Psychological Development of Children in the Absence of Father as Reflected

in Nesbit's *The Railway Children*

AN UNDERGRADUATE THESIS

Submitted to the English Department in Faculty of Cultural Sciences of

Hasanuddin University as a Partial Fulfilment of the Requirements to Obtain

Sarjana Degree in English Literature Study Program

Written By :

Rayza Alyah Hadin

F041201116

ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

2024

LEGITIMATION

THESIS

PSYCHOLOGICAL DEVELOPMENT OF CHILDREN IN THE ABSENCE OF FATHER AS

REFLECTED IN NESBIT'S *THE RAILWAY CHILDREN*

BY

RAYZA ALYAH HADIN

Student ID Number: F041201116

It has been examined before the Board of Thesis Examination on Friday, 14th June 2024

and is declare to have fulfilled the requirements.

Approved By

Board of Supervisors

Chairman   Secretary

Prof. Drs. Burhanuddin Arafah, M.Hum., Ph.D.   A. ST. Aldilah Khaerana, S.S., M.Hum.
NIP.196503031990021001   NIP. 198612262019032010

Dean of Faculty of Cultural Sciences   Head of English Literature Study Program
of Hasanuddin University

Prof. Dr. Akin Duli, M.A.   Prof. Dra. Nasmilah, M.Hum, Ph.D
NIP. 196407161991031010   NIP. 196311031988112001

ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

AGREEMENT

On Friday, 14th of June 2024, the Board of Thesis Examination has kindly approved a thesis by Rayza Alyah Hadin (F041201116) entitled *Psychological Development of Children in the Absence of Father as Reflected in Nesbit's The Railway Children* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 19 June 2024
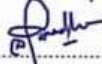
BOARD OF THESIS EXAMINATION

1. Prof. Drs. Burhanuddin Arafah, M.Hum., Ph.D.   Chairman   1. ....

2. A. ST. Aldilah Khaerana, S.S., M.Hum.   Secretary   2. ....

3. Dra. Herawaty, M.Hum., M.A., Ph.D.   First Examiner   3. ....

4. Rezky Ramadhani, S.S, M.Litt.   Second Examiner   4. ....

5. Prof. Drs. Burhanuddin Arafah, M.Hum., Ph.D.   First Supervisor 5. ....

6. A. ST. Aldilah Khaerana, S.S., M.Hum.   Second Supervisor 6. ....

ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

DECLARATION

The thesis by Rayza Alyah Hadin (F041201116) entitled *Psychological Development of Children in the Absence of Father as Reflected in Nesbit's The Railway Children* has been revised as advised during the examination on Friday, 14th of June 2024 and is approved by the Board of Undergraduate Thesis Examiners:

1.   Dra. Herawaty, M.Hum., M.A., Ph.D.   First Examiner   1. ....

2.   Rezky Ramadhani, S.S, M.Litt.   Second Examiner   2. ....

STATEMENT LETTER

The undersigned,

Name   : Rayza Alyah Hadin

ID   : F041201116

Title of Thesis   : Psychological Development of Children in the Absence of Father as Reflected in Nesbit's *The Railway Children.*

Department/Faculty : English Literature Study Program/ Cultural Sciences

Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, June 19th, 2024

Rayza Alyah Hadin

ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

APPROVAL FORM

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 1304/UN4.9.1/KEP/2023 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Rayza Alyah Hadin (F041201116) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

Makassar, 27 Mei 2024

Approved by

First Supervisor   Second Supervisor

Prof. Drs. Burhanuddin Arafah, M.Hum., Ph.D   A. ST. Aldilah Khaerana, S.S., M.Hum
NIP. 196503031990021001   NIP. 198612262019032010

Approved by the Execution of Thesis Examination by
The Thesis Organizing Committees

On Behalf of Dean
Head of English Literature Study Program
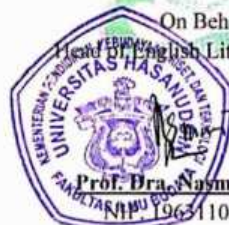
Prof. Dra. Nasmilah, M.Hum, Ph.D
NIP. 196511031988112001

