CHAPTER 2
THEORICAL FRAMEWORK

This chapter will discuss the concepts and theories that have been discussed in the previous chapter, such as intrinsic and extrinsic approach with Pickering and Hopper theory literary works

2.1 Intrinsic Approach

This Intrinsic approach is a method used to analyze internal aspect in a literary work. Several elements in this approaches, which is dialogue, plot, character, action, setting and theme. The following are the elements that will be explained.

2.1.1 Dialogue

Dialogue is a conversation between two or more people, both written and spoken, between the characters and themselves in a drama or story. According to Tom Stoppard, a drama can provide conversation and character without a lot of action and also provide conversation and action without a strong character, but can not provide action and character without conversation all are conversation in drama (Pickering and Hoeper, p 262) . Dialogue is the most important part of a scripts, film, story, and other literary work. Dialogue has many functions, the following function; used to provide necessary factual information, to reminisce, to characterize, to speculate and to foreshadow. Dialogue may be like a discussion, argument, or investigation, it may be used to clarify actions or simply express attitudes and opinions. Good dialogue is a very flexible narrative tool (Pickering and Hoeper, p 262).

2.1.2 Plot

The story is the events that occur in the script or the result of dialogue, and in a story has a plot. A plot is a storyline made by the author in the form a a series of events in chronological order, which are interrelated and casual in accordance with what is experienced by the actors of the story. There are five elements of the story (Pickering and Hoeper,1981, p 269).

2.1.2.1 Exposition

Exposition is important background information, cast introduction, starting characterization, and action. Several expositions are shown in the first scene and important background material is usually provided at the end of the last act. The prologue or formal introduction by the narrator helps set the scene, but more often than not there is no drastic division between the exposition and the complications that follow. Usually, most dramas start in the middle after several events that will eventually lead to a crisis (Pickering and Hooper,1981, p 269). It means that the plot is the beginning in a drama script that shows space, characters, time, mood, and comfort level and the possibility to lead the plot towards the point where conflicts and issues become clearer

2.1.2.2 Rising Action

Rising Action is the rise of conflict which further continues to increase conflict. Problems that have arisen in the previous stage are increasingly developed in intensity levels. The events that happened made the story even more interesting (Waluyo,2002:147-148).

2.1.2.3 Complication

This section is when developing and introducing conflict, and it begins with one or more of the main characters first starting to realize the obstacles or difficulties that will come when their relationship begins to change. (Pickering and Hoeper, 1981, p 270). It means that complications become the part that develops the conflict before entering the crisis, where the story will begin to find its resolution.

2.1.2.4 Crisis

Crisis, or drama turning points, occur when the intensity of emotion is at its peak and usually involves a decision, decisive action or conflict between the

protagonist and antagonist. This is also often called a mandatory scene because the audience will be happy to see the moment (Pickering and Hoeper, 1981, p 270).

2.1.2.5 Falling Action

Falling Action is where the conflict that had reached a long crisis has begun to subside or the conflict in a story situation is gradually recovered. It means that the problem or crisis starts to resolve (Pickering and Hopper,1981, p 272-273).

2.1.2.6 Resolution

Resolution is an ending from implicit or explicit conflict starting from the first scene. The resolution also includes the ending or the ending where the author or authors will convey their meaning. Some of these things often contain clear statements about friends and intact characters (Pickering and Hoeper,1981, p 272-273). It means the story ends, and the crisis or the intensity of emotion is high with the problem has been resolved

2.1.3 Character

Characters are the people or characters that are displayed in a narrative work, the character itself is the attitude and character possessed by the characters. Characters can reveal themselves or their personalities and their motives (Pickering and Hoeper,1981, p 277) There are four characters by Pickering and Hoeper;

- **Major**: The important figure and character at the center of the drama or story.
- **Minor**: Whose personality contrasts with the major character used to clarify or enhance the main character.
- **Protagonist**: Characters who are in the whole story or also called heroes.
- **Antagonist:** Usually is a character with a bad character and opposite to the protagonist, but not all antagonist are bad.

