

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Each point can be described as follows. In this research or final project, researcher want to analyze psychosocial development of Benjamin Button in Fitzgerald short story. This short story tells about Benjamin and his social life. In order to make a better understanding about this research, this thesis uses particular theories that relevant from some experts to come into the analysis and the conclusion. Moreover, this thesis also applies some previous related studies, which also helped doing this research.

2.1 Intrinsic Elements in Short Story

It is an elements contained in a short story, which is used by analysts in studying and understanding the meaning of the short story. There are literature, character and characterization.

2.1.1 Literature

Literature is a communication device for many people if they have a good experience and brilliant mind. So they can express that feeling in literature. According to Robert and Jacobs, literature does not refer to just about everything that is written. They also said that literature is designed to be read a loud and designed to be spoken (2002:01). According to Ryan Delfin, literature was classified into three genres: (1) Prose (2) poetry (3) drama. Prose includes novel, short story, plays, legends, fables, anecdotes, essay, biography, news, rhyme (May 16, 2014). Here researcher chooses a short story of "*Curious case of Benjamin Button*" as the literary work genre.

2.1.2 Character and Characterization

Bennet and Royle(2004:60) say that settle character as the life of literature. It is object of story. It can be person, animal, or figure that is sketched of the story. It does an action that builds the plot and bring story go through with interesting and more excited to be read. It just impersonal character of human being in general, but

still represents what the researcher wants to identify. As Bennet and Royle stated, the aims of the writer brings character as the intrinsic element to identify the character of Benjamin in the short story “curious case of Benjamin Button as the main character or protagonist itself. Moreover it express the point of view of the story pass through. It is proof of this Bennet and Royle statement, “character are the life of literature: they are the objects of our curiosity and fascinating, affection and dislike, admiration and condemnation (2004:8)”. As far, other experts such as Abraham’s statement character is one of literary elements that is very significant to understand the entire story of literary work. Character is imagine people created by the author. It is can help the reader to understand the whole story of short story. Abraham stated that,

“Character are the person represented in dramatic or opus, who are explained 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 or act (1999:32-33).

Such like Abraham’s words above, character is descriptive figure in the action of the story to given understanding between the readers and the author about the story. Based that words before, character can be influenced over in the plot. The character is action have important effect on the ending of the story when a character considered a main character. The appearance of character is significant because character influence the story through its personality, motivation and attitude.

Characterization is the aspect of character in literature. Characterization is the code of “mimetic” model of literary texts in order to know the primary or original is a real person, and a character in book is unpretentious (Bennet and Royle, 2004:62). Characterization is different with character. If character is the person of individually or subject which is doing the act in that story. These is the way the researcher describes how the character itself. Whereas other experts says these is not only the physical description of the character, even if the entire action of character.

Writer takes characterization for helping the easiest way to know how the character pass through. It called characterization is the tools how to clarify the character itself. Other side characterization also bring the author means for making

the readers know the personality. Sucahya says that, using characterization, the author want to make the readers understand the personality and the image of a character in literary fiction (2009: 13). As other experts Holman states that characterization is depicting of clear image and person in fiction (drama, novel, short story and narrative poem) so that they exist for the readers as life like (1978:81). Milliter and clulely states that: in fiction, the author reveals the characters of imaginary person. The kind of change in personality, and the author's method for accounting for it, we call characterization (1984:26).

Here the researcher uses the character and characterization to analyze Benjamin Button as the main character in this analysis.

2.2 Psychology in Literature

By the word "Psychology" comes from the Greek, "Psyche" meaning life, and "logos" meaning *explanation*, so psychology can be meant explanation of life. Based on Stangor's (2011:10) opinion, psychology is "the scientific study of mind and behavior". Consequently, there is a close relationship between psychology and literature. Psychology deals with the study of observable patterns of human behavior. And literature exhibits how human being's behave in dealing with their problems and environment. Besides, in expert words, M. Moghaddam Fathali from Georgetown University. In his journal, there are three categories to verify from lowest to highest level between psychology and literature are critically examined. Firstly, "psychology in literature that literature as a source of psychological data. And literature as an independent variable. So that literature as a source of insight for psychology. Secondly, involves literature as an independent variable and literature as a dependent variable and literature as understood through psychology. Lastly, at the highest level, psychology as concerned with actual words and literature with possible words. It concludes that psychology is literature.

2.2.1 Psychosocial Development

Erickson states that psychosocial is the ego does not just mediate between id impulses and superego demands. At each stage, it also acquires attitudes and skills that make the individual an active, contributing member of society. In the

theories of Erickson and Steven say that “Erickson felt that these psychosocial crises were based on psychological development interacting with the demands put on the individually by parents and society (Erickson, 1982; Stevens, 1983).

