**Chapter II
Literary Psychoanalysis**

1. **Literary Works**

Dolla (2007: 31) states "literature, like other arts, is essentially an imaginative act, that is an act of the writer's imagination in selecting, ordering and interpreting life-experience". Anything that can be said about the nature of literature holds true for both oral and written with form, style and social function.

Klarer (2004: 9) states "The classification of literary works into different genres has been a major concern of literary theory, they are fiction, drama, poetry. The film is an adaptation of literary work like a drama. There are also literary elements in it. That is the reason that films can be categorized as literary works.

Although movie is commonly used in spoken language, many people tend to use the word film in academic and formal writing. In this case, a movie or film is included in a literary genre. Also, the movie can be analyzed through the dialogue between the characters, the gestures from each character, the story, and also the picture from the movie. Movie is simply short for motion pictures (Barsam and Monahan, 2010: 3).

1. **Literary** **Psychoanalysis**

The term “psychology” is divided from two Greek words: psyche, which means soul, and logos, which mean study of. If the soul is interpreted as self, then psychology connotes the study of the self. “The self is a dynamic (active) organism or living being that constantly affects and is being affected by other selves (Taniputra, 2005: 17).

Therefore, the term psychology can be defined better as the scientific study of human behavior and human relations. It is also in accordance with what Davis and Paladino explained about psychology in Siswantoro’s book, that psychology is the scientific study of behavior and mental processes (Siswantoro, 2005:26).

Literary works have a close relationship with psychology because in a literary work in the form of poetry or prose it always contains certain characters. Literature and psychology are related closely, indirectly and functionally. It is said related because both literature and psychology have the same object, namely human life. Psychology and literature have a functional relationship because they both study other people's psychological states, the difference is that in psychology these symptoms are real, while in literature they are imaginative. Basically, the psychology of literature has an important meaning for us in determining the values of life that exist in a literary work.

Literary psychology is a literary study that views work as a psychological activity (Endraswara, 2003: 96). Literary psychology is a part of psychology that examines the existence of psychological aspects in literary works. Literary psychology investigates the role of the human soul and psychological factors in the creation of literary works (Mujiyanto,1999).

Psychoanalysis was first presented by Sigmund Freud. According to (Endraswara, 2008), psychoanalysis is a special term in literary psychology research. That is, psychoanalysis is widely applied in any literary research that uses a psychological approach. Generally, in any implementation of a psychological approach to literary research, only the parts that are useful and appropriate are taken from this psychological analysis theory, especially those related to the discussion of human characteristics and characteristics. The discussion of human characteristics and characteristics covers a relatively broad scope because humans always show different mental states. Psychoanalysis has three application those are:

1. A method of investigation of the mind;
2. A systematic science of human behavior; and
3. A method of treatment of psychological or emotional illness.

Freud was the first psychologist to investigate the unconscious aspect of the human psyche. Freud likened human consciousness to an iceberg, what little is visible on the surface indicates consciousness, while the larger invisible part shows the unconscious aspect. Within this vast area of the unconscious are found repressed impulses, passions, ideas, and feelings, a large inner world filled with vital forces exercising vital control over conscious human thoughts and actions (Hall and Gardner, 1993: 60). Freud's emphasis on the aspect of the unconscious which lies deeper than the aspect of consciousness makes the flow of psychology which is compiled on the basis of his investigations called "inner psychology" (Sujanto, 2004: 62).

This theory focuses on the importance of childhood experiences. In this view, the seeds of psychological disorders are already sown in the early years of growth. In the world of psychology, this theory is commonly referred to as psychoanalysis, which emphasizes its investigation of psychological processes in the human unconscious.

Based on Freud (1923), the personality structure consists of three systems, namely id, ego, and super. Human behavior is essentially the result of the interaction of the substance in the human personality id, ego, and superego, all of which always work almost simultaneously, rarely one of them is released or works alone.

1. **Id**

The id is the most original part of personality and is innate to a person from the moment he is born. The id is a biological aspect in the form of an original system in personality, from which other aspects of personality grow. "... an unconscious mental entity which we designated as the id" (Freud, 1961: 12). The id contains things that are brought from birth and which guide the id in its function is to avoid discomfort and pursue pleasure. Id works based on the pleasure principle or what is also called the pleasure principle, which is understood as an impetus to meet immediate needs. Id appears according to the pleasure principle, which is particularly simple to define; the id pursues pleasure and avoids pain (Pervin, 2005: 85).

The id cannot cope with the increased energy it experiences as an unpleasant tension. Therefore, when the organism's tension level increases, whether as a result of stimulation from outside or stimuli arising from within, the id will work in such a way as to immediately stop the tension and return the organism to a low and constant and pleasant energy level. If the fulfillment of this id is hampered, it will cause conflict in the form of anxiety, pain, and unpleasant feelings.

