

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes relevant theories about this research. The theories in this research are very important to help analyzing the literary work. The first part of this chapter about the theories of literature which are biography, character and characterization and the second part are about the psychology theory which consists of two theories: psychology, personality, and the structure of personality. Each part can be described as follows.

2.1 Biography

Biography is the history of life that describe about the experience, person's life and many conflicts that have happened. Late in the seventeenth century, John Dryden defined biography neatly as "the history of particular men's lives." The name now connotes a relatively full account of a particular person's life, involving the attempt to set forth character, temperament, and milieu, as well as the subject's activities and experiences. (Abrams, 1999: 22). Biography is always connected to person's experiences which includes history in person's life. According to Cuddon, he says:

Almost any form of material is germane to the biographer's prupose: the subject's own writings (especially diaries and letters), his laundry bills, official archives, memoirs of contemporaries, the memories of living witnesses, personal knowledge, other books on the subject, photographs and paintings. (1999: 83)

In this case, the researcher wants to analyze the novel entitled *The Story of My Life*. This novel is true story based on the biography which is written by Helen Keller through “braille” then written by John Macy. *The Story of My Life* is the first novel which is written by Helen Keller. This novel includes Helen Keller’s lives which are personality, education, speech and literary style.

2.2 Character

In literary work, character is the person who is a figure, and usually waggish, sketch in the story of a distinctive type of person. According to Abrams, he says:

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. The grounds in the characters’ temperament, desires, and moral nature for their speech and actions are called their motivation. (1999: 32-33)

Character is a person has the different characteristic based on the story. A person as the figure gets play role which has the background and conflict of the story. The story more interesting, this case is caused by characters in that story. There are many kinds of character such as antagonist, protagonist, round and flat character.

2.3 Characterization

Characterization is aspect of character in literary work. Characterization presupposes a ‘mimetic’ model of literary texts whereby what is primary or original is a real person, and a character in book is simply a copy of such a person

(Bennett and Royle, 2004: 62). They give the example, a person in 'real life' might be convincing to the extent that he or she resembles a person in book. They also suggest such a reversal may sound rather strange or counterintuitive: "we would normally want to give priority to a 'person' and say that characters in book are more or less like 'real' people." (*Ibid*, p.62) The description of the story as supporting theory below:

Characterization, the representation of persons in narrative and dramatic works. This may include direct methods like the attribution of qualities in description or commentary, and indirect (or 'dramatic') methods inviting readers to infer qualities from characters' actions, speech, or appearance. (Baldick, 2001:37)

2.4 Psychology

Carlson and Buskist give definition of psychology as the science of behavior. The word psychology comes from Greek words, *psukhe*, meaning "breath" or "soul" and *logos*, meaning "word" or "reason". The modern meaning of *psycho* is "mind" and the meaning of *logy* is "science", thus the word psychology means the science of the mind (2007: 5)

This statement facilitate readers to understand about the definition of psychology overall. So those, the psychology explain about the science of the mind. According to Passer and Smith, they state:

Psychology as the scientific study of behavior and the mind. The term behavior refers to actions and responses that we can directly observe, whereas the term mind refers to internal states and processes-such as thoughts and feelings-that cannot be seen directly and that must be inferred from observable, measurable responses. (2009: 2)

As the quotation above that psychology which relates to behavior and mind involve mental processes. Behavior and mental processes happen because the

influence in the life indirect. Every person has the different characteristics and personality which can distinguish from other people.

In psychology has the development what the readers need to know. According to Dumont, he says “In its holistic sense human development does not exclude any particular dimension of human ontogeny-physical, behavioral, personal, logical, cognitive, social, perceptual, or psychomotor.” (Dumont, 2010:75). On the other word, it can be said that developmental psychology include some particulars of human development that the processes of growth.

Developmental psychology which is more grounded and appears to be equal to an aspect of psychology’s early development. According to Carlson, he says “development psychology is the study of physical, cognitive, emotional, and social development, especially of children.” (1997: 7).

Based on the explanation above, the researcher finally thinks that this study to analyze through psychological approach that psychology is all about the mind and behavior. Psychology that comprises the science of mind and behavior also include personality.

2.4.1 Personality

In psychology theory is a science about mental processes that including about the personality. Every person has different personality. The personalities that distinguish the person’s identity include with thought, emotion, motivation, and behavior.

