

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

2.1.1 Literature

Like good music and art, good literature is characterized by imagination, expressive significance, and good form and technique. Literature is one of the most creative works, a universal vehicle for communicating the emotional, spiritual, or intellectual interests of mankind. Literature can entertain, educate and express personal joys and sorrows. We find the best literature in the written language, but we also find it in the spoken language.

The term 'literature' is etymologically derived from Latin, and 'litera' refers to the letter or alphabet (Wheeler, 2000). Literature first appeared in Europe in the 18th century and was used as a written language. The use of aesthetic language in literary works later developed as a basis for literary paradigms. Most novelists shared the belief that it is impossible to create a universal definition of literature. It can therefore be argued that the way something is defined as literature depends on the culture, environment, and context in which it is used.

Four genres or categories are used to classify literature. Prose fiction, poetry, drama, prose non-fiction (Robert and Jacob, 1995). Prose fiction, also known as narrative fiction, is a form of imaginative writing that includes novels, short stories, fables, romances, myths, and more. Poetry is a type of literature that uses the language selected and organized to match meaning, tone, and rhythm to evoke focused and imaginative perceptions of experiences and specific emotional responses. Nonfiction is a literary genre that includes news, reports, and other works that explain or interpret facts and express judgments or opinions. Drama is a category of texts intended for actors to

perform on stage in front of an audience. And all this opens up new experiential perspectives that allow us to engage with the writer's emotions, enjoy the comedy and tragedy of poetry and stories, and sometimes cry and laugh while reading literary works.

2.1.2 Novel

Novel is one of Novels are one of three types of literary works including poetry and drama.

2.1.2.1 Definition of Novel

A novel is a fiction that offers an imaginary world constructed through a variety of unique elements such as worlds, worlds containing idealized models of life, events, plots, characters and characterizations, settings, and perspectives. The work of Nurgiyantoro (2010) is also imaginative.

2.1.2.2 Components of a Novel

Components of a novel, as a literary work written from scratch, has specific components. These elements form and influence the structure of the novel. Because they are interrelated, describing one element must include the other, and omitting them is not practical. These components include point of view, characters, locations, stories, and themes.

a. Theme

A subject should be present in every book. A theme is a central idea or message intended to be conveyed in a literary work. Themes that are expressed explicitly are called explicit themes, and those that are implicitly conveyed to events are called implicit themes Muktaxim (2018, as cited in Boyd, 1997). It can be seen as the overarching theme of the story, and deriving it involves what the story's main goal is, what worldview the story supports, and what life the story teaches.

b. Plot

To convey something, the author uses the characters to play the role the author wants, and eventually, a conflict situation arises. This conflict is called the plot. This is implicitly stated by Ginarsa (1985). Plots are based on cause-and-effect interactions that unfold continuously or over time, and the author chooses different ways to unfold them. Most novels contain more complex storylines. Plots usually have a central conflict or problem that the characters find difficult to resolve. This complexity heightens the tension that intrigues us as readers. The climax of the action is the point. The plot, therefore, includes the events in which the story exists. Events should be related to each other. As the story unfolds, the plot consists of problems, complications, climaxes, and resolutions. The events of the story form the storyline, so to speak. The incident should be related. Plot development includes obstacles, complications, climaxes, and solutions.

c. Character

The term "character" refers to the representation of a person through action, language, description, and criticism. Authors choose which characters deserve attention, support, and even love, and which characters should be laughed at, despised, or even despised. According to this definition, a character acts as an intermediary that helps the story communicate the author's purpose by representing a human being. Stories usually revolve around important issues that characters must grapple with. This may include contact with other characters. In difficult situations, characters can succeed, fail, or die. To keep readers going, stories need characters with complex personalities like real people. One character may be brave, another may be fearful. Muktaksim (2018, as cited in Nurgiyantoro , 1995) classifies characters into five categories. This order is determined

by the characters' roles in the plot, their characterization, their development, and finally, the possibilities that the characters reflect in their interactions with real people.

1) Character Based on Role in the Story

Characters are divided into main characters and supporting characters according to their role. The protagonist is the person who is the focus of the story. In a given novel, the main character is recurring in every plot and every situation. Sub-characters are not as important as the main character and appear only when related to the main character or involved in situations related to the main character. When deciding who the main character is, people often disagree because each character's fate is usually pretty much the same Muktaxim (2018, as cited in Nurgiyantoro, 1995).