1. **Ego**

Ego is a psychological aspect of personality that arises because of the individual's need to relate well to the real world. In its function the ego is useful to help humans make contact with reality, which means that it fulfills the needs of organisms based on suitable objects. The ego can also be viewed as an executive aspect of personality, because the ego controls the path taken, choosing which needs can be met and ways to fulfill them. In carrying out its functions, the ego works according to the principle of reality. "The ego function is to express and satisfy the desires of the id in accordance with two things: opportunities and constraints that exist in the real world" (Pervin, 2005: 85).

The ego is also called the personality executive, because the ego controls the paths taken, chooses needs that can be met and ways to fulfill them, and chooses objects that can fulfill those needs. In its function, the ego often has to unite the contradictions between the id and the superego. When the id is too dangerous or threatening, the ego will form a defense mechanism. Calvin S. Hall in his book A Primer of Freudian Psychology (1954: 85-86) mentions several forms of defense mechanism (mechanism of defense) formed by the ego, namely:

a. Denial

Denial is a mechanism for rejecting something unpleasant to accept reality or facts, acting as if the painful event, thought or feeling did not exist. It is considered one of the most primitive of defense mechanisms because it is characteristic of early childhood development. Many people use denial in their daily life to avoid dealing with painful feelings or areas of their life and not have to admit it. This mechanism expresses disagreement with reality by denying that reality and blocking events that come from outside of consciousness.

b. Sublimation

Sublimation is the single most positive defense mechanism of the ego. The way this mechanism works is by converting unacceptable impulses, such as in the form of sex, aggressiveness, fear or other forms, into socially acceptable forms. The one who is always anxious in the world may be a leader, businessman or scientist while the person who has high sexual desire will be an artist, photographer or novelist. Freud's view that all forms of positive and creative activity are the result of sublimation mechanisms, especially sexual desire.

1. **Superego**

The superego is an aspect of the sociology of personality, representing the traditional values ​​and ideals of society as interpreted by parents to their children through commands or restrictions. "In marked contrast to the id is the superego which represents the moral branch of our functioning" (Pervin, 2005: 85).

Super ego can also be considered as a moral aspect of personality, its function is to determine whether something is good or bad, right or wrong, appropriate or not, in accordance with the prevailing morality in society. The main function of the superego is to block the urge of the id, especially the sexual and aggressive urges that society opposes. Encourages the ego to pursue moralistic rather than realistic pursuits, and to pursue perfection. The more this superego is formed, the stronger the control over one's behavior becomes. "The Superego is the representative in the personality of the traditional values ​​and ideals of society as they are handed down from parents to children" (Hall, 1954: 34).

The defense mechanism can be repression, protecting the ego from anxiety and releasing unacceptable impulses from consciousness. Although using defense mechanisms is normal, if used excessively it can cause a person's behavior patterns to become abnormal. Based on Freud's study, there is a fine line of difference between normal and abnormal. Normal and abnormal people are driven by the irrational impulses of the id. Normality is only a matter of energy balance between the psychic structures of the id, ego, and superego.

**2.2.1 Trauma**

According to Freud (in Zaviera, 2008: 115), traumatic experiences affect the psyche. Each trauma must have a unique impact on a person which can be understood through individual backgrounds. Trauma is generally emotional and psychological distress due to unpleasant events or experiences related to violence. People can be said to have trauma is that they have to experience a large and excessive emotional stress so that the person cannot control the feeling itself which causes trauma to almost everyone (Kaplan and Sadock, 2010).

Several symptoms can indicate an individual with a traumatic experience.  Some common symptoms are having painful memories that are not easily forgotten, recurring nightmares of traumatic events, and having memories of traumatic events when seeing things related to the event.  From a cognitive perspective, memories of traumatic events can trigger feelings of anxiety, excessive fear, and feelings of depression (American Psychiatric Association, 2013). In children, symptoms of trauma can be in the form of difficulty sleeping, feelings of fear when having to sleep alone, not wanting to be left alone even for a short period, being aggressive when asked to talk about the past, and suddenly angry.

Harvey (2002: 23), in his book explains the definition of trauma as, "trauma is a specific term referring to extreme psychological and psychological reactions to major losses, such as the death of close others". The feelings caused by these traumatic experiences can result in quite extreme reactions both physically and psychologically to a person. This is a sign that trauma is an unusual event that may occur as a result of a deep loss, such as the death of a family, spouse or people with whom they are closely related. When a person experiences a traumatic event, he will experience various impacts from that traumatic experience. The impact is such as feeling shaken, chaos in life, feeling rejection, depression, guilt, anxiety to feeling attacked. As Worden's statement in Spiers: "What is clear is that there is a pattern to trauma which can include shock, disorganization, denial, depression, guilt, anxiety and aggression" (2001: 13).

