material is eliminated, the once repressed material can return to unconsciousness without having to be relearned and effect referred to as *the return of the repressed*. Third, Freud has ideas about two types repression.

The first type was *primal repression*, which involves a “denial of entry into consciousness” of threatening material. In this type of repression, thoughts are relegated to the unconscious before the individual ever becomes aware of their existence, and it appears as if the individual did not even perceive the material. Freud called the second type of repression *repression proper* this type involves the assignment of the material to the unconscious after the material has been consciously recognized by the individual. Once recognized, however, the material is repressed and the person is no longer aware of the material. (Freud 120)

The simple meaning repression is blocking a threatening idea, memory, or emotion from consciousness. Example: forgetting sexual abuse from the childhood due the trauma, sometimes some victims don't recall events from their childhood, or any material that related with that.

2.3.5 Suppression

In suppression, the person avoids stressful thought by not thinking about it. Suppression usually involves thinking about other non stressful things which can replace the stressful thoughts, causing some writers to refer to this as *avoidant thinking*. Suppression differs from repression in that with suppression the stress provoking thoughts is available but it is ignored and blocked by other thoughts, rather than being completely unavailable. It is important to note that, unlike most other defenses, in some cases persons will consciously initiate suppression; that is, the person will consciously say. “That is very upsetting and I’m just not going to think about it anymore”, and then think or do other things as a distraction. If this is done repeatedly, the avoidance response may become habitual and may be used

without awareness. (Freud 121) There is variety of evidences that persons do use suppression and that it is effective in reducing stress. Example: After Rendy break up with his girlfriend, so he focused on his works rather than think about his ex girlfriend anymore.

2.3.6 Projection

Projection involves the attribution of personality characteristic or motivations to other persons as a function of one's own personality characteristic and motivations. A person unaware of possessing a particular trait projects that trait into other persons. Freud saw this projection as an aid to repression. The person is not only repressed awareness of undesirable traits but also projected the outside to others. (Freud 110)

2.3.7 Reaction Formation

Freud comes up with the idea that if there a possibility that threatening repressed material might return to consciousness, a person might attempt to reinforce the repression by using behaviors opposed to the kinds of behaviors that would result from the repressed material. For example, if husband hate his wife so much, to reinforce the repression that husband will give his wife a present or show his love more than ever. Similarly, generosity is often interpreted as a defense against stinginess, and cleanness as a defense against messiness. (Freud 111)

2.3.8. Regression

The concept of regression suggests that when faced with conflict, stress, and particularly frustration, a person may return to an earlier stage of life in which the person was secure, and in so doing avoid the present conflict or stress. Freud

identified two types of regression. In *object regression* a frustrated individual, attempting to obtain satisfaction from an object (or person), might go back to obtain satisfaction from an object (or person) from which satisfaction had been obtained previously.

For example, an abandoned lover might seek attention from an earlier lover or even from his mother. In *drive regression* an individual frustrated in the attempt to satisfy one drive might satisfaction by working to satisfy another drive. For example, the abandoned lover might obtain satisfaction by additional eating and drinking. There are obvious similarities between object and drive regression and object and drive displacement. The difference between regression and displacement lies in fact that, in regression, the selection of alternative objects and drives implies a developmental hierarchy (i.e., the person selects an object or drives that previously provided satisfaction), whereas displacement does not involve such an assumption. (Freud 123)

2.3.9. Sublimation

Sublimation occurs when a person converts the energy associated with an unacceptable impulse or drive into socially acceptable activity. Such conversions have been suggested as the motivation behind many creatives, scientifics, and cultural activities. In other ways sublimation is identical to drive displacement.

The example is sublimating your aggressive impulses toward a career as a boxer, becoming a surgeon because of your desire to cut, lifting weights to release “pent up” energy. (Freud 125)

2.4 New Criticism

New criticism introduced to America and called “close reading”, has been become standard method in high school and university to use it when they study about the literary since several decades. So in this sense, New Criticism is still a real presence among us and probably will remain so for some time to come (Tyson 135). At that time new criticism is become standart when doing literary studies in high school and college. At the past people analyse literary text based on author’s life and book’s history. It is supported by Tyson’s statement that previously, biographical-historical criticism was popular among literary critics (136).

This study uses new criticism as the supporting theory to analyze the novel as the Tyson said; new criticism is the main tools in analysis to reveal the true meaning of a text based on the text itself. It means new criticism is focussed in the story based on the text only in the novel does not need author’s background.

Unlike biographical-historical criticism, new criticism focuses its analysis on the literary text, instead of on the author’s life and time (Tyson 136). Further, Tyson explained that new critics believe that a literary text is sometimes more meaningful and complex than its author’s intention. The text’s meaning could be dissimilar with the meaning which was constructed by the author (137). Wrong impression about the literary text might be constructed if the focus of analysis is put on the author’s background. Then, the best way to get an understanding of a literary text is by examining its own details.

Round characters, however, present the reader with more facets- that is; their authors portray them in greater depth and in more generous detail. Such a round character may appear to the reader only as he appears to the other characters in the story. If their views of him differ, the reader will see him from more than one side (46).

Reflecting the novel chosen in the study, Jonathan Harker is considered as a major character as his actions are very important for the story. The major character it can be developing character as the change he has from being calm person in the past, and being anger person in the future.

The character becomes a prominent thing in this study since it focused on the major character, Jonathan Harker. By analyzing his character, this study intends to tell how the character perform their dfense mechanism.

Those two character has a characterization. Characterization is the means by which writers present and reveal character in the novel (Di Yanni 38). The character also has characterization. Characterization is the means by which writers present and reveal character (Di Yanni 38). The author show the revealing main characters by uses six methods in the fiction. They are narrative summary without judgment, narrative description with implied or explicit judgment, surface details of dress and physical appearance, character's action what they do, character speech-what they say and how the way they say it, and character's consciousness- what they think and feel (39).

On the other side, characterization is the way the author gives information to the readers of what kind person that the author depicts in his/her work. Through

characterization, the readers are expected to know and understand the character of the novel. That is why this study used characterization as his tool to reveal the personality and the characters traits of the main character, Jonathan Harker.

2.5 Review of Related Study

There are two previous studies about the thesis that used defense mechanism as a theory. First is conducted by an Petra Christian University's scholar, Mila Ratnasari in 2005 about Defense Mechanism in *An Act of Treachery* by Ann Widdecombe, the writer find out that the Defense Mechanism that related with children psychology and problems occurring in the family and to improve the relationship between parents and children. So this study is different, even though the writer use same topic which is Defense Mechanism but other object and the purpose is different, because this study does not talk about children psychology and problems occurring in a family and to improve the relationship between parents and children

Second is by conducted by an Petra Christian University's scholar, Olivia in 2006 about Defense Mechanism in *The Girl Death Left behind* by Lurlene McDaniel, This thesis mainly deals with Beth Haxton's psychological problems and the ways she deals with her psychological problems. The thesis writer sees that the main female character in Lurlene McDaniel's *The Girl Death Left Behind*, Beth Haxton, has experienced painful or tragic event in her life. So this study is different, even though the writer use same topic which is Defense Mechanism but other object and the purpose is different.