2) Character's Based on Performance Function

Protagonist and antagonist are his two different categories of characters based on their role in the story. "Hero" is a word that describes a character that we admire. This personality gives us ideal standards and values. An antagonist, on the other hand, is a character who always opposes and wages battles for the protagonist. Muktaxim (2018, as cited in Nurgiyantoro, 1995)

3) Character Based on Characterization

Characters can be classified as flat or round, depending on how they are characterized. Aspects of the Fiction, a flat character is a character that does not develop, ends where he started or is static. They can be summed up in one statement by one or two features. A character that recognizes, adapts, and changes situations are called a "rounded character". They have different facets and are closely intertwined with everyday life (Nurgiyantoro, 1995).

4) Character Based on Development

Characters are divided into static characters and dynamic characters. Fixed characters rarely change or evolve. Dynamic characters, by contrast, undergo character development as a result of changing circumstances and events and can expand or narrow a character's personality (Nurgiyantoro, 1995).

5) Character Based on Reflection Possibility of the People in Real Life

On the one hand, we have typical characters that are portrayed as real people, and on the other hand, we have neutral characters that are the result of the author's imagination. By seeing how the characters behave toward real people, the reader will notice the difference between the two character types Muktaksim (2018, as cited in Nurgiyantoro, 1995).

d. Setting

The setting is used to describe all the places and events that help the reader understand the time and place of the story, and it also uses a social setting to help the reader understand the point of view of the characters in the story. According to Ginarsa (1985), about other aspects of the novel, "The setting is important because it determines the actions of the characters." As the setting suggests, the environment and characters are related. In one passage, the location influences the characters, which in turn influences the plot.

2.1.2.5. Point of View

According to Muktaksim (2018, as cited in Abrams, 1957), there are four basic points of view:

- a. A dramatic first-person perspective in which the author takes on a personal role. She or he participates in the story by giving testimony. The role of the narrator is relatively minor in this story.

- b. The author's point of view is objective. The reader is treated as a witness who sees, hears, and understands all that can only be heard and seen. This scene disturbs not only the author but also the reader. What the characters say and do reveal the process of character formation.
- c. From the author's omniscient point of view, everything is visible and known to him. The author describes each character's thought process without revealing how they arrived at that knowledge.
- d. Third-person view. Also called character perspective. From this perspective, writers can select characters they believe to know about the case and use multiple character perspectives.

2.1.3 Personality Psychology

Many people believe that every person has a personality or trait that sets them apart. Traits, including feelings, thoughts, and actions, are characteristics of a person that dictate how they adapt and compromise in life. This is called individuality (Minderop, 2013).

For psychoanalysts, the term psychoanalysis the unconscious subconscious, which lies outside consciousness and colors thought structures through emotion. They assume that a person's behavior is just the surface of their character. Therefore, to deeply understand a person's character, one must observe his symbols and thoughts. They also believe that an individual's childhood experiences with their parents shape that individual's character. The above trait assumptions have an important place in Sigmund's Freudian theory of personality (Minderop, 2013).

The exploration of the factors that influence human behavior is the main focus of personality psychology. This field of study examines the relationship between memory, observation, and development, as well as how observation and self-adjustment relate to

individuals. Obtaining information about human behavior is the primary objective of personality psychology. Literary, historical, and religious works can provide valuable insights into human behavior (Minderop, 2013). The secondary goal of personality psychology is to help individuals live fulfilling and satisfactory lives, while the third goal is to empower them to reach their full potential by changing their psychological environment. Ultimately, personality psychology aims to optimize individual performance (Minderop, 2013).

2.1.4 Sigmund Freud's Psychoanalytic Theory of Personality

Psychoanalysis is a scientific discipline founded by Sigmund Freud around the 20th century. Psychoanalytic theories pertain to human mental functioning and development. This field is a branch of psychology and has thus far made significant contributions to the understanding of human psychology (Minderop, 2013).

Sigmund Freud was born on May 6, 1856, in Feinberg, Moravia, which later became part of the Austro-Hungarian Empire. Freud himself came from a Jewish family. Freud's father's name was Jacob Freud and he worked as a textile merchant or representative. Freud pursued a medical education in Vienna and conducted research in the laboratory of Professor Bruce. His discoveries in psychoanalysis established Freud as an influential figure of his era. The term psychoanalysis itself emerged in 1896.

Sigmund Freud did not provide an explanation for his psychoanalysis theory because Freud's explanations were always changing. In 1923, in a journal in Germany, he explained the meaning of psychoanalysis. First, this term is used to denote a method of research on psychic processes (such as dreams) that have so far been scientifically unreachable. Second, psychoanalysis is also used as a method for treating psychic disorders caused by neurosis patients. Third, the term this is used to show all psychological knowledge obtained through the methods and techniques that have been

carried out. Psychoanalysis focuses on one concept. This is further elucidated by Hall & Lindzey (1993), who assert that this vast realm of the unconscious encompasses repressed impulses, desires, ideas, and emotions, as well as conscious thought and the vital energy that governs it. It claims to possess an extensive underworld housing unseen forces and individual performance.

