

## CHAPTER 2

### THEORETICAL FRAMEWORK

As explained in the previous chapter, in order to understand the meaning and construction from the movie script, I used several concepts and theories to analyze it. Those theories applied in this chapter using through the literary approach, the method of presenting the theme of plot characters and setting through psychological literary approaches. abnormal behavioral aberrations referring to cannibalism, and I will outline the theoretical framework :

#### 2.1. Intrinsic Elements

Intrinsic elements are elements that directly build the literary work itself, elements that are factually will soon be encountered by the reader, the cohesion or intertwining of these intrinsic elements is what makes a literary work tangible. Intrinsic elements that build fictional prose include events, stories, plots, characterizations, themes, settings, storytelling points of view, language or language style, and others (Nurgiyantoro, 2007: 23). Elements that build literary works are intrinsic elements that are always encountered by readers in a literary work. This is what makes literary works more tangible, the intrinsic elements that build literary works include plot, theme, characterization, setting, mandate, and point of view.

##### 2.1.1. Plots

Plot is a series of events in a story, but each event is only connected by cause and effect, one event is caused or causes another event to occur (Stanton, 2007:26). Thus the element of causality (cause and effect) plays an important role because it is not only a chronological sequence, but one event that causes and has an impact on other events so that all of them can develop and affect the whole story.

Plot is the backbone of the story. Unlike the other elements, the plot can prove itself even though it is rarely discussed at length in an analysis. Like the other

elements, the plot has its own laws; The plot should have a real beginning, middle and end, be convincing and logical, be able to create various surprises, and bring out and end tensions (Stanton, 2007: 28).

In an effort to develop the plot, the author has the freedom of creativity. But in fiction, that freedom is not without “rules”. There are some rules, regulations, or flow development rules that need to be considered. These rules include, plausibility and causality (Nurgiyantoro, 2005: 130).

Plausibility suggests understanding something that can be trusted according to the logic of the story. A literary work is said to be plausible or reasonable, if the characters and the world can be imagined and the events deserve to happen. The story is said to make sense if the actions of the characters really follow the personalities that have been known in the previous section and act according to what they have to do.

In the plot there are two important elements, namely conflict and climax. Conflict is divided into internal conflict and external conflict. Internal conflict is a conflict that occurs in the heart, soul of a character in the story. External conflict is a conflict between one character and another character. Among the many conflicts in fiction, the most important is the central conflict.

The central conflict is always a consideration between two underlying values or strengths, such as honesty and hypocrisy, individuality and compulsion to agree and so on. Central conflict is the core structure of the story that can develop the storyline.

The conflicts that arise in the story lead to the climax. The climax occurs when the conflict has reached its highest intensity and at that time is something that cannot be avoided. The climax determines the development of the plot. The climax is the meeting between the two opposing forces and determines how the conflict is resolved.

### 2.1.2. Characterization

Character can mean the actor of the story and can mean "character". Between a character and the character he has, it is a complete cohesion. In the discussion of a fiction, terms such as character and characterization, character and disposition or character and characterization are often used interchangeably by referring to almost the same meaning. These terms actually suggest the exact same meaning. The term "character" refers to the person, the actor in the story. Character, disposition and character refers to the character and attitude of the characters as interpreted by the reader, more referring to the personal qualities of a character.

There are two contexts in character, namely, first, character refers to the individuals who appear in the story. Second, character refers to a mixture of various interests, desires, emotions, and moral principles of the individual in most stories, one main character can be found, namely the character who is related to all the events that take place in the story (Stanton, 2007:33).

By dividing the two contexts, at least one can analyze and observe the character of the story or characters by referring to two things, namely between the individuals who appear in the story and the mixing of various interests of these individuals so that the main character can be found.

Characters have a very important role in a story. Character plays a character and creates certain actions that support the course of the story. Every story has a main character or central character.

The central character is a character who is always related and relevant to every event that occurs in the story. Events that occur or are experienced by this character will bring changes to the character and the reader's attitude towards the character.

In relation to the events experienced by the character, everything that becomes the basis or foundation for the character in doing something is called motivation.

Stanton distinguishes motivation into two types, namely the specific motivation of a character is the reason for a spontaneous reaction that may or may not be realized, which is shown by a particular scene or dialogue. The basic motivation is a general aspect of a character or in other words the desires and intentions that guide the character through the whole story. From these two motivations a character can be observed for the actions taken (Stanton, 2007: 33).

### **2.1.3. Setting**

Setting is the environment that surrounds an event in the story, the universe that interacts with on going events.

Setting can also be in the form of certain times (days, months and years), weather, or an episode of history. Usually the background is presented through lines of descriptive sentences (Stanton, 2007:35).

In some stories, the setting describes the color of feelings or moods that surrounds a character. The color depiction of that feeling is called the atmosphere (atmosfire) (Stanton, 2007: 36). The atmosphere reflects the feelings of the characters and is part of their world. Therefore, to fully understand the behavior of the characters, a reader must realize its importance in a story.

Nurgiyantoro (2005:227), distinguishes the background into three categories.