ACKNOWLEDGEMENT

First of all, the writer would like to say *Alhamdulillahirobbil'alamin* and expresses her highest gratitude to Allah SWT, the Lord of the world for blessing, love, opportunity, health, patience, and mercy that is given to the researcher in the process of finishing this bachelor degree thesis. Shalawat and Salam be upon to our prophet Muhammad SAW for guiding us from the darkness into lightness. This study is written to fulfil the requirement for degree of Sarjana Sastra in English Department, Universitas Hasanuddin.

In arranging this thesis, the researcher does realize that she faced difficulties and struggles. However, many people with prayers, guidance, support, advice, and motivation to her, had made her confident and strong to take this unforgettable journey step by step. Therefore, in this valuable chance, the researcher intended to express her gratitude and appreciation to all of them.

1. The writer's supervisor, **Prof. Drs. Burhanuddin Arafah, M.Hum., Ph.D.** and **A. ST. Aldilah Khaerana, S.S., M.Hum.** for their advice, supervision, and suggestion in the improvement of the result of this undergraduate thesis.
2. All of the **honorable lecturers in English Department** that have been given their efforts to develop the knowledge of the writer from the very beginning until the last semester.
3. The beloved parents of the writer, **Dr. Sukamaluddin, S.P.,M.Sc.** and **Hartini Idniaty, S.P., M.P.** for their unconditional loves, financial supports, patients and prayers that writer would not be able to pay them back forever.
4. The writer's younger brother and sister. **Muh. Fadil Akbar Prinsen Kamal** and **Shofiyyah Malika Kamal** whom the writer really raised and loved like her own child.
5. All of the writer's family who have helped with support and encouragement, **Grandfather, all cousins, aunts, uncles**. Thank you very much for replacing my parents' role when they were working there far away. Helps enough to keep me sane. xoxo.
6. To my friends from GC, **Afifah, Ajeng, Eka, Fiko, Kiki, Mita, Nurfa and Sekar** who have accompanied the writer for more than 10 years now since she was in junior high school and grew up together. Thank you for all the support, assistance, motivation, tears and laugh. Let's succeed together, let's grow old together.
7. The writer's college friends who are always there in the midst of difficulties during lectures, **Iqlima, Nadya, Nurul, Putri, Cipung, Wahyu, Abang, Ainun, Fitri, Faizah, Kate** and all my classmates who were not mentioned in the English Department, **Fortis**. Thank you very much, I hope that in the future we can all be successful and live out the dreams we dream of.
8. Then, last but not least, to myself. Thank you for fighting until now. Thank you for staying strong. Thank you for always remembering God when you are sad or happy. Thank you for trying to do your best, I am very proud, very proud. At this time, I send my prayers and full blessings so that in the future you can achieve what you have always wanted.

The writer also would like to thank to anyone who the name cannot be mentioned one by one for the support and other contributions to this thesis. The writer believes that all of many supports from those people above just can only rewarded by Allah SWT. The writer hopes that this thesis will be useful and beneficial for all of us.

Makassar, June 2024

The Writer

TABLE OF CONTENTS

ABSTARCT

Rayza Alyah Hadin, 2024. Psychological Development of Children in the Absence of Father as Reflected in Nesbit's *The Railway Children*. Supervised by **Burhanuddin Arafah** and **A. ST. Aldilah Khaerana.**

This study aims to analyse the psychological development of the three main characters affected by the absence of their father, as depicted in Edith Nesbit's *The Railway Children*. Overall, this study offers an analysis of the changes in children's psychological condition due to the sudden departure of their father. This thesis provides an overview of the condition of children who still need attention and affection from a father but have to go through the day without him as a parent, breadwinner and head of the family. The author used qualitative methods and Freudian psychoanalytic theory. This study focuses on identifying the representation of Id, Ego and Superego in the three main characters in their psychological development.