Although trauma can be caused by actions that are physical in nature, the effect is more on a person's psyche or soul. That is why there is a term psychological trauma. These are the real consequences that will only be experienced by someone who has had a traumatic experience. This impact is often known as Post Traumatic Stress Disorder or more commonly known as PTSD (Harvey, 2002: 5)

From the information above, it can be concluded that trauma is a very bad experience that arises in a human being due to an unpleasant event and can have a major impact on the person physically and psychologically. The psychological impact caused will be more dangerous because they will experience feelings of extreme anxiety, helplessness, and can destroy a person's sense of security, creating a sense of vulnerability and helplessness like living in a world full of threats.

From the quotation above, it is stated that one of the causes of psychological trauma is violence against children such as physical and verbal abuse. Traumatic experiences, as mentioned above, can have the impact of Post Trauma Stress Disorder. The confusion experienced after trauma can have many impacts on a person, according to Smith's (2011) statement that trauma may leave some disturbance in some psyche and life such as; problems with memory and concentration, disturbed sleep patterns, self’s blaming or blaming others, guilt (for what we did or did not do, for surviving); fear and worry; speech problems; excessive humor or silence; Withdrawal from family, friends, colleagues; feeling disconnected or numb.

According to the statement that Smith (2011) stated above, there are several psychological disorders that occur due to trauma. That is one line with Pervin (2005) who defines disturbance in some psyche and life, there are:

* Impaired memory and concentration, a child who feels traumatized in his life will have problems with his memory or concentration. the person will have a strong and recurring traumatic memory that interferes with their normal functioning.
* Disorders of sleep patterns are the most common symptom of someone who is being traumatized. Insomnia, or sleeplessness and nightmares, is a symptom of a traumatized sleep disorder. Another symptom can be in the form of fear of sleeping, because as soon as he sleeps the traumatic event reappears in his memory.
* Feelings of guilty, often someone feels guilty about what has happened and they mistakenly believe that they deserve to be blamed or deserve punishment.
* Fear and anxiety, especially for their safety and the future and that of the child's family members. She is afraid that no one will pay attention to her or provide food for her or that she will not go to school anymore. Everything he had witnessed and experienced in the trauma magnified his fear.
* Speech disorder, even silence. A person who has experienced trauma in his life and then becomes mute is actually something he chooses himself. The person is not unable to speak, but he chooses not to speak even though he can.
* Withdrawal from their environment, a person who is experiencing trauma tries to avoid anything that reminds them of the traumatic event. They may avoid reminding people, places, objects, as well as being cold to avoid pain, excessive feelings.
1. **Film**

A film is a work of art made by humans and can be watched by the public or audiences. A film is a moving image and every second has its own meaning and message that can influence the audience in the form of audio-visuals that can provide knowledge of what is seen and what is heard. (Prasetya, 2019: 42) States that the series of pictures, sound, and dialogue that form a storyline is the way films tell stories. Films tend to involve the concept of signs, symbols that are visual in the form of conveying messages. A film is made like in real life, where the elements in the film give a very interesting impression.

Cinematography is one of the elements in film, which involves a technique in filmmaking, this technique in the form of taking pictures through a camera, inserting sound into the film, editing, so that it becomes a continuous storyline.

In every literary work, there are always constructive elements included in the film. There are the extrinsic elements and the intrinsic elements. Both of the elements are often mentioned by the critic in examining and or talking about a novel or film. Both of these elements are very important in literary works, especially the intrinsic elements. (Nurgiyantoro, 2005) states that Intrinsic elements are elements that build literary work itself. Those elements what causes the present literary works as works of literature. The kinds of intrinsic elements are themes, characters, settings, conflicts, points of view, and so on. But in this case, the author will only discuss the characters.

**2.3.1 Character**

A character is the subject who acts on fiction to establish a story. According to Oxford Advanced Learner’s Dictionary, character is a person who appears in novel, play, and other genres of literary work. Meanwhile, according to Abrams in (Nurgiyantoro, 2005:165) are the people who show in a narrative work or drama that will be interpreted by readers. It also has a moral quality and certain preference.