1. Setting of place, namely the location of the events that are told in a work of fiction.
2. Setting of time, which relates to the problem of when the events told in a work of fiction occur.
3. Social setting, namely suggesting matters related to the behavior of the social life of the community in a place that is told in a work of fiction.

#### 2.1.4. Themes

An author presents the theme in a literary work in various ways. It can be through the main character's feelings, thoughts and conversations of different characters, through experiences, or from actions and events that occur in a narrative.

Stanton states that the theme is an aspect of the story that is parallel to "meaning" in human experience, something that makes an experience so memorable (Stanton, 2007: 36). There are many stories that describe and examine events or emotions experienced by humans such as love, suffering, fear, maturity, belief, human betrayal of oneself, disillusionment, or even old age. Some stories intend to judge the actions of the characters in it by giving the attribute "good" or "bad".

The way to identify the theme of a story is that literary readers will allow themselves to be carried away by the story they are reading. Not only that, usually they will equip themselves with various knowledge related to the work of the author concerned. It should be noted that rough outlines will be indispensable as a basis for explaining something more complex. This endeavor can be started with pure ideas, regarding the characters, situations, and plot of the story. An effective way to identify the theme of a work is to carefully observe each conflict in it. These two things are very closely related and the main conflict usually contains something that is very useful if properly traced. Every aspect of the story also supports the presence of the theme. Therefore, observations must be made on all things such as events, characters, or even objects that at first glance seem irrelevant to the main plot. If the relevance of these things to the plot can be recognized, the whole story will unfold clearly (Stanton, 2007:41).

In essence, the theme is the meaning contained in the story or the meaning of the story. The meaning of the story in a work of fiction novel, may be more than one interpretation. This makes it difficult to determine the main theme of the story

or the major theme. This means the main meaning of the story which is the basis or the general basic idea of the work. The main meaning of the story is implied in most of it, not to be included in the whole story, not the meaning that is only found in certain parts of the story. The meaning that is only found in certain parts of the story can be identified as part meaning, additional meaning. This additional meaning can be referred to as an additional theme or a minor theme (Burhan Nurgiyantoro, 2005:82-83).

## **2.2. Theory of Narrative Structure**

Narrative is a series of events that are relate to each other and bound by the logic of cause and effect (causality) that occurs in a space and time (Pratista, 2008: 33). In everyday life, narrative elements are also need as basic elements that help to understand everything. One example of the use of narrative elements in everyday life is to help people communicate with one another. Likewise, the stories we enjoy through novels, short stories, films, and other literary works must all contain narrative elements.

In the movie script, the narrative element is an important element after the cinematic element. Because without a narrative element in a movie script, it will be difficult to understand the movie script even though the film has very good cinematic elements. As written by Himawan Pratista in his book entitled *Understanding the Movie Script*, that the two elements interact and are continuous with each other. The narrative element is the material or material to be processed, while the cinematic element is the way or style to manage it.

The structure of the narrative elements consists of several elements, namely story, narrative relationship with space, narrative relationship with time, story information boundaries, narrative main elements, narrative structure patterns, three-act structure, and three-act structure alternatives. In this study, the author will only use the three narrative elements that have been describe in the scope of the research, namely as follows.

### **2.2.1. Narrative Relationship With Space**

In general, a film takes place in a location or place with clear spatial dimensions and always points to a clear location or area, for example in hospital A, in country B, in school C, and so on. The setting of the story can use a real location or place or it can also use a fictitious or fictitious location. In story films, the setting use is generally a real place setting. But fantasy films often use fictional or fictitious location settings. Supernatural horror films usually have a non-fiction or supernatural setting, while science fiction films set in the future generally still use real place settings.

### **2.2.2. Narrative Relationship With Time**

Like space, time is also an important element of narrative. Because without the element of time, a story will not be possible. Especially in films, without the time element, the film will be messy and unclear in its composition and will be very difficult to understand because there are no time limits on the story. The following are some aspects of time relate to narrative in a film, namely time sequence, time duration, and time frequency.

#### **1. Time Sequence**

The time sequence refers to the pattern of the story time in a film. In the time sequence there are two patterns, namely linear patterns and nonlinear patterns. The linear pattern is a time sequence pattern that is widely used in story films, where the time runs according to the sequence of events without any significant time interruptions. This pattern makes it easier for us to see the relationship between one event and another. For example, if a film story lasts for a day, then the storytelling will be present sequentially from morning, afternoon, evening, until the evening. The length of the time span is not the reason a story has a linear or nonlinear

pattern. As long as there are no significant time interruptions, the story has a linear pattern.

Next is a nonlinear pattern that is rarely use in story films, because this pattern manipulates the time sequence of events by changing the plot sequence so that the relationship between one event and another is not clear. It is different with the linear pattern, in this pattern the delivery of the story is presente in an unordered manner, for example night, morning, afternoon, afternoon so that it will be difficult for the audience to understand the story. A nonlinear pattern that is rarely use is to reverse the plot of the existing story, for example, if the time sequence of the story is A-B-C-D-E, the plot will be E-D-C-B-A or deliberately reverse from the present to the past.