In conclusion, there exists a clear and definitive connection between psychoanalysis and literature that warrants acknowledgment. Whether accurate or not, Freud's theory postulates that the fundamental motivation behind all human behavior is to avoid suffering and obtain pleasure (Eagleton, 2010).

2.1.4.1 Sigmund Freud's personality structure

Freud argued for the classification of human spiritualism as follows: The id (located within the unconscious) is the reservoir of impulses and the source of mental energy. The ego (located between the conscious and unconscious realms) acts as a mediator, reconciling the demands of the impulses with the prohibitions of the superego. The superego (which partially monitors and blocks the full gratification of these impulses) is the result of parental education and identification (Minderop, 2013).

a. Id

Freud likens the id to a king or queen, the ego to a chancellor, and the superego to a chief priest. The id must act like an absolute ruler, be respected, be pampered, arbitrary, and be selfish, and his wishes must be carried out immediately. The ego as prime minister is tasked with doing all the work of reality and meeting the needs of the community. The superego, like a priest who is always full of reflections about good and bad values, needs to remind the greedy and greedy id of the importance of wise and wise action. Ids are mental energies and instincts that pressure people to meet their basic needs, such as:

Eat and resist pain and discomfort. According to Freud, the id is in the subconscious and has no contact with reality. The way the id works is related to the pleasure principle: always seeking pleasure and always avoiding displeasure (Minderop, 2013).

b. Ego

Sandwiched between two opposing forces, the ego seeks to be protected, to follow the principles of reality, and to satisfy the individual pleasures limited by reality. For example, criminals and those who just want to please themselves are stifled and handicapped by the realities of life they face. For example, some people have strong sexual urges and aggression. Of course, this appetite cannot be satisfied without supervision.

In this way, the ego helps people consider whether they can satisfy themselves without causing themselves problems and suffering. The ego stands between the conscious and the subconscious. The ego's job is to determine the most important mental functions. For this reason, the ego is the main guide to personality (Minderop, 2013).

Freud's daughter, Anna Freud, expanded on her father's theory by describing 10 different defense mechanisms used by the ego.

1) Repression

Repression is to expel undesirable id impulses from the unconscious and confine them there. Repression forms the basis of all defense mechanisms of the ego. The objective of all these mechanisms is to subdue or assist threatening impulses in emerging from the unconscious. The concept of repression was first introduced by Sigmund Freud, who frequently delved into the realm of psychoanalytic theory. Repression is an effort to evade anxiety-inducing emotions. Due to repression, individuals remain oblivious to

urges that provoke anxiety and fail to recollect past emotional or traumatic experiences (Minderop, 2013).

2) Projection

Projection is a form of defense in which **unwanted feelings are displaced onto another person, where they then appear as a threat from the external world.** Individuals often face undesirable and unacceptable situations and things by delegating for other reasons. For example, a person must be critical or disrespectful of others and perceive that attitude as inappropriate, but the attitude he or she is exhibiting should be given a reason that he or she deserves it. Must be this setting is done for aesthetics. The unconscious mechanisms that prevent individuals from realizing these states are called projections (Minderop, 2013). Projection occurs when individuals cover up the shortcomings or problems they face or defer their failures to others (Minderop, 2013).

3) Displacement

Distraction is the shift of discomfort from one object to another, more likely object. For example, there are aggressive impulses that can be used as scapegoats for other people and things. These objects are not a source of frustration but may serve as targets more safely (Minderop, 2013).

4) Rationalization

Rationalization is apparent logical reasons are given to justify behavior that is motivated by unconscious instinctual impulses. In rationalization, he has two purposes. First, it reduces disappointment when goals are not met, and second, it provides an acceptable motivation to act (Minderop, 2013).

5) Reaction formation

Reaction formation is a defense mechanism in which a person unconsciously replaces an unwanted or anxiety-provoking impulse with its opposite, often expressed in

an exaggerated or showy way. Suppression by fear impulses is often followed by opposing tendencies that oppose the repressed tendencies. For example, a person who fantasizes about evil because of unconscious feelings about sin can become a martyr. He may be suppressing the urge to fight evils he doesn't understand. Formative responses can discourage individuals from acting in an anxious manner and, in many cases, from becoming antisocial (Minderop, 2013).

6) Denial

Denial is a defense mechanism that involves refusing to accept reality, thereby blocking the perception of external events. If a situation is simply too much to handle, a person may react by refusing to acknowledge it or denying its existence. This is a primitive and dangerous defense. No one runs away from reality for too long. It may act alone or, more commonly, in combination with other, more subtle mechanisms that support it (Anna Freud, 1936).