The findings of this study reveal that the development of the psychological structure of the three main characters is built due to the desire to fill the void of the father's role in the house both as the head of the family and as a parent. Then, the social demands where they move from the city to the countryside with different manners make them have to adapt to the social and moral values of the residents. It causes their Id and Ego to come up with many new attitudes and create a new view of the three main characters, making it very difficult for the Superego to limit their attitudes. To overcome the turmoil of the changes they are experiencing, the three main characters slowly learn and try to take lessons from each of their actions until the opinion of Mother, who is the only person they can hear well.

Keywords : Freudian Theory, Father Absence, Family, Railway Children

ABSTRAK

Rayza Alyah Hadin, 2024. Perkembangan Psikologis Anak dalam Ketiadakhadiran Ayah dalam Novel *The Railway Children* Karya Edith Nesbit. Dibimbing oleh **Burhanuddin Arafah** dan **A. ST. Aldilah Khaerana.**

Penelitian ini bertujuan untuk menganalisis perkembangan psikologis tiga karakter utama yang dipengaruhi ketidakhadiran ayah yang tergambar dalam novel The Railway Children karya Edith Nesbit. Secara keseluruhan, studi ini menawarkan Analisa tentang perubahan kondisi psikologis anak diakibatkan kepergian ayah secara mendadak. Skripsi ini memberikan gambaran mengenai kondisi anak yang masih membutuhkan perhatian dan kasih sayang dari seorang ayah namun harus menjalani hari tanpa sosok tersebut sebagai orang tua, pencari nafkah dan kepala keluarga. Penulis menggunakan metode kualitatif dan teori psikonalisi Freudian. Studi ini berfokus pada identifikasi representasi Id, Ego dan Superego pada ketiga karakter utama dalam perkembangan psikologi mereka.

Temuan dari studi ini mengungkapkan bahwa perkembangan struktur psikologis ketiga karakter utama dibangun karena adanya keinginan memenuhi kekosongan peran ayah dalam rumah baik itu sebagai kepala keluarga maupun sebagai orang tua. Lalu, tuntutan social dimana mereka berpindah dari kota ke pedesaan dengan tata krama yang berbeda membuat mereka harus beradaptasi dengan nilai social dan moral warga sekitar. Hal ini yang menyebabkan Id dan Ego mereka memunculkan banyak sikap-sikap baru dan membuat pandangan baru terhadap ketiga karakter utama yang dimana membuat Superego sangat sulit untuk membatasi sikap mereka. Untuk mengatasi gejolak perubahan yang mereka alami, ketiga karakter utama pelan-pelan mempelajari dan mencoba mengambil hikmah setiap tindakan mereka hingga pendapat Mother yang satu-satunya orang yang bisa mereka dengar dengan baik.

Kata kunci : Teori Freud, Ketidakhadiran Ayah, Keluarga, Anak-anak Kereta Api.

CHAPTER I

INTRODUCTION

In this chapter, the author discusses the introduction, which consists of background, identification of the problem, scope of the problem, statement of the problem, objective of writing, and sequence of writing.

1.1. Background

Literary works have a very close relationship with human life. As human creations, literary works are embellished by the author's imagination. This relationship creates reciprocity between literary works and humans. Authors create literary works based on events that exist in human life. It can also prove that literary works are a form of reflection of people's lives. Literary works reflect the life of the people of their time. Literature works mean the life and culture that prevails in a society besides being the result of imagination; literary works are also the author's appreciation of old society (Meirysa, 2021). Literary creations, such as novels, poems, and dramas, have the capacity to delve into the depths of human experience that cannot be fully comprehended through mere observation. They provide a window into the ineffable aspects of our being. By means of narrative, they mirror the social milieu and are motivated by the aspiration to portray it with precision.