## 2. Time Duration

In general, the average duration of a movie script ranges from 90 to 120 minutes, but the duration of the stories in movie script has a longer time span of several hours, days, weeks, months, years, even centuries. In some movie script, the duration of the movie script can also have the same length as the length of the story. There are even those who have a shorter movie script story duration than the movie script's duration.

## 3. Time Frequency

In movie script, usually a scene is only shown once throughout the story, but in some films that use flash-back and flash-front techniques, the same scene is reappeared several times.

### 2.2.3. Main Elements of Narrative

In a movie script, apart from space and time, there are also main elements such as storytellers, problems and conflicts, and goals. Because it is impossible for the story line to run without the story actors playing their roles. In carrying out their role, the actors of the story are always based on a goal. In order to achieve



this goal, the actors of the story will definitely face problems and conflicts. Because if there are no problems then the storyline in the film will not develop.

### 1. Storyteller

In general, every story in a film has a story actor or character, be it the main character or the supporting character. In a film, it is usually the main character or character who runs the story from beginning to end, while the supporting characters usually act as triggers for conflict or sometimes help the main character in solving problems.

### 2. Problems and Conflicts

In the film, the problem can be interpreted as a barrier for the protagonist to achieve his goals in the story in the film. Often the problems that occur in a film are caused by the antagonist. This usually happens because the protagonist and antagonist have the same or opposite goals, so that this problem will also trigger physical conflict between the two characters.

### 3. Goals

In the film, every character must have a goal, hope or even ideals, which can be physical or material or non-physical or non-material. Usually physical goals are clear and tangible, while non-physical goals are not real or abstract.

## 2.3. Theory of Literary Psychological

Psychology and literature are two different but related aspects of science. The word literature comes from Sanskrit which means writing that contains instructions or guidelines. In its use the word literature is more often used to refer to literature, namely the results of literary works or writings that contain elements of beauty and art such as short stories, films, novels, dramas, essays, and so on,

while psychology is a branch of science that studies behavior, behavior and mental processes experienced by humans.

Psychology also plays an important role in analyzing a literary work from the psychological point of view contained in the literary work, both from the elements of the author, character, and reader. By focusing attention on the characters, it will be able to analyze the inner conflicts contain in literary works. From the explanation above, it can be seen that literature is more incline towards fiction which emphasizes beauty, while psychology is more inclined towards reality and based on facts.

The step of understanding the theory of literary psychology can be done in three ways, the first understanding is through understanding psychological theories and then an analysis of a literary work is carry out. The second understanding is, by first determining a literary work as the object of research and then determining the relevant psychological theories to be use with the research. The last understanding is, by showing that the text or literary work present through literary theory can actually reflect a concept from literary psychology with the various characters contain in the literary work.

In other words, to analyze or examine characters and their character or personality in a literary work, a literary reviewer must also study based on psychological theories and laws that explain personality or human behavior.

### **2.3.1. Definition of Abnormal Psychology**

Abnormal psychology is a branch of psychology that analyzes all forms of mental disorders and mental abnormalities. Abnormal psychology also discusses forms of psychological disorders and disorders, both the causes and consequences of these disorders. Therefore, the scope of abnormal psychology is broader than just mental or psychological disorders. In abnormal psychology research is carry out to prove the truth and how to practice a theory and also to understand the uniqueness of the individual.

Abnormal behavior can be acute and temporary, but some are chronic and lasting. According to Atkinson (1983: 245 lines 6-11), it is caused by several stressful events, diseases or damage to the nervous system, some are the result of an unfavorable social environment, or wrong learning experiences. Atkinson also explains that the definition of abnormal behavior of a person can be concluded based on four criteria, namely deviations from statistical norms, deviations from social norms, maladaptive behavior, and personal distress (1983: 242-243).

In addition to the above criteria, the concept of abnormality can also be viewed from the following points.

1. According to the statistical concept or what is also known as statistical infrequency, where a symptom is said to be abnormal if it deviates from the majority. According to this concept, idiots and geniuses are considered abnormal but have sides.
2. According to the concept of self-adjustment, a person with good adjustment and able to handle a problem well can also be said to have a normal soul. Conversely, if the individual or someone shows anxiety in dealing with a problem and cannot solve the problem, it will be said to be abnormal.
3. According to the pathological concept, the behavior of an individual or a person is declared abnormal if certain clinical symptoms are found, such as obsessions, hallucinations, phobias and so on.
4. According to the concept of personal maturity, a person or individual is said to be abnormal if he shows behavior that is not in accordance with his level of development.
5. According to the socio-cultural concept, society always has norms and values that are used to regulate the behavior of its members. The individual or someone must follow and be able to adapt to the values and norms that exist in the society where he is. If the

individual or someone deviates from the norms and values that exist in the environment, it will be said to be abnormal.

Just like other branches of psychology, in abnormal psychology there are also several schools of theory that form the basis of its development. These theories are psychodynamics, behaviorism, social-cognitive, humanistic, cognitive, and stress diathesis. Psychodynamics or also called psychoanalytic theory proposed by Sigmund Freud, believes that there are three structures in personality, namely the id, ego and superego. Behaviorism or also known as a learning model proposed by John B. Watson and Ivan Pavlov, believes in the role of learning to explain normal behavior and abnormal behavior. Cognitive-social is a theory put forward by Albert Bandura, Walter Mischel and Julian B Rotter, focusing on the role of cognition or thought processes and learning by observing the behavior of other humans.