Since Freud first described the original defense mechanisms, other researchers have continued to describe other methods of reducing anxiety. Some of these defense mechanisms include:

7) Aggression and Apathy

Aggression is feelings of fury are closely linked to stress and unease and can result in hostility. Hostility can manifest in the form of open hostility or repressed hostility. Open hostility is hostility that is expressed openly towards a person or object and is a source of irritation. In grown-ups, hostility tends to be verbal instead of physical. Offended victims typically react to this. Hostility may be redirected when someone is irritated but unable to express contentment because the cause is vague and intangible. Culprits do not know where to strike. He's extremely furious and he requires something to release his anger. Attacks may be aimed at innocent individuals or seeking scapegoats

(Minderop, 2013). Apathy is another form of response to irritation, specifically apathy (indifference) due to retreat and resigned behavior (Minderop, 2013).

8) Fantasy and Stereotypes

Fantasy is the tendency to retreat into fantasy to avoid the present issue. When faced with a mountain of problems like this, people can immerse themselves in fantasy worlds, search for solutions, and lose. Solutions are based on fantasy rather than reality. Stereotypes are another result of frustration: fixed behaviors that are repeated over and over again. People are always repeating useless actions. It looks strange (Minderop, 2013).

9) Introjection

Introjection is the unconscious acceptance of another person's thoughts and personality traits. This is a normal part of development, such as when a child accepts a parent's values and attitudes. It also acts as a defense mechanism in anxiety-provoking situations (Minderop, 2013).

10) Compensation

Compensation is an attempt by a person to compensate for what he perceives to be his shortcomings, shortcomings, or dissatisfaction in some area of his life (Hentschel, Smith, Draguns & Ehlers, 2004).

11) Negativism and Capacity

Negativism is flatly refusing to do something is part of this defense mechanism. When the person can't fight the conflict on their own, this is a procedural situation. Work is where it happens most of the time. They may not be willing to help in any conflict situation if they are asked at the time of the conflict. The reason for this is that people are afraid of failing. Capacity is the transfer of displeasure towards one object to another (Minderop, 2013).

12) Dissociation

Dissociation is understood to mean that individuals cope with acute emotional distress by altering their habitual self-consciousness or self (as different personalities exist within one body). Increase stressors are pushed out of consciousness. Dissociation has also been defined as “the failure of the normal integration of thoughts, feelings, and experiences into the stream of consciousness and memory” (Bernstein and Putnam 1986).

13) Undoing

Undoing is the action by which people protect themselves from certain feelings and actions by looking back, recreating, and rethinking past events to change what happened. Since the specific event has already occurred, there is nothing you can do to change that specific outcome. Instead, the recurrence of events can shield individuals from certain emotions (Baumeister, 1998).

14) Conversion

Conversion is a defense mechanism people use to reduce acute anxiety by translating (converting) psychological distress into physical symptoms characterized by disturbances in sensory and motor function. In this process, the affected person becomes unaware of the mental content causing the mental stress, and the fear associated with it is reduced. As a defense mechanism, transformation impairs healthy function. As with all defense mechanisms, those who use transformation are not fully aware of the original stressor and are therefore unable to use effective problem-solving to address it (Binzer, Andersen & Krugren, 1997).

c. Superego

The third structure is the superego, which concerns personality morality. The superego is the same as the "conscience" (conscience) that recognizes the values of good and evil. Like the id, the superego does not deal with reality and therefore does not

consider reality. Here is the explanation: For example, a person's ego wants to have sex regularly so that their career is not hindered by the presence of children. But because sex is fun, the person's ego wants satisfying sex. Then the superego arises and mediates the belief that sex brings guilt (Minderop, 2013).

2.1.5 The Psycho-Feminist Approach

When examining a literary piece, it is impossible to avoid a biased perspective. As such, we tend to concentrate on specific facets of the work, including aesthetic, moral, psychological, and societal elements, as well as more detailed components. The work itself is multifaceted.

In this study, a feminist approach, known as feminist literary criticism, is employed. According to Djajanegara (2003), feminist literary criticism is a form of literary analysis based on feminist beliefs that strive for fairness in the portrayal of women. Endaswara (2008) identifies several crucial objectives of feminist analysis, including (1) revealing the works of female writers from the past to the present; (2) exposing the various pressures placed on female characters in works written by male authors; (3) examining the ideologies of both male and female authors and their perceptions of themselves in real life; (4) exploring critical aspects and understanding the creative processes of feminists; and (5) uncovering aspects of feminist psychoanalysis, such as why women tend to prefer subtle, emotional, and affectionate things.