Person came, via French, from the Latin word ‘persona’, which referred to the mask worn by an actor to portray a particular character. In this thetrical sense, personality has to do with the role or character that the person plays in life’s

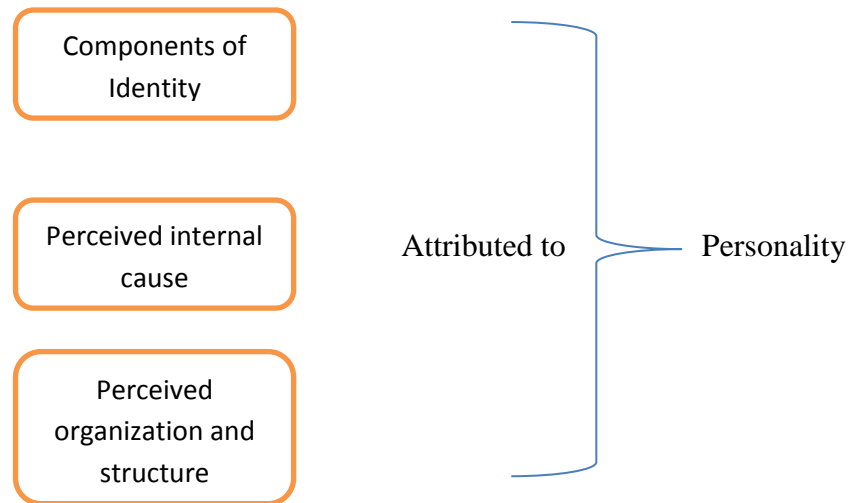
drama. The person's individuality, in this sense, is a matter of the roles or characters that he or she assumes. (Haslam, 2007: 4)

From the quotation above, it clearly the theory from According to Allport, he says "Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristics behavior and thought" (1916, p.28 in Feist and Feist).

And according to Larsen and Buss, they say that Personality is the set of psychological traits and mechanism within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to, the intrapsychic, physical, and social environment. (2008: 4). Whereas, according to by Feist and Feist, they say personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behavior. (2006 :13). In this case personality viewed as the important aspect because it has a dynamic includes behavior and mind. Person's personality is very important that affect in life.

The concept of personality arises from the fascinating spectrum of human individually. According to Passer and Smith observe that people differ meaningfully in the ways they customarily think, feel, and act. These distinctive behavior patterns help to define one's identity as a person. (2009: 454). Based on the statement above, it can be said that personality is the one way can be a person's thinking, feeling, and acting. Everything people will do mold into the personality. Personality describes the different behavior of person who responses to life situation.

The statement above as the strengthen figure below:



(Figure 1.1)

Passer and Smith describe the table above as:

First, they are seen as behavioral components of identity that distinguish person from other people. Second, the behavioral are viewed as being caused primarily by internal rather than environmental factors. Third, the person's behaviors seem to have organization and structure; they seem to fit together in a meaningful fashion, suggesting an inner personality that guides and directs behavior. (Passer and Smith, 2009: 454)

The concept of personality also rests on the observation that a given person seems to behave somewhat consistently over time and across different situations. (*ibid*, p.454). Personality that includes behavior and mind which shows person's identity. Every behave and think individuality will shows person's personality.

2.4.2 The Structure of Personality

Every person has a different characteristic and personality. It has a different process in the structure of personality. The study of personality has types of personality that will be described in this study. In Passer and Smith's book, Freud

divided into three major separate but interacting structures those are the Id, the Ego, and the Superego-interacting in dynamic balance. He says as follow:

a. The Id

The Id is the innermost core of the personality, the only structure present at birth, and the source of all psychic energy. It exists totally within the unconscious mind. The id has no direct contact with reality and functions in a totally irrational manner. Operating according to the pleasure principle, it seeks immediate gratification or release, regardless of rational considerations and environmental realities. The id cannot directly satisfy itself by obtaining what it needs from the environment because it has no contact with outer world. (Passer and Smith, 2009: 456).

Freudian theory in Haslam's book notes the Id has a biological underpinning, its contents are psychological phenomena such as wishes, ideas, intentions, and impulses. These phenomena are therefore sometimes described as 'instinct derivatives'. Some of these phenomena are innate, whereas others have been consigned to the Id by the process of repression. All of the Id's contents, however, are unconscious. (Haslam, 2007 :103).

b. The Ego

The Ego has direct contact with reality and function primarily at a conscious level. It operates according to the reality principle, testing reality to decide when and under what conditions the id can safely discharge its impulses and satisfy its needs. (Passer and Smith, 2009: 456).