Humanistic theory put forward by Abraham Maslow and Carl Rogers, this theory believes that humans are actors not reactors in life. If viewed from this theory abnormal behavior is the result of the development of self-concept that is experiencing disturbances. Cognitive theory, developed by psychiatrist Aaron Beck and psychologist Albert Ellis, uses an information processing approach to explain abnormal behavior patterns. The last is the stress diathesis, this theory explains that the problems that occur from abnormal behavior include the interaction between stressful life events or experiences and vulnerability.

### **2.3.2. Classification of Abnormal Behavior Based on DSM-IV (Diagnostic and Manual of Mental Disorders. Four Edition)**

The DSM (Diagnostic and Statistical Manual of Mental Disorders) was first published by the APA (American Psychiatry Association) in 1952 as a manual for the diagnosis of mental disorders and problems as well as personality and psychosocial disorders. There are so many disorder diagnoses contained in the DSM, so an understanding of each disorder diagnosis is needed to be able to make an accurate diagnosis. To date there have been five versions or editions of DSM

that have been published by the APA (American Psychiatry Association), the latest version or edition was published in 2013.

In this study I will use the DSM-IV which is the fourth version of the DSM in the classification of personality disorders to be studied. This is because there was no significant difference between DSM-IV and DSM-V. In her book entitled *General Psychology*, King Laura A. explains the DSM-IV (Diagnostic and Statistical Manual of Mental Disorders. Four Edition) classification system and discusses the classification of psychological disorders. In the development and change of DSM from version to version, there are changes, additions, reductions or reclassification of existing categories.

In the DSM-IV the classification of psychiatric diagnoses is divided into five graded axes, depending on the aspects that are disturbed or not functioning properly. The following is the division of the axis:

1. Axis I (Axis I) includes clinical disorders, including major disorders and disorders in mental development and learning disorders.
2. Axis II (Axis II) includes disorders regarding personality conditions, as well as mental retardation.
3. Axis III (Axis III) includes medical conditions and acute physical disorders.
4. Axis IV (Axis IV) includes psychosocial and environmental factors that contribute to the occurrence of the disorder.
5. Axis V (Axis V) includes a functional assessment or function scale for children under eighteen years of age worldwide.

#### A. Axis I

##### 1) Depression

Depression, also known as unipolar disorder, is a feeling of being depressed and losing the desire to do things that you normally do and not being able to express joy. This disorder usually occurs in early to middle adulthood. Depression can be caused by various factors, including

psychological factors, namely the existence of hopes or desires that cannot be fulfilled or not as desired, and physical factors, namely suffering from deadly chronic diseases, and the influence of drugs.

## 2) Anxiety Disorders (Anxiety Disorders)

Anxiety Disorders or anxiety disorders are feelings of fear that have no clear object and no clear reason. This disorder can start in childhood and develop gradually. If this anxiety continues (chronic), it can cause fatigue or mental fatigue, and depression. There are four types of anxiety, namely generalized anxiety disorder or general anxiety, panic disorder or panic, social anxiety disorder or social phobia, and separation anxiety or anxiety about separation.

1. The first type of anxiety is generalized anxiety disorder or general anxiety, in this case a person will often feel anxious and afraid but do not know what causes it.
2. The second type of anxiety, panic disorder, is a feeling of intense terror, shaking, confusion, shortness of breath, and feeling as if the world is about to end. Panic disorder is usually caused by a frightening event or an event that is very severe and ongoing stress, and can also just appear.
3. The next type of anxiety is social anxiety disorder or also called social phobia, which is where the person concerned feels he is always ugly or wrong in the eyes of others.
4. The last type of anxiety is separation anxiety or anxiety in the face of separation, this often occurs in children.

## 3) Bipolar Disorder (emotions that change from positive to negative and vice versa)

This mental disorder used to be called sweet-depressive, because it has symptoms in the form of a constant alternation between very positive emotions (sweet) and very negative emotions (depressive). But now, this

mental disorder is called bipolar (two-pole), because it moves back and forth from one extreme (sweet) to another (depressive). The period of change between the two poles can be filled with neutral emotions, but the changes can also be so fast that they don't have time to be interspersed with neutral emotions called rapid cycling (Garret, 2003; Feldman, 2003).

4) ADHD (Attention-Deficit Hyperactivity Disorder, Hyperactivity but lack of Concentration)

This mental disorder is caused by neurodevelopmental disorders, and generally occurs since childhood under the age of eighteen years and many persist into adulthood. The characteristics of ADHD are unable to focus attention on one thing, hyperactivity, forgetfulness, and unable to control their own impulses. There is no drug that can cure this mental disorder, it can only reduce the symptoms.