Feminist literary criticism analyzes novels and poetry from a female perspective, challenging the traditional belief that literary works were exclusively intended for male readers. This renewed approach acknowledges the existence of female readers and their contributions to literature. (Sugihastuti and Suharto, 2000) defines feminist literary criticism as a literary study that focuses on women. While men have long been considered

the primary readers and authors in Western literature, feminist literary criticism highlights the unique perspectives and expectations that women bring to the literary experience.

The feminist movement emerged in the early 20th century, with writers like Virginia Woolf portraying the struggles of women in their works. In the 1960s, feminism rapidly developed as a cultural theory that encompassed social, political, and economic domains. Feminist literary criticism emerged as an analytical model that seeks to uncover the true position of women in literature. Being a woman is not a natural fact, but a product of a long historical process that shapes and defines women. Girls develop into women with distinct characteristics and traits, but their biological differences from men are irrelevant to their social status. Feminism is a result of construction and education and reflects the social context that shapes women's experiences.

De Beauvoir, also a French theorist, was one of the pioneers in thinking about contemporary feminist views in the 20th century. For Beauvoir, the ideas expressed were inseparable from the European situation of the time. At that time, women were regarded as people by their nature and identity and were little more than stereotypes and negative labels. Apart from that, the situation of women during World War II was further limited by the shortcomings of their existence.

Beauvoir also explains how history has limited women. In his book *The Second Sex* (2013), de Beauvoir states that "women are ovaries". This statement is based on biological facts intended to strengthen the position of women. is defined as: "Women are biologically different from men and cannot be denied. But it is constructive to ignore the social position of women. In other words, it is given and shaped by certain social structures. In other words, women are inherently "feminine".

According to Beauvoir (2013), the story was unfair to women. Men in particular have deceived women and used their weaknesses to dominate them. A woman's

helplessness leads to her doom, as men see her in terms of their fertility and expansion plans. Female fertility to produce offspring is the main purpose for males to be used as tools by males. Women served exclusively for the sexual gratification of men. Women's role was simply to meet men's needs. In ancient times, a man's success was measured by the number of wives he had. Women were still seen as tools for men, as kings also had many wives to satisfy their desires. A woman is only a function for a man. Otherwise, men forget that they cannot live without women.

Ratna (2005), feminism originates from the term *femme*, which signifies woman. Sugihastuti (2000) contends that feminism is a movement that strives for parity between genders in all domains encompassing politics, economy, education, society, and organization, and safeguards women's rights and interests. Sugihastuti (2000) demonstrates that feminist literary criticism is a type of literary analysis that scrutinizes literature with a distinct consciousness of the existence of gender, which is closely associated with culture, literature, and human existence. It highlights the notion of women's subjugation and harassment in society, both at work and at home. Feminism is distinct from emancipation. According to Sugihastuti, (2000) contend that while emancipation is focused on women's involvement in progress without questioning their rights or the interests of those considered unjust, feminism is based on its undertakings and initiatives. It permits women to exercise their rights and interests.

Ritzer (2007, as cited in Ratna, 2005) defines feminism as a critical social theory that involves itself in the fundamental issues in the social, political, economic, and historical context that oppressed groups face. Due to cultural studies, there are five categories of feminist cultural politics, namely: (a) Liberal feminists, who emphasize equal rights in employment and education, (b) Radical feminists, who focus on the root causes of women's oppression, namely sex, and gender, (c) Socialist and Marxist

feminists, the former emphasizing gender and the latter emphasizing class, (d) Postmodernist feminists, who view gender and race as having no fixed meaning, thereby implying that there are no natural distinctions between men and women, and (e) Black and non-western feminists, who emphasize race and colonialism (Ratna, 2005).

The literary criticism approach of psycho-feminism emerged in response to or as an extension of feminism in different regions of the world. Feminine literary criticism is a fresh branch in the field of literary sociology and emerged concurrently with women's realization of their rights. The primary objective of feminism is to elevate the status and position of women to make them equivalent or on par with men. By employing a psycho-feminist approach, a woman's psychological state can uncover how her personality corresponds to her existence in both private and public domains. Psychology examines the mental states and conditions of women in our surroundings, while feminism focuses on the roles of women.

What feminist critics do: (1) Rethink the canon, aiming at the rediscovery of texts written by women, (2) Revalue women's experience, (3) Examine representations of women in literature by men and women, (4) Challenge representations of women as 'Other', as 'lack', as part of 'nature', (5) Examine power relations which obtain in texts and in life, with a view to breaking them down, seeing reading as a political act, and showing the extent of patriarchy, (6) Recognize the role of language in making what is social and constructed seem transparent and 'natural', (7) Raise the question of whether men and women are 'essentially' different because of biology, or are socially constructed as different, (8) Explore the question of whether there is a female language, an scripture feminine, and whether this is also available to men.