Theory of psychosocial development has eight distinct stages. Like Freud, Erickson assumes that a crisis occurs at each stage of development. By Erickson (1963), these crises are of a psychosocial nature because they involve psychological needs of the individual such as psycho conflicting with the needs of society. Erikson’s psychosocial theory essentially states that each person experiences eight psychosocial crises (internal conflicts linked to life’s key stages) which help to define his or her growth and personality. People experience these “psychosocial crisis” stages in a fixed sequence, but timings vary according to people and circumstances. The growing or stepping of the stage the personality can be analyzed what kind of happen that influenced Benjamin life. It will be analyzed clearly as stage of development theories itself.

Other side, psychosocial is the third phase of psychoanalysis. Here, in chronological order, are a number of general surveys or commentaries on the application of psychoanalysis or psychology in general to literature. (And, sometimes, the other arts): Hoffman 1957; Grimaud 1976; Holland 1976a, 1978a; Skura 1981; Winner 1982; Grimaud 1982; Schwartz & Willbern 1982; Grimaud 1984; Wright 1984; Natoli & Rusch 1984; Holland 1986a. First phase psychoanalysis. Second phase psychoanalysis (ego-psychology). And one of the kind in third phase is psychosocial. Here in the book “*Holland’s Guide*” Erickson stated that Although Erik Erikson's theories have greatly influenced political and historical thought in English speaking countries, his teaching has had much less influence on Continental psychoanalysis (notably French) or literary criticism and theory.

Erikson’s ideas have affected literature and psychology more as a matter of tone, encouraging literary critics to do less by way of an “origin ology” or “id psychology, “more in terms of the adaptive, ego syntonic function of literature for its author. For understanding and realizing Psychosocial in comprehensive side, it is needed to declare that the meaning of psychosocial based on Baron and Byrne (2004), Myers (2002) in the book of “*Psikologi social:6*” in psychosocial discipline,

the aims of it, to describe the psychology indication and individual behavior in the context, which is influenced each other in social life.

According to Erick Erickson that psycho social stages of development have eight stages. The stages of psychosocial development behavior that may be associated with healthy and unhealthy expression of the self's development and ego boundary growth during Erickson's first five development and ego boundary growth during Erickson's first eight psychosocial stages.

Psychosocial Development

Stage (age)	Psychosocial Crisis	Significant relations	Psychosocial modalities	Psychosocial Virtues	Maladaptati on's and malignancie s
I (0-1)- Infant	Trust vs Mistrust	Mother	To get, give in return	Hope, faith and drive	Sensory distortion – withdrawal
II (2-3) – toddler	Autonomy vs shame and doubt	Parents	To hold, let go	Willpower, determination , self-control	Impulsivity - compulsion
III (3-6) – preschooler	Initiative vs guilt	Family	To go after, to play	Purpose, courage, direction	Ruthlessnes s- inhibition
IV (7-12 or so)- school- age child	Industry vs inferiority	Neighborhood and school	To complete, make things together	Competence and method	Narrow virtuosity- inertia
V (12-18 or so)- school- age child	Ego-identity vs inferiority	Peer groups, role models	To be oneself, to share oneself	Fidelity, loyalty, devotion	Fanaticism- repudiation

VI (the 20's young adult)	Intimacy vs isolation	Partners, friends	To lose and find oneself in another	Love and affiliation	Promiscuity -exclusivity
VII (late 20's to 50's)-middle adult	Generativity vs self-absorption	Household, workmates	To make be, to take care of	Cares and production	Overextension rejection
VIII (50's and beyond)-old adult	Integrity vs despair	Mankind or "my kind"	To be, through having been, to face not being	Wisdom and Renunciation	Presumption -despair, disdain

Table 1.

Chart adapted from Erikson's 1959 Identity and Life Cycle (Psychological Issues volume1, #1)

2.2.2 Moral Personality

Personality is the type of person you are, which is shown by the way you behave, feel and think. The concept of personalities appear from the enchantment spectrum of human being or individually. Personality in this final project give purposes how Benjamin feel, think, and happen shown. According to Passer and Smith observe that people differ by the meaningful in the ways they usually think, feel and act. These, especially behavior pattern help to settle one's identity of the person (2009:454). From the statement above, it can be understood that personality is the only one rule become person's thinking, feeling, and acting. Everything people will do classify or form into personality.