5) Autism

Autism is also a mental disorder caused by neurological disorders, namely the presence of disorders or abnormalities in the brain and nervous system. Usually this mental disorder has been seen since the child was two to three years old. In general, an autistic person does not care at all about the events around him so that he can do something without regard to the danger at all, but on the other hand, an autistic person is able to have an extraordinary talent called autistic savant. Just like ADHD, autism also has no cure. However, by doing behavioral training, adjusting the physical and social environment, changing lifestyles, and understanding from the family, an autistic person can even function optimally as in the case of Stephen Wiltshire. Some cases of autism are known to reduce symptoms and even heal on their own with age.

6) Phobias/phobias (unreasonable fears)

The word phobia comes from the Greek phobos which means fear. In phobias, fear is irrational, persistent and very intense which is characterized by physical symptoms such as shortness of breath, cold sweat, urinating, screaming hysterically, and so on which are shown to certain situations, objects, activities or people. People with phobias can still control their fears by avoiding the object they fear. Psychologists suspect that phobias are caused by a combination of talent, heredity, and certain experiences that cause trauma.

## 7) Schizophrenia

Schizophrenia (Schizophrenia) is a diagnosis of mental disorder characterized by abnormalities in the perception or expression of reality. The things that most often occur in people with schizophrenia are auditory hallucinations (as if hearing voices or someone who invites to talk), paranoid (suspicious) delusions, or other delusions that are not clear.

## B. Shaft II

### 1. DID (Dissociative Identity Disorder)

DID or better known as Split Personality or Multiple Personality, was once considered a type of schizophrenia because it has the same symptoms, namely a chaotic thought pattern. The characteristics of DID are the presence of at least two different identities or personalities that control the behavior of the person concerned. The personalities perceive, judge, and react to the environment in very different ways, and when one is in control, the other personalities are clueless. Thus, a typical symptom of DID was found, namely not being able to remember what he had done. These symptoms are not caused by the influence of drugs, trauma or impact on the head, old age, and other medical causes, but because of a change in control in people with this disorder.



### C. Shaft III

#### 1) Paranoia

Paranoia or commonly abbreviated as parno is a mental disorder characterized by too often feeling suspicious. In the world of psychology, paranoia is a disorder in the thought process characterized by excessive anxiety or fear that reaches an unreasonable level and is accompanied by delusions. The hallmark of a paranoid person is that he feels there is always a threat in his life. Paranoia is also a symptom of schizophrenia, or a paranoid personality disorder, or part of obsessive-compulsive symptoms, or as a result of drug use.

#### 2) Psychopath

Psychopath is a term used for people who constantly exhibit immoral and anti-social behavior. For this reason, the term sociopath is sometimes used. Usually a psychopath knows that his behavior is embarrassing or destructive and detrimental to others, but he doesn't care, or doesn't hold back from doing it. This indifference is caused because basically psychopaths do have personality disorders. Psychopathic behavior usually involves aggressive, criminal or sexual behavior, but there are also those that are only related to social behavior. Psychopaths can appear very charming and well-spoken so quickly gain the trust of others,

#### 3) Drugs

Drug is an abbreviation of the words narcotics and dangerous drugs. In medical science narcotics and dangerous drugs are often used for medicinal purposes. Therefore, what is dangerous is not the drug itself, but the abuse of drugs for purposes other than medicine.

#### 4) Sexual Disorder

Sexual disorders are divided into two types, namely sexual dysfunction and sexual deviance. Sexual dysfunction is a disorder that

occurs in a certain stage of a person's sexual cycle. The following are examples of sexual dysfunction, among others, hypoactive sexual desire disorder (decreased sexual desire caused by age, trauma, or stress), sexual aversion disorder (fear, disgust or anxiety that is very large for sex), female sexual arousal disorder or frigid (women who are not aroused when having sex), male erectile disorder (men are unable to have an erection during sex), female orgasmic disorder or anorgasm (women who are unable to orgasm during sex), male orgasmic disorder (inability to reach orgasm in men), premature ejaculation or premature ejaculation, and dyspareunia (pain in the genitals during sex), vaginismus (muscles around the vagina are tense, stiff, and won't open, making sex difficult).

Sexual disorders or also called paraphilia are ways or objects in sexual behavior that are not naturally and socially normal. Examples of sexual disorders or paraphilia are pedophilia (liking children under the age), sadism (hurting their partners before having sex), masochism (being hurt before having sex), voyeurism (sexual satisfaction through peeking), fetishism (sex satisfaction through clothes). in women's accessories or accessories), exhibitionism (showing the genitals in public places to women), and so on.

## **2.4.Theory of Revenge**

Revenge is an effective response that can arise when someone is or feels they are hurt. It is distinguished from other forms of hostility or aggression by the sense of injustice, demands for justice, and devotion to a cause (Steiner 1996) that motivates the quest. Furthermore, the pursuit of revenge is often experienced as a task that the offended person feels obliged to shoulder (Steiner 1996). It is important to note that the object that is paid off is not necessarily the original object of the offence; otherwise revenge can be carried out by proxy on a substitute object, or transferred or sublimated into another form of activity.