The process of time or historical context also influences and uses "literature". The view of literature or art over time shows a change or shift in ective or paradigm. Everything that humans think about is always related mesis, giving rise to reason or logic. Artists themselves must be able to ess their emotions because there is a tendency for artists to prioritize

emotions (not logic) in the creation of works (Susanto, 2012). Every writer has a language style to use in depicting the characters' characterization, leading to the formation of literary works (Minderop, 2019). Thus, the depiction of characters in a writer's storyline comes from the emotions they undergo daily. The result of these emotions is a work of literature such as novels, poems, short stories, etc.

Novel is a form of literature. Novel is generally thought of as containing about forty-five thousand words or more. Therefore, a novel is a more extended narrative than a short story and novella. A novel is a meaningful structure. Novels can describe a place in detail to provide a clear, concrete and definite image for a story. Novel is an imaginative prose narrative of some length, usually concerned with human experience and social behaviour (Ramadyani, 2019). Authors pour their thoughts into their writing in the form of novels, which also cannot be separated from the reality of their lives. Some examples of stories that have much in common with reality are the role of parents to children.

It is undeniable that the presence of parents plays a significant role in a child's personality development. Parents are at the forefront and play an essential role in guiding through each stage of development. Parents are the first family as well as the first school for children. Nevertheless, the fact is that not all children are lucky to have both parents who are always present in every th and development. However, we also cannot avoid internal or external ems between parents, such as divorce, death and the economy. Indonesia

2

itself is the third country to be a fatherless country (Fajarrini & Umam, 2023). Fathers have a significant role in child development, including personality development. The absence of the father's role will lead to loneliness, jealousy, and risk-taking in the presence of problems (Ninditha & Pringgadani, 2023).

The significance of father's role could possibly be portrayed in literary work. The Railway Children novel which written by Edith Nesbit, tells the story of three siblings, Roberta, Peter, and Phyllis, and their mother, who must move to the countryside because their father suddenly left them somewhere. The three siblings must continue their lives without their father, which is quite interesting considering the depiction of the age of the three characters, which is still in the "golden age" range of 5-12 years. This is the age of children who still need full attention and teaching from their parents. They can go on many adventures that are very exciting and beyond their years without any guidance from their father.

All previous reason has led to many studies on the impact of a father's absence on a child's development. Over the past century, psychoanalytic research on father absence has looked at the consequences of loss from the perspective of four critical psychologies: drive-structural theory, ego psychology, object relations theory, and self-psychology. In the 1900s, Freud wrote that the single most significant loss a person can experience is the loss of a father. As an object of jealousy and hatred, boys see the father as a competitor and a barrier to sexual impulses, as well as someone who generates guilt and On the other hand, fathers are seen in a more positive light, and young en idealize fathers as "great" and "God-like" (Freud, 1921:43). Anna

3

Freud and Dorothy Burlingham observed the impact of a father's absence during World War II at Hampstead Nurseries, England. The first writings on psychoanalysis on the effects of a father's absence emerged from there. They found that mental images of parents in fantasy, especially fathers, who were the parents who most often left the child, "underwent major changes compared to the actual parents in the child's past" (Jones, 2007).

Based on psychological factors, the researcher studies the novel using Sigmund Freud's psychoanalysis theory. This theory contains three fundamental structures of personality: Id, Ego, and Superego that will explore the hidden motives, desires, and conflicts that influence someone's behaviour. A father's absence can profoundly affect an individual's psyche, and psychoanalysis allows for a thorough exploration of these underlying factors. *The Railway Children*, is interesting and beneficial to analyze further because it provides its reader a unique storyline and a point of view on the development of children's condition under the father's absence. In today's situation, being fatherless can have significant consequences on someone's childhood and adolescents, particularly on the personality development. The growing number of single-parent families, in which mothers assume primary parenting responsibilities, has spurred discussions about childlessness. Single parents face unique challenges in providing emotional, financial, and educational support for their children. This topic is also still a big concern for some countries such as ｅsia, where the government is still looking for ways for children who are ｖed of the role of father. It takes the author to emphasize this   topic not

merely as research but also due to the issue that still occur nowadays that depicted in a literary work.