The Marxist feminist issues depicted in the novel by Fakih in his book *Analysis Gender & Transforms Social*. (Fakih, 2000) mentions four prevailing injustices found in societies. These are marginalization, negative labeling, violence, and domestic duties.

2.1.5.1 Marginalization.

Marginalization emerges because of poverty resulting from natural disasters, cultural strata, or gender differences. This last one is what is evident with women in many places. These gender differences which result in gender inequalities are from various sources such as policies, religious precepts, legal tradition, ethnic cultural practices, or interpretations of the holy books and many other causes. Marginalization of women starts at home in terms of discrimination towards family members in a family.

2.1.5.2 Negative Labeling

Negative labeling or stereotypical stigma is the label put on a group of people or ethnic group which is almost always negative and therefore it may make this particular group of people suffer unnecessary bad treatment. A group of people suffering from this practice of negative labeling is gender-based and most of the time it is the female who are labeled this way. Wearing cosmetics is an example people use to negatively label women. Wearing cosmetics is associated with the efforts of women to attract sexual partners. Public psychological attitudes may develop negative opinions based on this stereotyping which in turn results in government policies, legal tradition, and religious interpretations that do not side with women.

2.1.5.3 Violence

Violence may be physical or psychological. Violence, both psychological and physical, may be suffered by anybody but often it is because of gender differences that make women undergo more unnecessary violence. And it is because of the gender differences that the public view violence towards women in many cases are justified. This

gender-related violence may take various forms. According to Fakhri (2008:17), there are seven forms of gender-related violence: (a) raping, (b) domestic violence, (c) genital mutilation, (d) prostitution, (e) pornography, (f) enforced sterilization, (g) molestation, (h) sexual and emotional harassment.

2.1.5.4 Domestic Duties

There is an assumption that women are more caring and more attentive to household work. This develops into the belief that women take care of all the domestic duties.

2.1.6 Socio-Cultural Approach

According to Teeuw (2003), to fully understand poetry, poetry must not be detached from its societal and cultural context. Literary pieces mirror society and consequently, the prevailing social circumstances and influences of that era. This serves as a prompt that authors are active participants in society and consequently, cannot be isolated from societal culture. The socio-cultural backdrop is evident in the characters' traits, societal structures, traditions, social perspectives, art, and cultural artifacts that are depicted in literary works.

2.1.6.1 American woman in 1850's

During the 18th century, it was expected that women would conform to the role of a homemaker, responsible for the household duties such as cooking, cleaning, and childcare. Women were regarded as having a distinct role from men and were not permitted to express themselves or afforded the same opportunities as men. In the latter part of the 1800s, women were considered second-class citizens and were expected to focus solely on their home and family life. Pursuing higher education or a professional career was not encouraged, and after marriage, women were denied the right to own property, retain their wages, or sign contracts. Married women were also subsumed under

their husband's identity, and American women in general had no political rights, were deemed inferior, and were treated poorly. The reason for this mistreatment was rooted in the lack of rights afforded to women in the American government. With the advent of transcendentalism in the 1800s, women began to see an opportunity to challenge societal norms and demand change. Transcendentalism, an intellectual movement spearheaded by Ralph Waldo Emerson and Henry David Thoreau, centered on the examination of individuality and self-reliance. Margaret Fuller, a highly intelligent woman, established a transcendental group discussion in 1839 to educate women. The Shakers also played a role in women's issues, as they believed in gender equality within their community. However, this was not the case in New York, where women were exploited for sex and had few rights. The treatment of women varied greatly across different communities.

2.1.7 Carl Jung's Concept of Individuation

2.1.7.1 Definition of Individuation

According to Jung (1953), all human beings can facilitate the realization of a more complete and integrated existential consciousness in their mental life. Jung refers to the individuation of psychological simulations as "self-actualization," and seeks true personality maturity to provide unique solutions to human social problems. The concept of customization is often misunderstood. Individuation is not individualism because the focus of individuation is on the self, not the ego. Integrative personal development is not exclusive.