Personality illustrate the different behavior of person which is responses the life condition. While personality shows about behavior is possible other expert having difference opinion. In Wade and Tavris side (2012:39) has the meaning as the system of behavior, thoughts, motives, and emotion of somebody else that

relatively equal. It may explore the characteristic of someone else overtime and across different condition. It may make the different individual with the others. Individually Personality may be giving effect by genetic, and the social life (environment) of the person. It can be by his or her parents, society, friends, or others that too close with them.

Related to the other experts, in the book of personality, identity and character, Gordon Allport and Dan. P McAdams (2009:11) connect personality and moral personality. Firstly, he states that personality is the dynamic organization within the individual of those psychophysical system that determine his individual unique adjustment to his environment (p.48). As it stands now, “moral personality” is like an orphan who wanders about developmental, personality, and social psychological neighborhoods, recognizing some common places but getting lost all the same (2009:2).

Here, personality in this context deals with development stage as Erikson state. In nowadays personality are viewed mainly as historical set pieces. It is build “dynamic organization” as Allport believed. There are many experts that build the concept, it is personality psychology. These experts are coming conceives of personality itself to an integrative framework, (Hooker, 2002; McAdams, 1995, 2009; McAdams & Adler, 2006; McAdams & Pals, 2006; Roberts & Wood, 2006; Sheldon, 2004; Singer, 2005).

From the standpoint of McAdams and Pals (2006), each human life is an individual variation on a general design whose functional significance makes primary sense in terms of the human environment of evolutionary adapted (EEA). Variations on a small set of broad dispositional traits implicated in social life (both today and in the EEA) constitute the most stable and recognizable aspect of psychological individuality (McCrae & Costa, 1997). Beyond dispositional traits, however, human lives vary with respect to a wide range of motivational (Emmons, 1986; Little, 1999), social cognitive (Mischel & Shoda, 1995), and developmental (Elder, 1995; Erikson, 1963) adaptations, complexly contextualized in time, place, and/or social role.

2.2.3 Stages of Development

Erik Erickson states that psycho social stages of development have eight stages. These are the stages: infancy, toddler, preschooler, elementary school, and adolescent, young adulthood, middle adulthood, and late adulthood. In contrast to many other theoretical schemes, Erikson's developmental stages extend across the life span. From this perspective, each stage of human development presents a characteristic crisis that must be resolved. Failure to resolve a crisis in an earlier stage affects a person's ability to cope well with the later conflicts. The underlying assumptions of the eight major stages that follow are that each stage represents a continuum from positive to negative. Each stage presents a crisis that must be resolved; the psychosocial crises are universal and not limited to one culture and one's personality is revealed in the way one resolves the crises. The stages are as follows:

The stage infant, trust versus mistrust the babies who needs are met develop a feeling of trust for the environment. If infants have frustration and deprivation they learn a basic mistrust for the world that will stick thought out life. Toddler stage, autonomy versus shame and doubt, when toddler learn to act independently and to control their bodies. They learn self-confidence and feeling of autonomy. Failure leads to feeling of inadequacy and therefore a sense of basic shame and doubt. Preschool stage called initiative versus guilt. The preschooler is ready to take action, in play imagination and turning his or her life. Success here leads to good self-esteem, problem leads to feeling guilt. In early school age, or industry versus inferiority, the school age child is ready for learning many new skills and, if successful, will develop a sense of industry being good at things. Failure at this stage result in deep sense of being no good of being inferior to others. A feeling that might carry into adulthood.

Meanwhile Adolescent or Identity versus role confusion is beginning to think abstractly and can conceptualize his or her self- identity and personality. The adolescent begins to consider questions of identity such as: who should I be? What should I value? And what interest should I have? The teen must answer these to develop a good sense of self-identity. Exploration of various roles and personalities

is common in this stage. Young adult, intimacy versus isolation, a young adult faces the challenge of developing close emotional relationships with other people. Here the term *intimate* does not mean sexuality, but social and emotional connections with others. The opposite result, for those who do not develop a sense of intimacy, is to become isolated from social contact.

Middle aged adult, generativity versus stagnation middle-aged adults feel an urgency to leave a mark on the world, to generate something of lasting value and worth. Finding a purpose in life is a central theme. To fail at generating something significant means a person becomes stagnant and stops moving forward; this person may become selfish and self-absorbed. Old adult, integrity versus despair in old age, it is common to look back on life and reflect on what was accomplished. People who feel good about what they have done build a sense of integrity. For those whose evaluations are not so good, there is despair, the feeling of regret and remorse for the life they led (Barbara, 2014, 140:145)

2.2.4 Social Environment

The social environment is the sum total of social and cultural conditions, circumstances and human interaction and that compass human beings. The macro social environment, for our purposes, is the configuration of communities, organization and groups within the latter that are product of social, economic and political forces and social institutions. It breaks down the definition of macro social environment itself. The macro social environment involves community's organizations, and groups and how these affect people. A community is "a number of people who have something in common that connect them in some way and that distinguish them from others": the common feature might be a neighborhood where people live, an activity people share such as jobs, or other connection like ethnic identification (Homan, 2004, p.9).