2.1.4 Action

Action in drama can sometimes be shown in the script, and cannot be separated from the show. The actions taken in the drama are in accordance with the directive direction by moving the character and giving expression and body

movement that are in accordance with the dialogue (Pickering and Hoeper,1981, p 279)

2.1.5 Setting

Setting indicates when where, what the atmosphere in the drama, or the time and place it takes place. It can have many places or only one place and in the atmosphere what. The historical and social context, even the time period and location of the story set are included in the setting of any drama. The setting in a dramatic work as a public place is the time, history, and social conditions in which the action takes place. The setting in which an episode or scene in a work is set is the specific physical location where it occurs. (Abrams, 1988, p 175)

There are three major elements of setting; they are setting of time, place, and social environment which are related to the characters (Nurgiyantoro, 1998:227-233). The setting of place is places or locations where actions of the story happen. It uses places that can be found in the real world, such as New York and England; but sometimes the author is only describing the condition of the place used. The setting of time is related to 'when' the occurrences of events happen whether in the present, past, or uncertain times. The setting of social environment refers to the social conditions where the events of the story take place.

2.1.6 Theme

The theme is the discussion that will be delivered by the author. The theme is the subject of discussion that will be raised through the storyline. In a drama script, the theme is a topic that will be presented through dialogue, with this dialogue forming a complex storyline. The theme is this from the problem that the author wants to raise in his work. The theme is also a story idea that will be discussed by the author. (Hasanuddin, 1996, p 103). So, the theme is related to the problems that exist in life. The issues raised can be humans, humans, and nature, even humans and God.

2.2 Extrinsic Approach

The extrinsic approach is a method of interpretation outside the literature work but somehow it still correlates with the literature itself. Meanwhile, to analyze this movie through extrinsic, I use psychology approaches using Sigmund Freud's psychoanalytic theory.

2.2.1 Psychology of Literature

Literary psychology is a multidisciplinary field of research. Initially, psychology was defined as the study of the psychiatric aspects of humans in real terms. However, as literary science progresses, aspects of psychology influence the author's establishment of a literary work. When it comes to psychological and literary connections, Literature and psychology have an indirect link, according to Jarman (Endraswara 2003:97). The same thing was said by Ratna (2011:342) psychology of Literature understand the psychological aspects of humanity, which are the main objects of literary psychology because those psychiatric aspects are included and invested solely in humans.

According to the previous explanation, psychology an important role in analyzing a literary perspective of the author, the character, or the work itself. Thus, there is an inner conflict in one process of creating interesting literary works to be analyzed using the science of psychology. In the end, a new science called 'Literary Psychology' is born. By examining a literary work using a literary psychology approach, the science of work has been indirectly involved by looking at it from a psychological perspective, both from the psychology. So basically, literary psychology is the analysis of text involving consideration of the relevance and also the role of psychological studies

2.2.2 Psychoanalysis Theory

Psychoanalysis is a discipline started around the 1900s by Sigmund Freud. Psychoanalysis theory deals with human mental function and development. This science is part of psychology that contributes greatly and is made to psychology during this time (Minderop, 2013:11)

Freud, a well-known psychologist. Psychoanalysis was discovered by Freud around the 1890s. The theories put forward by Freud are considered to give priority to sexual problems. Although Freud was a doctor who always thought scientifically, the world of literature was no stranger to him because during his youth he obtained literary education and examined it seriously (Minderop, 2013:11)

For a variety of reasons, psychoanalysis is a complicated and controversial topic. Sigmund Freud 1856-1939, an Austrian Psychologist, created this scientific discipline in the late 1800s to treat patients with neurosis. He is known as "the founder of psychoanalysis," and his work has influenced many people, popularizing concepts like the unconscious and defense mechanisms.

Psychoanalysis has four main pointed out views, the first is deterministic which all behavior is determined, or caused, by some force within us and all behavior therefore meaning. Second, it is a dynamic point of view. In the present context refers to the exchange and transformation of energy within the personality. Freud thought that it was essential for a comprehensive understanding of personality to have a statement of the source of motivation for human actions. Motivation was a unitary energy source, called physic energy, which can be found within the individual. Third, psychoanalysis is organizational. Freud believes that personality is organized into three basic functions; the id, ego, and superego and that are the dynamic interaction or conflict among them which determines behavior. Also, these personality functions operate at three levels of awareness unconscious, preconscious, and conscious. Finally, psychoanalysis is developmental. Freud held that human development follows as a more or less set course from birth, and he divided development into a series of stages which all persons must pass through, indeed the dominance, of an individuals early childhood development as a determinant of his adult personality (Zaviera, 2016: 51-52).