2.1.7.2 Stages of the Development Process of Individualization

The social development of human life towards maturity does not take place mechanically, i.e. according to the specific actions of natural law, and is also called a homogeneous process. According to Carl Gustav Jung, the development towards self-actualization according to the laws of nature is trivial and incompatible with reality (Jung,

1969). The social development of the human personality according to a "natural" process renders him a mere passive object, that is, allows him to pursue and experience self-immersion through this "natural" process.

a. Undifferentiated Whole

This stage is infancy. The collective archetype is just beginning to be activated, and the ego sees itself as very important, even more, important than the self (Edinger, 1973). At this stage, the ego is unaware of its limitations. Because in the womb the individual experiences a state of security and constant well-nourished food without needing to express his or her needs. This condition lasts for the first 4-5 years of life. Therefore, over the years, individual caregivers encourage individuals to voice their needs. An individual's unwillingness to express his or her work is a reaction to refusing to evolve in the subsequent process of Individuation.

b. Inflation

The second stage of the individuation process is inflation. The individual manages himself and his ego and abilities are associated with divinity (Edinger, 1973). Inflation is the unconscious regression of consciousness. The power of the unconscious self becomes more evident and dominant as it engulfs the content of the conscious ego and makes the ego an integral part of the whole personality.

c. Alienation

Alienation people lose their inner connection with themselves. Alienation individuals experience all the symptoms that an empty and meaningless life fills their daily lives (Edinger, 1973). Those later in Lerida's life suffer the most from this alienation. They do not exhibit neurotic symptoms such as fear, attachment, fear, or other symptoms, but just a feeling of emptiness and loneliness that is so profound that their minds become confused and dissipate, let alone overcome. I can't do it either.

d. Mass Human

In 1912 Carl Jung published the essay "New Path Psychologist", which is now included in his 1966 two essays on the Analytical Psychologist. In this essay, according to Jung, the process of maturation, called the process of individuation, raises not only the problems of the masses but also Jung's treatment of difficult situations of the masses.

e. Integration

The integration stage begins with a state of psychological opposition to the ego. At this point, the ego shapes and affirms its identity by creating a separation of specific values, beliefs, and attitudes related to the separation of persona and shadow, male and female, conscious and unconscious, and anima and animus. Increase Identity. The integration phase process includes the following activities: (a) Psychic activity According to Jung, psychic activity is not separated from the bipolar opposition between conscious and unconscious forces (Jung, 1969). Without contradiction, it is impossible to experience the whole/all of the spiritual. It is also impossible to enter the sacred world, the divine world (Jung, 1968). The magnitude of these opposing forces in the spiritual life is male and female, mystery and spirit, light and darkness, introversion and extroversion, regression and progress, and so on. (b) The purpose and manifestation of spiritual activity in the human mind, especially in times of deeply traumatic conflict, does not always mean open disclosure. (c) The Role of Religious Values and Symbols in the Integration Process Discussions on mental energy transformations rarely mention the role of religious values and symbols in psychological development. Religious values and the capacity of symbols influence the transformation of mental energy and open the door to the resolution of spiritual conflicts (Jung, 1958).

f. Differentiation (Individuation)

The differentiation stage is a psychological state of individualization. The ego and self on this level are separate but exist as a whole rather than separate (Jung, 1969). Discussion of stages of differentiation includes differentiation in psychoanalytic processes and social relationships. (a) The process of psychoanalytic differentiation the most important factor in understanding human development is the different orientations and influence of the process of psychological incarnation during the two stages of life. The first stage of the first half of life has its historical model in the formation or formation of the ego and its development. That is when the activity of the process of transformation from the totality of the spiritual self to the physiological human being shifted. Bring nature into the realm of consciousness and move toward the ego. (b) Differentiation in Social Relations The development of a person's social perspective toward maturity does not occur mechanically, i.e. according to the specifications of natural law, and is also called a homogeneous process. According to Kari Gustav Jung (1969), the development towards self-actualization according to the laws of nature is trivial and incompatible with reality.

2.2 Previous Studies

Each researcher has distinct studies. The psychological examination conducted on the novel *Redeeming Love* by Rivers involves Sigmund Freud's personality theory. Hence, acknowledging past research is crucial. This study pertains to numerous pertinent preceding researches.

First, Study by Santisima, N., Maria. 2008. *Images and Roles of Andhra Women in Bala Patiraja Poems: Thesis Approach of Psycho-feminist*. This study describes the image and role of women in Andonara Island, Flores, east Nusa Tenggara. The results of this study are her two objects. First, Andorran women in the literal sense (superficial

sense) have a good and positive image in terms of toughness, courage, firmness, loyalty, and kindness. Second, the real (and deeper) meaning is the role of the Andonara women who succumb to the socio-cultural conditions of patriarchy.

Second, research called Depiction of Gender Conduct in Asmat Society presented in the book "My Name is Tewelaut" by Anita Handayani (2009, Cenderawasih University), the portrayal of gender behavior within the Asmat community is analyzed. The main character, Tewelaut, is a female belonging to the Asmat tribe. The research delves into the conflicting emotions experienced by the protagonist and how she communicates them through conversations, internal musings, and deeds.