### **2.4.1. Kinds of Revenge**

#### **2.4.1.1.Talionic's Revenge**

Revenge is most often understood as an act of revenge in a similar form, i.e. doing what is done by, a 'tit-for-tat' reaction. It is 'the common experience of humans wanting to reverse injury from injury' (Daniels 1969, p. 169) and, according to Horney (1948), is a universal urge, that repression may be potentially psychologically harmful. Turning to the Old Testament, as Jacobs (1995) did in his paper on Revenge, such acts of 'revenge' were sanctioned as a form of justice and enshrined in the pre-Christian code of ethics, The Law of Talion which promoted the principle of 'an eye for an eye, a tooth'. change teeth'. This law seems to function as a homeostatic device on behalf of the soul by ensuring the psychological restoration of equality or balance through damages being repaid.

#### **2.4.1.2.Constructive Revenge**

In contrast to revenge in other forms, it is constructive revenge - a term offered by Durham (cited by Jacobs 1995). This could be described as 'revenge through kindness', as the aggrieved party responds in an openly constructive way, with compassion or consideration, to punish the offender. Such behavior can take the form of treating the aggressor in a way that the aggrieved party would like to be treated (e.g. with concern), or exonerating the aggressor of the offence (i.e.

'turning the other cheek'), or educating them about the impact of their violation (the ethos underlying some reform systems). correctional). Can it not then be asked how such a seemingly constructive response makes revenge possible? The answer to this question lies in the conscious or unconscious attitude of the superiority of virtue experienced by the injured subject in relation to the offender. The sense of power and supremacy achieved through such actions toward the offender and the feeling of 'I am better than you to me' distinguish this response from genuine generosity or true forgiveness. In a public lecture, Jacobs (1995) asserted:

*Forgiveness, acceptance, generosity of care can be very powerful ways to put hold or pressure on others, especially if we don't allow others to forget what we have done for them, or how unselfish we have been. Forgiveness can be very punishing. This can be a kind of revenge. Replying with an eye for an eye, at least creates equality.*

Thinking in terms of psychoanalytic defense mechanisms, this type of response is perhaps best understood as an example of reaction formation, since there is a reversal of influence on the injured subject, with a constructive attitude blatantly diametrically opposed to the underlying destructive desire to retaliate. This idea that negative influences can promote positive behavior was cited by Lacan when he wrote 'the aggressive motive lies hidden in all so-called philanthropic activity' (1977, p. 13).

#### 2.4.1.3. Abandoning Revenge

Similarly subversive and indirect in the way to constructive revenge is self-effacing revenge (a concept drawn from Karen Horney's (1948) essay on revenge). Here, the avenger uses masochistic behavior (i.e. self-neglect, self-harm or even sacrifice/suicide) to subconsciously manipulate and provoke negative influences on the offender (e.g. guilt). Horney asserts 'The emphasis on need, suffering, the call to mercy and sacrifice, serves as a subconscious basis for making demands' (1948, p. 4), and thus distress and pain in the injured person is mobilized as a powerful weapon against violators. Freud agreed with these ideas,

pointing out that depression and obsessive neuroses can be used to seek revenge, through the pain they inflict on others:

*In both disorders, the patient is usually still successful through the detours of self-punishment, in taking revenge on the original object and in torturing their loved ones through the illness, using it to avoid the need to express hostility to him or her openly. (Freud 1917, p.251)*

It could be argued that this form of revenge is an example of 'projective identification', as the aggressor becomes the recipient of and responsiveness to the separate destructive projections of the injured subject. Thus, the latter unconsciously communicates and forces back into the culprit the unbearable pain caused by the injury, and thus earns retribution.

#### 2.4.1.4. Separate Revenge

Arguably different from the previously described form of revenge is detached revenge where the dominant operating principles are withdrawal and negligence, not engagement and commission. This kind of retaliation is achieved through indifference and neglect of the relationship with the offender. Horney describes witnessing this type of revenge as follows:

*Quietly but effectively unattached people can frustrate others by not listening, by ignoring their needs, by forgetting their wants, by making them feel like a nuisance, by withholding praise or affection, by physically withdrawing or physically withdrawing. . (Horney 1948, p.4)*

Again, this can be understood as an example of 'projective identification', as noted above.

#### 2.4.1.5. Chronic Revenge

Finally, the most violent form of revenge, chronic retaliation (also referred to as pathological retaliation) is characterized by its destructive, coercive, and

relentless qualities. The damage retaliated for may greatly exceed the original injury, and logic, caution, and self-interest no longer apply. Socarides describes an individual who is thus driven, 'he vigorously moves toward an act of punishment or retaliation - above all other desires is the desire to "get revenge" (basically to get more than "even")' (1966, p. 357) . Literary depictions of characters like Hamet and Medea capture the spirit that this type of vengeance pursues.

#### **2.4.2. Types of Revenge**

##### **1. Respect Revenge**

An act of revenge that occurs when a person experiences it or believes that they have experienced social damage, loss of face or shame. justification is the need to restore honor.

##### **2. Predator / Prey Revenge**

Retaliation for actual or perceived harm, usually physical or social. the motive is to end victimization, real or perceived. The consequence is a reversal of power or it can create a cycle of revenge.

##### **3. Fantasy Revenge**

Occurs when a victim gets his or her own thoughts. no real world consequences.