1.2. Identification of the Problems

After reading Nesbit's *The Railway Children*, the author identifies several problems, related to this analysis as follows:

1. The father suddenly left them to somewhere.

2. The uncertainty and mystery of father's departure.

3. The rest of the family moved to the countryside after the father left.

4. Environmental changes that Roberta, Peter, Phyllis must face.

5. Life in the Village and Near the Railroad.

6. The courage of Roberta, Peter, and Phyllis during a difficult time in the village.

7. Social class acceptance and friendship.

1.3. Scope of Problems

After identifying the problems mentioned earlier, it is necessary to limit the scope that becomes the focus of this research. Therefore, the author limits the research focus on the psychological development of the three main characters, Roberta, Peter, and Phyllis, in the absence of their father and having to continue their lives by moving to the countryside by applying Sigmund Freud's psychoanalysis theory, using Freud's personality concepts, namely Id, Ego, and Superego.

1.4. Statement of the Problems

Based on the above-mentioned problem identification and scope, the author has formulated the focus of this study/research in the following statement of problems:

1. What are the psychological developments that experienced by the main characters in Nesbit's *The Railway Children*?

2. How does the psychological development of the main characters affect deal with the absence of their father?

1.5. Objectives of the Problems

1. To find out the psychological development experienced by the main characters in Nesbit's *The Railway Children.*

2. To reveal the effect of psychological development that experienced by the main characters in dealing with the absence with of their father.

1.6. Sequence of the Chapter

This writing is divided into five chapters, Chapter I is an introduction that includes that study's background, identification of the problem, scope of the problem, statement of the problem, objectives of the problems, and sequence of the chapter. Chapter II is a literary review. It discusses all of the theories employed in this undergraduate thesis. This chapter explains Freud's perspective on psychology concepts such as Id, Ego, Superego. The author also gives some information about the approach used in analysing the novel and its intrinsic elements. Chapter III is methodology. This chapter describes how the r gathered and analysed the data. Procedure of research is explained in this er as well. Chapter IV is the result of the study. This chapter explains the

analysis findings including the novel's intrinsic aspects, such as plot, setting, character, and them, etc. and the impact of fatherless on the main characters' development. Chapter V summarizes the findings of the study and offers some suggestions.

CHAPTER II

LITERATURE REVIEW

This chapter offers a comprehensive examination of the literature on Freudian psychoanalysis and its application in literary analysis. This chapter will mainly consist of previous related studies and theoretical base of data that will be used as a foundation when developing the study including the concept of Freudian psychoanalysis and *The Railway Children* novel.

2.1. Previous Related Studies

In this case, the researcher finds some previous researches that are relevant that will be used as a foundation when developing the study including concepts of Freudian psychoanalysis and Nesbit's *The Railway Children*.

The first research was conducted by Andi Dian Fitriani Ibrahim (2014) entitled *Ethical Value in Nesbit's The Railway Children*. In this study the writer conducted research on analyzing supporting characters and environment influence the changing of central characters' attitudes in Nesbit's *The Railway Children* using structuralism approach. The result of this study is environment has influences to change the main characters attitudes. Roberta, Peter, and Phyllis are wimpy and selfish children when they were still in The Red Villa in London. Then, the movement of the three to The Village far from the town had changed their attitudes completely.

The second research was conducted Nurul Asyati's (2019) entitled *he Personality Development of The Main Character as Reflected in John risham's The Racketeer: A Psychoanalysis Theory*. In this study writer

discussed the personality development of the main character in The Racketeer novel by using Sigmund Freud's psychoanalysis approach. The result of this study is the personality development of the main character in the novel The Racketeer is reflected in the three personalities namely id, ego, and superego. This is evidenced from the overall data obtained which have aspects of the id and the ego that always that in managed to get a freedom and wealth.