Third, Human's doctoral dissertation (2011) is titled "Feminist Issues in Three Patriarchal Societies Depicted in El Sadaawis Woman at Point Zero, A Toers The Girl from the Coast, and Linggasaris Sali.", focused on the value of the three novels chosen.

Fourth, Study by Syaifatul Husna (2012), an analysis of the characters in the charming decline of Cleopatra novel by Habibrahman El-Shiraj. Psychological research has shown that all activities in a character's mental life are always based on his three principles, named by Sigmund Freud. The Three Principles comprise his three essences contained in the life of the human soul. Furthermore, of Freud's psychoanalytic principles experienced by the characters, he is the only one of his six that is not included in the novel. Early childhood and childhood experiences greatly influence the way we think as adults. That is the principle of influence.

Fifth, Prima Rofik Mustafa. (2012). Study of the character and conflict of the man character in the novel. The Train of the Beginning of Shawar by Liyanto El Haristo. We know that with the help of psychology, we can observe the behavior of characters in love stories and dramas. If the character's action were consistent with what she knew about the human soul, he successfully used modern psychological theories to explain and interpret

his literary work. Therefore, the authors prefer the psychological component as the approach in this study, and the psychological approach place more emphasis on the study psychology. The authors prefer to use a psychological approach rather than other literary approaches, as this study aims to delve deeper into the conflict and character elements that are part of the psychological component.

Sixth, Research by Titik Sulastri. (2015). Psychological conflict Analysis of character in Taufiqrahman Al –Azizy’s Novel Musafir Cinta by Titik Sulastri (2015). Cenderawasih University. The findings tell the story of the conflict experienced by the character in Tawfikrafman Al-Aziziy’s novel. Musafir Rab, It is an internal conflict arising from past events. The character in Tawfikrafman Al-Aziziy’s novel Musafir Cinta are more concerned with self-satisfaction than with the deadly consequences for themselves and those around them.

Seventh, The work of Puspitasari.D.W.Putri. 2016. The personality of Viktor Larenz, the protagonist of Sebastian Fitzek’s novel DIE THERAPY: Freud’s psychoanalytic theory. This study deals with the personality structure, personality dynamics and personality development of the protagonist Viktor Larenz.

Eighth, Study by Ratna Indrasari. 2016. The psychology of the character in Jack Tambi’s novel exploring the Tomorrow. This study discusses the issues between the id, ego, and superego that arise within the protagonist.

Ninth, Study by Suharni Lumbiak. 2015. Feminism of female characters in princess adventure story fairy tales. This study discusses mainstream feminism fighting for women’s rights without discrimination.

Tenth, Study by Juwita Purnamasari Br Ginting. 2015. Feminism revealed by Nawal El Saadawi’s characterization of Firdaus in the Woman at Point Zero and Liwa in Dewi Lingasari’s Sari used.

2.3 Pedagogical Implementation

Literature is one of the subjects taught in high schools. Literature should be taught to students because (1) it is highly motivating, (2) it is authentic material, (3) it has general educational value, and (4) helps students understand different cultures, (5) Stimulates language learning, (6) enhances student's interpretation skills, (7) is fun and enjoyable for students, (8) it is appreciated and holds high status, (9) is enhance student's language awareness, (10) it encourages student to talk about their opinions and feelings (Lazar,2002).

A novel is a type of literary work that contains a long story. It's not like poetry that can be passed on orally. In some case, it requires several readings due to its length. It takes too long to read, but people generally enjoy reading it .The author's description allows the reader to feel that the story is happening.

Novel can be incorporated into language lessons. It can be used to learn different language skill such as reading, speaking, and writing. This is considered one of the best ways for students to learn a foreign language and develop their language skill. Develop students' skills using plot structure in jumbled sentences media.

The plot is the way an author creates and organizes the sequences of events in a story. In a nutshell, the plot is the basis of the story. Every action consists of his five elements: Introduction, Rising Action, Climax, Falling Action, and Resolution.

2.3.1 Introduction

The first part of the plot establishes the protagonist/protagonist and setting we learn who is who, when, and where the story happened. At this point the reader is just beginning to know the world of the story and what the story is about.

2.3.2 Rising Action

The part of the storyline should introduce a major conflict (if it isn't already) and create tension based on it, both within the story and for the readers, ideally drawing you more and more into the text.

2.3.3 Climax

The climax is probably the most important part of the story, the biggest plot point, and puts the characters in situations where they have to make decisions that affect the rest of the story.

2.3.4 Failing action

Then the tension is released and the story begins to loosen. We begin to see the climactic consequences and actions of the man characters and begin to feel what this means for them and the world they live in.

2.3.5 Resolution

In this final plot point, everything is done and a new world and a sense of normalcy for the characters are established. Conflicts from the climax were resolved and all the unresolved parts were neatly integrated.