##### **4. Simple Revenge**

An eye for an eye. Occurs when a victim who is deemed detrimental injures the same perpetrator. can trigger a cycle of revenge because victims and perpetrators do not necessarily have the same perception of the extent of harm.

##### **5. Collective Revenge**

The act of punishing the entire group for the actions of one of its members.

## 6. Transformative Revenge

Similar to constructive revenge, except that the perpetrator, not the victim, is positively modified. The consequences for the original perpetrator and victim are both positive.

### 2.4.3. Function of Revenge

The desire for revenge is often endowed with undivided negative attention and, as a consequence, exploration of its value in interpersonal and intrapsychic contexts is often neglected. In discussing the function of revenge, its social and psychological values will be discussed.

#### 2.4.3.1. Revenge as a Social Perspective

Righteous anger, just retaliation, moral outrage, lawful punishment and even the death penalty are some of the social expressions of revenge that have been condoned and morally accepted as regulators in certain societies. Likeerman's work on anger provides several explanations for why this is so. He proposed that aggression can play a positive role in human conflict, namely, one of 'bridging violence, restoring justice and fighting ignorance, tyranny...' (Likierman 1987, p. 144). Acts of aggression or retaliation may offer the only means of sustaining life under certain circumstances, and provide an additional function as a warning signal or deterrent to other potential aggressors, thereby controlling the level of aggression. Indeed, as Jacobs (1995) suggests, the Law of Talion was originally conceived to provide a means to inhibit the escalation of violence through limiting retaliation to retaliation in the same form, while at the same time culturally supporting retaliatory behavior as a means of re-establishing justice. and clears the need for revenge. . Supporting the 'eye for an eye' principle at least precludes the possibility of an eye for a life.

Revenge in a social context plays another important role; it removes the psychological responsibility to repay the grievances of the individual to the social sphere, thereby making his or her testimony a civic duty. Horney (1948) suggests that this fits the New Testament philosophy, 'Do not avenge yourselves; vengeance is mine, says the Lord, I will repay'. Thus, divinity and religious doctrine in the spiritual world, or the state and its legal constitution in the secular world, bear the responsibility to ensure that justice is carry out, and bear this burden for the individual.

In summary, culturally supported forms of revenge can play an important role in the preservation and psychological well-being of a group by providing boundaries within which aggression can be restrained and the authority within which accountability for its actions can be placed.

#### 2.4.3.2.Revenge as an Intrapsychic Perspective

According to Searles 1956 On an intrapsychic level, revenge, as suggested by him, performs a defensive role because it allows the avoidance of intolerable feelings, and offers protection against external and internal hostility, conflict and anxiety. When the ego is under threat of destruction or death, Likierman (1987, p. 156) suggests that anger favors the ego and reacts on behalf of the ego; and that the urgency and explosive quality of anger enables it to dispel fear, threaten enemies, and put pressure on the soul to release itself in the form of action, i.e. retaliation. Therefore, the retaliatory response can serve concretely to protect the subject physically, or psychologically to defend against intolerable influences that may arise through perceived/actual injury.

### **2.5. Theory of Cannibalism**

Cannibalism, or anthropophagy, is the consumption of flesh from one human being by another. The word "cannibalism" itself comes from the Spanish "Canibales" - the name for the Carib tribe in the West Indies who are suspected of being involved in ritual cannibalism. The term "cannibalism" can also be used more broadly to mean the consumption of members of one's own species. The



Greek-based term "anthropophagy" literally means "to eat humans", regardless of who (or what) eats. Historically, a variety of arguments have been offered against cannibalism, and almost none have supported it. Nevertheless, reflection on cannibalism raises many very difficult conceptual problems, and few arguments against it without serious problems.

### 2.5.1. Types of Cannibalism

In assessing the morality of cannibalism, three types of cannibalism must be distinguished.

**First**, cannibalism is sometimes used as part of religious or cultural rituals. The cultural practice of anthropophagy might be called ritualistic cannibalism (or "learned cannibalism"). There are many reports of groups of people around the world engaging in such ritualistic practices. The purposes of such cannibalism are manifold. The ritual may involve the consumption of one's ancestors as a way to show respect to them, or it may involve other motivations: a desire for revenge, to destroy an enemy, to eliminate an internal or external threat, to magically ward off negative forces, or simply to feast. The natives of Easter Island and Papua New Guinea, to cite two familiar examples, are known to have engaged in various types of ritual cannibalism. The extent of anthropophagic rituals and practices today is uncertain, but the practice undoubtedly continues in some parts of the world.

**Second**, cannibalism when used to prevent famine and not as part of a cultural practice, can be called emergency cannibalism (or survival cannibalism). The famous Donner Party of 1846 and the Uruguayan rugby team that crashed in the Andes Mountains in Chile in 1972 both engaged in a form of cannibalism. There are also countless accounts of emergency cannibalism as a result of shipwrecks. The goal of emergency anthropophagy, by definition, is survival.