The third research was conducted by Muh. Nur Alif Bachrun (2022) entitled *A Psychological Analysis of Roland Deschain in King's The Dark Tower: The Gunslinger*. In this study the writer examining more deeply the main character psychology or other elements contained in it. The result of this study is the novel main character has ambitions to get The Main in black to reach The Dark Tower but it was not easy because of the many obstacles and trials he has to go through.

The fourth research was conducted by Andi Muh. Fahrum (2023) entitled *A Psychoanalytic Interpretation of The Main Character in Kafka's Metamorphosis*. In this study, the writer conducted research on the main character the emergence of conflict and anxiety by using Freudian psychoanalysis concept namely Id, Ego, and Superego. The result of this study shows in Kafka's Metamorphosis, the main character's psyche is evident in his transformation into an insect, bringing to light the intricate orkings of his id, ego, and superego that provides a thought-provoking ortrayal of the human condition the problematic nature of the mind.

The similarity between the first previous studies is the researcher uses the same novel as the author, namely *The Railway Children* by Edith Nesbit. Then, the second, third and fourth previous studies use the same theory in conducting research, namely, the Freudian Id, Ego, and Superego theory in researching the characters that are the focus of the researchers' research.

The difference between the first study is that the researcher has a different focus, namely analyzing supporting characters and environment influence the changing of central characters' attitudes with the same novel. The second study conducted research using a different novel, *Grisham's The Racketeer*, by analyzing the psychological development of the main character in the novel. The third and fourth studies are also the same, namely conducting research with different novels, namely *King's The Dark Tower: The Gunslinger* and *Kafka's Metamorphosis* with a research focus on in-depth analysis of the psychological elements that influence the protagonist's attitude and behavior.

The difference in this research is that the author explores the psychological development of children without the presence of a father, which is a topic that is still being debated today. Indonesia itself occupies the third position as a Fatherless country. The author uses the novel *The Railway Children* also as a form that this situation has occurred for a long ne and has not been resolved properly until now. The author hopes that

this research can make many parents realize that the presence of both parties in the growth and development of children is very important.

2.2. Theoretical Background
2.2.1. Psychoanalysis Theory

Psychoanalysis is a psychology field pioneered and developed by the renowned Austrian neurologist Sigmund Freud. Born in Freiberg in 1856, Freud traveled to France in 1890 to deepen his knowledge and work as a neurologist. During this time, Freud collaborated with a doctor named Josef Breuer, who specialized in treating patients suffering from mental disorders, hallucinations, and hydrophobia. Breuer's assistance was instrumental in the development of psychoanalysis, which Freud later developed and used on their patient, Anna O. This groundbreaking technique marked a significant turning point in the field of psychology, and it continues to be a subject of academic interest and research to this day.

Until now, many people still doubt a writer's genius; some also think that genius is "madness." According to Freud (as cited in Wellek and Warren, 2014: 82), he considered that the author is a stubborn neurotic who protects himself from going mad through his creative work. Freud also added that the artist is originally a person who runs away from reality and then, in his fantasy life, satisfies his erotic desires and ambitions.

11

In 1923, Sigmund Freud, the father of psychoanalysis, introduced three additional structural models in psychoanalytic theory. These models, namely *das Es* (id), *das Ich* (ego), and *das ueber Ich* (superego), were introduced to complement the existing system and present a more complete and holistic understanding of the human psyche. These new structures have a specific function and purpose that contribute to the overall mental picture of an individual (Awisol in Helaluddin 2019:5).

A. The Id

According to Freud's psychoanalytic theory, the Id is a complex of instinctual drives or lusts that seek to fulfil desires. The Id is considered a psychical province that incorporates innate drive energies and other elements of our phylogenetic inheritance. It operates unconsciously and is characterized by primary process thinking, which propels the organism towards activities that reduce tension and provide pleasure. If we do research in a literary work, then Id has an example like "dream". usually there are some scenes that show the greatest desire like "I want to rule this world". Within the Id, there exist undifferentiated elements that would eventually evolve into the "ego." The ego and its functions, as conceptualized by Freud, demonstrate clear evidence of theoretical development (Lapsley & Stey, 2012: 6).