2.2.2.1 Personality Structure

According to Freud that the human mind is more influenced by the unconscious (unconcious mind) than the conscious (concious mind). He described that the human mind is like an iceberg that is mostly inside, meaning in the unconscious. He said a person's life is filled with various pressures and conflicts; To relieve these pressures and conflicts humans closely store them in the unconscious. Therefore, according to Freud the unconscious is the key to understanding a person's behavior. (Minderop, 2013).

Freud explain that human psychicism is divided into three, namely; The Id (located in the unconcious) which is a reservoir of pulsi and becomes a source of psychic energy. The ego (located between the conscious and the unconscious) serves as a mediator who reconciles the demands of the superego. The Superego (located half in the conscious and half in the unconcious) is tasked with supervising and blocking the perfect gratification of the pulsi which is the result of education and identification in the parents. (Minderop, 2013)

1) The Id (Das Es)

The Id is the original personality system, carried from birth. From this id will then appear ego and superego. At birth, the id contains all aspects of derived psychology, such as instincts, impulses and drives. The Id resides and operates in an unconscious area, representing subjectivity that is never left over an entire age. The Id is closely related to the physical process of obtaining psychic energy that is used to operate systems from other personality structures.

2) The Ego (Das Ich)

The Ego develops from id so that people are able to handle reality so that the ego operates according to the principle of reality (reality principle) efforts to obtain the satisfaction demanded by the id by preventing the occurrence of new voltages or delaying enjoyment until a real object can satisfy the need. The ego is the executive or executor of the personality, which has two main tasks; First, choose which stimuli to respond to and or which instincts will be satisfied according to the

priority needs. Second, determine when and how the need is satisfied in accordance with the availability of opportunities with minimal risk. The ego actually works to satisfy the id, therefore the ego that does not have its own energy will derive energy from the id.

3) The Superego (Das Ueber Ich)

The Superego is the moral and ethical force of personality, which operates on the idealistic principle as opposed to the id satisfaction principle and the realistic principle of the ego. The superego develops from the ego, and like the ego, it has no source of energy of its own. However, superego is different from ego in one important respect – superego has no contact with the outside world so the superego's demands for perfection become unrealistic.

2.2.3 Dissociative identity disorder

Dissociative identity disorder (DID), formerly known as multiple personality disorder (MPD), is a complex, chronic, posttraumatic dissociative psychopathology (Kluft, 1987; Loewenstein, 1991) characterized by disturbances of memory and identity (Nemiah, 1980). It is distinguished from other mental disorders by the ongoing coexistence of relatively consistent but alternating subjectively separate identities and either recurrent episodes of memory disruption, frank amnesia, amnesia for a period of noncontemporary autobiographic memory. It almost invariably emerges as the sequela of overwhelming childhood experiences. Characteristics of dissociative identity disorder such as depression, anxiety, delusion.

2.2.3.1 Depression

According to DSM-5 Diagnostic and Statistical Manual Disorder, American Psychiatric Association (David J. Kupffer, M.D., 2013:155). Depressive disorders include disruptive mood dysregulation disorder, major depressive disorder (including major depressive episode), persistent depressive disorder (dysthymia), premenstrual dysphoric disorder, substance/medication-induced depressive disorder, depressive disorder due to another medical condition, other specified depressive disorder, and unspecified depressive disorder. The common feature of

all of these disorders is the presence of sad, empty, or irritable mood, accompanied by somatic and cognitive changes that significantly affect the individual's capacity to function. What differs among them are issues of duration, timing, or presumed etiology.

Anxiety and depression have a very close relationship and are sometimes difficult to separate. Most people who have depression, especially if it has become a psychological disorder also have anxiety as well. On the contrary, not every anxious people will suffer depression. There are certain symptoms that are different in each disorder. (Barlow and Durandin Fausiyah & Widuri 2006:73).