**The third** can be called Fetish Cannibalism. This form of cannibalism is "fetishistic" because it is associated with a fetish, often though not always of a sexual nature, on the part of the person involved in cannibalism. In such cases,

cannibalism is practiced as a means to fulfill the desire to consume human flesh. Jeffrey Dahmer is perhaps the most famous case of cannibalism. Armin Meiwes, who was tried and convicted in a German court in 2002, also participated in fetish cannibalism when he killed and ate Bernd-Jurgen Brandes, who answered an advertisement Meiwes posted on the Internet looking for volunteers he wanted to kill and eat.

### **2.5.2. Kinds of Cannibalism**

#### **1. Ancestral Cannibalism**

Cannibalism is widespread across cultures, has existed throughout time among our ancestors, and is still exhibited today among our closest relatives the common chimpanzee. Therefore, cannibalism among humans may have a genetic component, in which individuals may be predisposed, through a process of survival advantage to natural selection, to eat other humans during difficult times. An example of this might be the trade-off of eating humans as a last resort when not doing so would result in almost certain death by starvation. In other words, 'eat or perish'.

#### **2. Indigenous Cannibalism**

The Fijian cultures, the Aztecs of South America, the Natives of the American Southwest and the Iroquoian Nations also practiced human cannibalism. This is a culturally modified and morally accepted example of human cannibalism. Although occasionally archaeological, they are usually historical when examining evidence.

### **2.5.3. Factors Affecting Cannibalism**

#### **1. Food**

The degree of cannibalism may vary with the food sources present in different locations. Fahy, compared insect food forms in various parts of the

oligotrophic stream in Ireland. The upper part has low detrital content and consequently has a smaller herbivore population than the part further downstream, with higher detrital input. The species present were almost the same in both locations but the trophic relationship was different. In the upper, poorer areas, three of the stonefly and mayfly are cannibal predators and there is a lot of predatory interaction among the predators themselves. At lower altitudes, cannibalism is absent and predatory interactions are less. The perch, *Perca fluviatilis*, may also be more cannibalistic in nutrient-poor lakes than in eutrophic situations, and among humans, non-ritual cannibalism appears to be most common in nutritionally marginal areas supporting relatively low population densities, where it may have provided 5-10% of the population's annual protein requirement. It has been suggested that cannibalism is less common in settlements where the population is dense enough to maintain their own food and produce a more predictable and adequate supply.

## 2. Density

The crowding effect is often confused with the food shortage effect, but in some instances cannibalism is primarily a response to high density. Under dense conditions the survival of the mouse litter, *Mus musculus*, was low despite being fed excess food and nesting material. These deaths were associated with inappropriate parental care, including cannibalism, although the magnitude of the specific mortality factor was not measured. Similarly, the larvae of the overcrowded damselfly, *Lestes nympha*, and pike, *Esox lucius*, are highly cannibalistic in the presence of other foods, although the amount of food offered also affects the rate of cannibalism.

## 3. Victim Behavior

In some situations, cannibalism is initiated by certain behavioral patterns of susceptible individuals. Laboratory experiments on fish in *Poeciliopsis monacha*-*P*, a species complex *lucida*, in which the relative densities of different age classes

vary, have shown that mortality may be related more to the juvenile response to density than density of adult cannibals. These fish are viviparous and the young are susceptible to cannibalism for about 24 hours after birth. Below critical densities the juveniles are dispersed throughout the tank and eaten by females as encountered, but above a density of about 10 per tank, the juveniles form flocks that stimulate attack by adult females. The behavior of adults is not affected by their level of hunger, and females remain unsatisfied even after eating large numbers of juveniles. In another example, the difference in cannibalism rates of two closely related Lepidoptera species could also be explained by differences in larval behavior patterns. Corn earworm larvae, *Heliothis armigera*, move actively and elicit an aggressive response when contacted by other larvae. In contrast, *H. punctigera* larvae were immobile when encountered, and the rate of cannibalism was much lower than in *H. armigera* (S. Stanley, personal communication).

#### 4. Stress

Physiological or psychological stress has been associated with cannibalism in only a few instances in field situations. The success of the Norwegian rat, *Rattus norvegicus*, is related to the social rank of their parents. Low-ranking, scarred females caught in the field eat more than 60% of their offspring, while lower-ranking and possibly higher-ranking females wean all of their offspring. In the Australian grasshopper, *Phaulacridium vittatum*, mass emigration of older juveniles and young adults occurs when food is completely depleted; Migratory animals show clear signs of physical stress, eating corpses, and other migratory grasshoppers. Those remaining at the original site appear to be unstressed and non-cannibalistic.

#### 5. Victim Availability

In many instances, the initiation and control of cannibalism has not been ascribed to obvious factors, and in these cases cannibalism may be a response primarily to the presence of susceptible individuals. For some species, the rate of

cannibalism is consistent with a simple encounter model in which the probability of attack is proportional to the probability of encountering a susceptible individual. For example, at low population densities with abundant alternative food, the freshwater backswimmer, *Notonecta hoffmanni*, is cannibalized whenever susceptible individuals are present. In other insects, the degree of cannibalism in newly hatched eggs and young can be determined by the size of the egg batch and the time span for hatching. There is no cannibalism in the eggs or young larvae of coccinellid beetles if they all hatch before the oldest begins to forage, which occurs when they are about an hour old.