A character in fiction can be conveniently classified as major and minor. A major character is an important figure at the center of the story’s action or theme. The major character is sometimes called a protagonist whose conflict with an antagonist may spark the story’s conflict. A minor character is people whose function is partly to illuminate and support the major character. (Nurgiyantoro, 2005) explained that character can be distinguished into five categories, here the explanation below:

* 1. The main and additional character: the frequentity of a character that is present in the story. Main character appears and is almost involved in all of the scenes in the story.
	2. The protagonist and antagonist character: protagonist character is known as a hero in the story, while the antagonist as “the bad guy” of the story and causing a conflict.
	3. The simple and round character: how the character is described and disclosed.
	4. The static and developing character: the static of character’s experiences led to the development of characterization, besides, developing character only following the directions where the plot has been described.
	5. The typical and neutral character: the only difference is seen from the life figures' circumstances, deliberately presented or not). Those characters are classified based on their role in the story, whether as the main role or a simple character.

Each has its own function to complete the story and support the previous or the next event occur. The character is one of the tools to identify the main messages of the story. From the above opinion, it is applied to the Carrie film, that ‘Carrie’ is the main character.

1. **The Synopsis of the Film Carrie**

Carrie White (Chloe Grace Moretz), a high school student who was educated authoritatively by Margaret White (Julianne Moore), her mother. The mother, who is fanatical about practicing religious teachings, limits Carrie's associations in order to avoid sin.

Carrie is a lonely and isolated girl, and has no friends. Her innocence and indolence made her often bullied and bullied by some of his friends at school. One of them is Chris, who invites other friends to work on Carrie. However, Carrie has a unique ability that his friends do not have, namely, telekinetic abilities. Carrie, who seems to have never received sex education from her single parent, got her first menstruation after sports lessons at school. Seeing the blood that was pouring out so much, Carrie screamed hysterically thinking she was going to die. Carrie was very surprised when she got her first period. Knowing that Carrie is scared, her classmates, led by Chris and Sue Snell (Gabriella Wilde) actually make fun of her by throwing a tampon and recording Carrie's frightened expression using a smartphone.

Oddities for the sake of strangeness began to occur when Carrie let out her anger, when she realized that she could control or move an object with her mind and then find out about the ins and outs of telekinesis through books and the internet. Margaret considered the power possessed by her daughter was a punishment from long ago, therefore Margaret often punished Carrie in a small special room to pray and ask for forgiveness.

As graduation approaches and students begin to prepare for prom night, Tommy Ross (Ansel Elgort), a handsome and famous young man at school, invites Carrie to be his partner for prom night. Margaret, who had a bad feeling for her only daughter, flatly refused to give Carrie permission to go to the prom.

Here there is a big fight between mother and child, the mother says that her child will be humiliated and ridiculed by her friends if she comes to the party, but Carrie is adamant that she will be fine.

Long story short that Carrie had gone to the prom, instead of a party, there he was even bullied again, this only made matters worse. Chris drops a bucket of pork blood on Carrie and Tommy. The bucket fell right on Tommy's head, causing Tommy's death. Meanwhile, Carrie's embarrassing video recorded by Chris was shown on the big screen on stage, causing laughter from some of the audience. Carrie was furious. He used all his telekinesis abilities to brutally punish those who made fun of him.

After arriving home, Carrie and Margaret embraced each other. Margaret tells Carrie about the night she became pregnant. Margaret tries to kill Carrie, knowing that Carrie becomes very angry. Finally, his mother was killed by a number of sharp tools that were moved using telekinesis unconsciously. Carrie becomes hysterical and makes a rain of rocks from the sky to destroy her house. The house was destroyed and collapsed which eventually killed Carrie in it.

1. **Previous Research**

In this research, the writer would like to review three previous studies with related topics. First “bullying revenge toward the main character in Stephen king’s Carrie” (Fadilah, 2021). Second “the analysis of trauma in Staub’s novel scared to death” (Sulaemal, 2014), and the last “traumatic behavior’s as impact of war crime in peter Webber’s film (Hanibal, 2008)

A study conducted by Fadilah (2021), is focusing on bullying in Carrie's novel, Fadilah thinks that Carrie White got four of bullying, those are physical bullying, verbal bullying, and cyber bullying. The writer focuses on how the traumatic experience shown in the Carrie White movie.

Second study from Sulaemal (2014) the analysis of trauma in Staub’s novel scared to death. Sulaemal investigates the trauma on the novel scared to death, Sulaemal found the symptoms were created by Sulaemal, to clarify the experience after trauma effect of several characters in the movie. This study focuses more on several characters.

A research by Hanibal rising (2008) investigating the causes of war crime and as illustrated in Peter Webber's movie, he claims that there are several types of war crime. This study elaborates more about the causes and impact of war crime to distinguish this study with the writer focuses on how the traumatic experience shown in Carrie White Movie.