2.2.3.2 Anxiety

According to DSM-5 Diagnostic and Statistical Manual Disorder, American Psychiatric Association (David J. Kupffer, M.D., 2013:189) Anxiety disorders include disorders that share features of excessive fear and anxiety and related behavioral disturbances. Fear is the emotional response to real or perceived imminent threat, whereas anxiety is anticipation of future threat. Obviously, these two states overlap, but they also differ, with fear more often associated with surges of autonomic arousal necessary for fight or flight, thoughts of immediate danger, and escape behaviors, and anxiety more often associated with muscle tension and vigilance in preparation for future danger and cautious or avoidant behaviors. Sometimes the level of fear or anxiety is reduced by pervasive avoidance behaviors. Panic attacks feature prominently within the anxiety disorders as a particular type of fear response. Panic attacks are not limited to anxiety disorders but rather can be seen in other mental disorders as well.

The anxiety disorders differ from one another in the types of objects or situations that induce fear, anxiety, or avoidance behavior, and the associated cognitive ideation. Thus, while the anxiety disorders tend to be highly comorbid with each other, they can be differentiated by close examination of the types of situations that are feared or avoided and the content of the associated thoughts or beliefs.

2.2.3.3 Delusion

According to DSM-5 Diagnostic and Statistical Manual Disorder, American Psychiatric Association (David J. Kupffer, M.D., 2013:87) a delusion is defined as: A false belief based on incorrect inference about external reality that is firmly sustained despite what almost everybody else believes and despite what constitutes incontrovertible and obvious proof or evidence to the contrary. The belief is not one ordinarily accepted by other members of the person's culture or subculture (e.g. it is not an article of religious faith). Delusions are similar to schizophrenia although there are some differences in general. Delusions can make the person deign to experience a change in attitude because they believe in his beliefs.

2.2.4 Dissociative identity disorder cause by Trauma

Trauma a big role in the emergence of dissociative identity disorder. Children who are less emotionally and socially supported tend to develop this trauma-related disorder. If they are raised in a toxic or more often neglected family environment where they are not supported and helped to cope with difficult feelings and situations, children will have a tendency to use dissociation as a way to deal with trauma. This happens when they do not have 'someone' to talk , listen and take care of them. Bringing up another figure or personality is an attempt to "bring out" traumatic events that occur in his life. Severe traumatic events begin in childhood and are extended into adult life including severe neglect and emotional abuse, extreme physical abuse or corporal punishment and sexual abuse. So, childhood trauma triggers dissociative identity disorder.

According to the DSM-5 Diagnostic and Statistical Manual Disorder, the American Psychiatric Association (David J. Kupffer, M.D., 2013:279) there are two main factors that cause dissociative identity disorder; trauma and disordered attachment. Trauma that occurs repeatedly, especially abuse caused by a 'binding' figure where the person has the power to make the victim feel scared or depressed. Usually trauma that occurs only in adulthood and is commonly called post-traumatic stress disorder.

2.2.4.1 Agoraphobia

Agoraphobia is excessive fear or anxiety in a place or situation that makes the sufferer feel panicked, embarrassed, helpless, or trapped. Generally, agoraphobia arises when the sufferer has experienced one or more panic attacks. Situations or places that can cause phobias in each person are different. Some are afraid in a condition or situation, such as a crowd, there are also those who feel afraid of more specific things, such as blood or certain animals.

In addition, his may experience this because of a condition or trauma. This can lead to excessive and irrational fear. A person with a phobia can experience severe feelings of fear and panic due to the source of his or her fear. What he is afraid of relates to an object, situation, and place. Fear is one of the most basic and powerful types of human emotions. These emotions can be very paralyzing, but they also play an important role in human survival. In fact, fear is needed to protect everyone. This feeling makes a person always alert to situations that are considered dangerous and prepare for to deal with it. The impact of phobias that occur interferes to paralyze the sufferer. A person with this disorder generally realizes that his fear of something is irrational, but does not know what else to do. (David J. Kupffer, M.D., 2013:248)

2.2.4.2 Anger

Anger is an emotion characterized by antagonism toward someone or something feel has deliberately done wrong. Anger can be a good thing. It can give a way to express negative feelings, for example, motivate to find solutions to problems. But excessive anger can cause problems. Increased blood pressure and other physical changes associated with anger make it difficult to think straight and harm your physical and mental health. (Association, 2022)

2.2.4.3 Denial

Rejection was first described by the famous psychoanalyst Sigmund Freud, who described it as a refusal to acknowledge disappointing facts about external and internal events, including memories, thoughts, and feelings. Refusing to admit that

something is wrong is a way of coping with emotional conflict, stress, painful thoughts, threatening information, and anxiety.