The ego is that operates into the conscious mind. The Ego is the bridge between the Id and the Superego that floating all three components. Freudian theory described in Haslam's book, the ego is 'psychic agency' arises over the course of development as the child learns that it is often necessary and desirable to delay gratifications. The bottle or breast does not always appear the instant that hunger is first experiences, and sometimes it is better to resist the urge to urinate at the bladder's first bidding if one is to avoid the unpleasure of wet pants, embarrassment, and a parent's howls of dismay. The Ego crystallizes out of this emerging capacity for delay, and in time becomes a restraint on the Id's impatient striving for discharge. It cannot be an inflexible restraint, however. Its task is not to delay the fulfillment of wishes and impulses endlessly, but to determine when and how it would be most sensible or prudent to do so, given the demands of the external environment. It operates, that is, on the 'reality principle', which simply requires that the Ego regulate the person's behaviour in accordance with external conditions. (Haslam, 2007: 103-104).

c. The Superego

The Superego is the moral arm of the personality. Developing by the age of 4 or 5, the superego contains the traditional values and ideas of family and society. With the development of the superego, the ego sits squarely in the eye of a psychic storm. It must achieve compromises between the demands of the id, the constraints of the superego, and the demands of reality. (Passer and Smith, 2009: 457).

The Superego represents an early form of conscience, an internalized set of moral values, standards, and ideals. These moral precepts are not the sort of

flexible, reasoned, and discussable rules of conduct that we tend to imagine when we think of adult morality, however. Internalized as they are in childhood-under developmental conditions that will become clearer when we discuss the next of Freud's models of the mind-they tend to be relatively harsh, absolute, and punishing; adult morality as refracted through the immature and fearful mind of a child. (Haslam, 2007: 106)

Freud argued that the three parts of personality are in constant state of struggle with one another. In the healthy individual, a strong ego does not allow the id or the superego too much control over the personality. The goal is find a way to satisfy the demands of the id.

From Freud's theory above, it can be said that a different process in the structure of personality which is divided into three major separate those are the Id, the Ego, and the Superego may be repressed—conscious, preconscious and unconscious. The first and most important of these ideas is that of a dynamic unconsciousness. This is meant an area of the mind not normally open to conscious awareness that can influence, or direct, the conscious mind and that is in turn influenced or directed by the physical and social environment of which the person is a part.

2.5 Review of the Previous Study

In this part, the researcher gets two the previous studies that can be uses as the comparison. The first previous study from Sri Hartati (2012) under the title: "Helen Keller's Struggle in *The Story of My Life*". This study aims to find out the characteristics of Helen Keller by using psychological approach and to describe

the factors influence Helen Keller to struggle. This study used qualitative method in analyzing the data. The data is taken from Helen Keller's Novel *The Story of My Life* and in the form of quotation from novel related to Helen Keller's characters. The results of this research are the characteristics of Helen Keller in term of angry, naughty, curiosity, struggle, eager, clever, diligent, care, confident, brave, independent. There are also some factors that influence the characteristics of Helen Keller, such as: Influence from family, teacher and famous people.

The second previous study from Desiree Martina van Genechten (2009) under the title: "A Psychobiographical Study of Helen Keller". The aim of this study is to explore and describe the life of Helen Keller, a handicapped person, within the formal psychological framework. The secondary aim is to reveal Helen Keller's unique life structure. This study used quantitative and qualitative research, there are a number of paradigmatic research approaches.

The similarity between Hartati's thesis and the researcher is analyzing about Helen Keller. The similarity also between Hartati's thesis and her thesis using psychological approach. But the difference between Hartati's thesis and the researcher is analyzing about Helen Keller's structure of personality. In Sri Hartati's thesis focuses on the characteristics of Helen Keller becomes the main analysis while the researcher's thesis focuses on Helen Keller's structure of personality becomes the main analysis.

The similarity between Genechten's thesis and the researcher is analyzing about Helen Keller. But there are differences between the second previous study

and her thesis that the second previous study by using psychobiography while the researcher using by psychological approach. The second previous study through the application of the theory to Helen Keller's life, this psychobiographical study facilitated an examination of the theory.