In the part of social forces converge time to form social institutions. A social institution is an establishing and valued practice or means of operation in a society resulting in the development of formalized system to carry out its purpose. The focus example of social institution is the family" (Barker, 2003, p. 404)

2.5 Review of the Previous Study

Here the researcher takes four previous studies that are related to the researcher final project. First is comes from Iin Raka Fathonia 320.070.058 (2011) the students of Universitas Muhammadiyah Surakarta under title: “Anxiety in Davidfincher’s the Curious Case of Benjamin Button (2008): A Psychoanalytic Approach. Considering the phenomenon clarified above, the researcher formulates problems statement as follows: What are factors that cause anxiety in Benjamin’s personality? And how does he overcome the problem? This study aims to find out the story of this movie is unique and interesting. In his research focused on the reflection of anxiety. The researcher analyzed the film based on its structural analysis and based on psychoanalytic analysis. It contains such as structural analysis of each elements, character, characterization, casting, plot, setting, point of view, theme, mise en scene, cinematography, sound, and editing are related in that points.

The second previous study is comes from Dikhy Indra Perkasa NIM: A 320 040 175 (2011) the students of Universitas Muhammadiyah Surakarta under title Struggle for Normal Life in David Fincher’s the *Curious Case of Benjamin Button*: An Individual Psychological Approach. In this study, the writer proposes a single problem statement.

The major problem is how the major character’s struggle for normal life is reflected in David Fincher’s *The Curious Case of Benjamin Button* movie. Struggle for normal life is an interesting object not only for psychologist or author of novel but also for movie director. The cinema always reflects the situations that happen in the certain time in order to reveal the reality in human life. Besides that, film gives us knowledge to understand the essence of life and contributes to the understanding of the reality of life in order to be realistic.

Film eventually presents the characterization that indicates frustration, excessive of inferiority feeling, and his withdrawal from social interaction. That is why there are a lot of director displaces the realism of life into film through the script. One of those directors is David Fincher who involves the struggle of normal life in his major character in the film *the Curious Case of Benjamin Button*.

Learning from the figure that has been stated on that story above, the researcher finds the reason that is to study *The Curious Case of Benjamin Button* movie by using an individual psychological approach by Alfred Adler to disclose the struggle for normal life of the major character Benjamin Button in his personality.

Third previous studies, in the journal *Childhood Re-imagined* by Shiho Main is a fellow at the Centre for Psychoanalytic Studies, University of Essex, UK, and an associate lecturer with the Open University (2008) has examined how Jung's psychology, viewed as the work of a qualitative psychologist, could contribute to issues related to such topics as emotion, personality, and sense of self and relationships, which have been discussed in mainstream developmental psychology. Instead of covering an extensive range of issues debated in the field of developmental psychology, the chapter has focused on the ways in which Jung's psychology could be presented as that of a qualitative psychologist and linked with some of the topics involved. It has addressed Jung's qualitative stance in terms of his engagement with language and meaning, diversity, and subjectivity. In doing so, we have identified Jung's foci on symbols (rather than language) and their meaning, universality as well as diversity, and objectivity as well as subjectivity.

The fourth previous studies is from Susan C. South and Robert F. Krueger and Wendy Johnson on their journal "Adolescent Personality Moderates Genetic and Environmental Influences on Relationships with Parents: journal of personality and psychology, 2008, Vol 94 no.5 pp 899- 912. In contrast with early theories of socialization that emphasized the role of parents in shaping their children's personalities, recent empirical evidence suggests an evocative relationship between adolescent personality traits and the quality of the parent-adolescent relationship. Research using behavior genetic methods suggests that the association between personality and parenting is genetically mediated, such that the genetic effects on adolescent personality traits overlap with the genetic effects on parenting behavior. Evidence from the literature on personality development supports the notion of temperament (Rothbart and Bates, 2006), consisting of core traits (Asendorpf and Van Aken, 2003) or basic dispositions (McCrae & Costa, 1999) that are present from birth and have links to adult personality (Caspi et al., 2003). This is not to say, however, that personality is set from birth. There are several mechanisms by which

individual characteristics transact with the environment, including interpersonal relationships (Shiner and Caspi: 2003). One of the most important relationships for personality development is the parent relationship. Here, evidence supports a bidirectional influence between the temperament or personality and the parent child relationship.