Denial is a type of defense mechanism that involves ignoring the reality of a situation to avoid anxiety. Defense mechanisms are strategies that people use to overcome feelings of distress. (Mardatila, 2021) In the case of denial, it could involve not acknowledging reality or denying the consequences of that reality..

2.2.5 Movies

According to (Wibowo, 2017) said that the movie is a tool to convey various messages to the public through a media story. The movie is also a medium of artistic expression as a tool for artists and filmmakers to express their ideas and story ideas. Essentially and substantially, the movie has power that will have implications for the community communicant.

The movie is one of the media to affect people's mind at this time. They affect masses in childhood and youth (Joel Spring, 2014: 351). Besides, according to Cambridge Dictionary, movie is "a series of moving pictures, usually shown in a cinema or on television and often telling a story." In addition, movie, also known as films, are a type of visual communication that uses moving picture and sound to tell stories or inform (help people to learn). People in every part of the world watch movie as a type of entertainment, a way to have fun. For some people, a fun movie can mean that makes them laugh, while for others it can mean that makes them cry or feel afraid.

2.2.6 Previous Related Studies

There are several Literature related to the title and object of research in this research. The following are some of the literature that is used as references for this term paper research. The first is the result of research from Islamic Guidance and Counseling students, the Purwokerto Islamic Religion Institute, namely Nurhayati, the year 2018, entitled "Konstruksi Dissociative Identity Disorder (DID) Dalam film Kill Me, Heal Me Karya Jin Soo Wan". The result of this research is that Cha

Do Hyun has seven personalities in him. Shin Se Gi: an evil man who appears when Do Hyun experiences violence. Ferry Park : A 40–year–older man who likes fishing and is good at making bombs. Ahn Yo –seob : A high school kid who tries to commit suicide, a smart person and an artist. Ahn Yona : A -17 years old woman who is extroverted and sassy and likes idol artists. Nana is a seven years old girl who has a teddy bear named Nana. Mr.x : A mysterious man who is later known as the father of Oh Ri Jin/Nana.

Second, Nurani, researcher, has the title "Personality Disorder of the Main Character in Waking Madison Film" the year 2015 that the purpose of the research is to know and understand Madison's character as the main character described in this film and how his dual personality arises based on psychoanalytic theory. The results showed in this research that Madison, as the main character, has Dissociative identity disorders. She suffered DID since she was twelve or thirteen years old due to traumatic experiences when she was a child. To forget the trauma, Madison created several 'new personalities' or changes. She has three other personalities, namely Alexis, Grace, and Margaret. In all of these changes, Madison's personalities has a different defense mechanism to protect itself from anxiety. In Alexis's personality, Madison's ego uses projections. In Grace's Personality, Madison's ego uses a reaction formation and to Margaret's personality, Madison's ego uses rejection as her defense mechanism.

Third, Zabita Amalda Alif researcher has title "Kajian Gangguan Identitas Disosiatif Pada Tokoh Utama Dalam Novel Pasung Jiwa Karya Okky Madasari" in year 2017. The purpose of this reserach is to analyze the forms and causes of dissociative identity disorder in the main character in the Khokkiri novel. That research explains the research findings in the form of four personalities in the main character, namely Lucie, Becca, Della, and Lady Vampire. Lucie is a personality who likes sex and nightlife. Becca is the personality of Della's twin brother died. Becca is a whiny person, and it's hard to express what she feels. Della is the personality that the body actually has. Della is an interpreter, and he has high self-confidence. Lady Vampire is Vampire is a vampire who is afraid of the sun.

From the three reserach above related to my research, all three have the same theme, namely dissociative identity disorder due to truamatis experiences in childhood carried out by those closest to, the family. All three reserach prove that having a dissociative identity disorder is a form of self-defense when you cannot get out the emotions that should be released.

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