B. The Ego

The ego is a personality with rational thinking that allows individuals to adapt to reality as a balancer and regulator. The ego enables the actions to only be at the right time and place. The ego functions on the reality principle, attempting to satisfy the id's goals in realistic and socially acceptable ways. When the character has determined his will or "id" then, the ego is responsible for discharging tension that arises from unfulfilled impulses through a process known as the secondary process. During this process, the ego endeavours to locate a real-world object corresponding to the mental image generated by the id's primary function. This mechanism enables the ego to regulate the id's impulses, ensuring that appropriate actions are taken to satisfy them in a socially acceptable manner.

C. The Superego

The Superego is a crucial component of human personality that plays a significant role in regulating and guiding individuals' behaviour. It is internalized through the influence of parents and caregivers who instil community values and morals. The Superego can be considered an intersecting personality with the Id, primarily driven by desires and impulses (Schultz & Schultz, 2017: 47). The Superego is shaped by societal demands, rules, and norms that are internalized from the

family and community environment and serve as a guide for individuals to behave in a civilized manner. It works towards repressing any unacceptable Id tendencies and strives to shape the behaviour of the Ego based on idealistic rather than realistic principles.

Children are considered a blessing from God given to parents, and parents are responsible for children's physical and spiritual guidance and upbringing. All parents must fulfil this obligation, but it is common for parents to neglect their responsibilities accidentally. Parents are heavy leaders and role models who realize that the child learns basic values from childhood to form identity, maintain psychological stability, and develop positive thinking. Parents must maintain exemplary and personal behaviour to be a reference point and role model for children. Therefore, parents need to effectively carry out their role of maintaining their children's respectful attitude and moral integrity. One form of neglect that parents always experience is their absence, such as divorce, death, violence against children, and unexplained departure. In the novel *The Railway Children*, a father's sudden departure is an example of parental absence because he is accused of being guilty of betraying the country, which makes his three children lose father figures at home.

In his analysis of a father's absence (Freud, 1989: 49), he wrote about people often feeling helpless and afraid, just as they did when

they were children. They remember and long for the sense of security and protection they felt from their parents, who seemed strong and almighty. Freud saw the father's function as not unlike that of God in part: to provide justice and security and to suppress anxiety about one's powerlessness in the world. When father can no longer suppress anxiety about the cruel realities of the world, Freud argues, the children will look elsewhere. In this regard, Freud presupposes that the father's existence is the same as that of God.

Freud further explained the importance of the father's role at the stage of child development, especially at the phallic stage. Here, the father acts as an important figure on the boy's path to mature manhood, facilitating his transition through the Oedipus complex and subsequent stages of development. Freud studied fathers' participation in forming a child's personality from birth and revealed a significant impact fathers can have on the development of their children (Putri et al., 2023: 448).

In the child's perception, the term "father" evokes various images: a strong and caring person who provides love, protection and livelihood. Traditionally, fathers are considered the main breadwinner and guardian of the family and serve as the fundamental pillar of family stability. Thus, the father's presence indicates the foundations of the family unit. In a caring home environment, children are provided with optimal conditions for their development, allowing them to thrive and fully realize their potential (Freeks & De Jager, 2023: 3).

The influence of the absence of a father can cause various aspects of development: personality, cognition, emotions, and behaviour. This absence includes physical and psychological elements, like some fathers giving their children the same love as caring fathers, even if they are not in the family. With such family dynamics, fathers may not be physically absent but emotionally away from their children. This form of absence, called psychological absence, is subtle but widespread and often unnoticeable in the family. Its secretive nature underscores the need to recognize the widespread and inevitable phenomenon of the absence of fathers in the family environment (Xiang & Zhou, 2023: 2).

This makes the researcher interested in the issue of fathers' absence, using the theory of Sigmund Freud, because fatherless issues are still a concern for many people, especially in Indonesia. Father is an important symbol of the masculinity of a child, especially a boy. When a child hears about his father, it affects his masculinity, self-confidence, the personality he is developing, and what his interests will be. The child who does not have the figure of the father's presence will want to find out about their origins.

Father's absence is shown as a sudden departure in the novel *The Railway Children.* It is because the father gets slandered as a spy. His wife and children had to leave London to avoid the impact. Children who experience environmental displacement will have a shortage at this age. The provision of a different environment can have a major impact

on the child. The existence of "cultural deprivation" creates psychological disabilities that hinder school achievement (Panda, 1981: 41). It can also be seen in the story when they move and get to *The Three Chimneys*, which makes the children's have to quit school.

Furthermore, children who do not have fathers are curiosities about their fathers. They desire to learn about him, get to know him, seek his approval, and earn his affection (Tisano, 2015: 33). Freud reveals that the father figure is a template for moral authority and civilization (1939: 18). Freud believed that children introduce a way of thinking and behaving from their parents, forming the superego's basis. When the son has internalized parental authority, he has a conscience – a moral voice transmitted from the outside, which resides in the child's mind, whether the authority exists or not.

Id, Ego, and Superego can be applied to examine psychological development in children before and after the occurrence of a "father's absence" in their lives. It has been explained that the Id is a person's lust for wanting something, the ego is a rational thought that serves to meet the needs of the Id, and the Superego is a personality that intersects with the Id by applying the norms or social values of society. By focusing on Id and Ego the development of lust and ego characteristics could be deeply analysed to obtain better comprehension on the main topic of this study.

17

2.3. Pertinent Ideas
2.3.1. Intrinsic Elements

A. Character and Characterization

Characterization is the process of acting out and portraying a character. Characterization and characterization methods differ greatly. Characterization can be done in two ways: *direct* (telling) and *indirect* (showing). The story method is based on description and direct commentary by the author. This method is used primarily by writers of older novels in which the author describes the character of the characters. The showing method is one in which the author remains outside the story and gives the characters an opportunity to show their personalities through dialogue and action (Potter, 2005: 6).

While character is a simple verbal construct that expresses a point of view about an idea or experience, and its relationship with other features of the work, such as behavior or setting, must be considered to understand its full meaning. Character elements should be selected and combined within a consistent mode or convention of expression, such as tragedy, comedy, epic, satire, romanticism, realism/naturalism, debate, or absurd. Each mode or convention has a different perspective on human experience, so characters are usually created according to the requirements of this aspect, perspective or outlook (Taylor, 1981: 62).

According to Henkle in DiYanni (1994:38), character roles in narratives are commonly categorized into two distinct groups, as follow:

1. **Major Character**

   Major character is an important character who is at the center of the action or theme of the story. Sometimes, they are called protagonists, but protagonists can also be antagonists whose conflicts can cause conflict in the story. Protagonists are dynamic types who change their attitudes, goals, or behaviours as the story progresses (DiYanni, 1994:38).

2. **Minor Character**

   Major characters are assisted by supporting characters, commonly called *minor characters*, whose functions include providing insight into the personality of the main character. These characters are secondary and usually have a static or unchanging attitude from the beginning to the end of the story (DiYanni, 1994:38).

In addition, Nurgiyantoro (2005: 178) categorises characters based on their function, namely:

1. Protagonist

The principal character in a narrative is often portrayed as a virtuous entity and is commonly referred to as the protagonist. Nevertheless, the protagonist may possess a melancholic backstory in several instances and have undergone numerous adversities. The protagonist is widely perceived as the central figure who determines the plot's progression and is the primary focus of the action sequences. Usually, the protagonist is the central figure who determines the action scenes.

2. Antagonist

An antagonist is a character whose nature is diametrically opposed to that of the protagonist. Typically depicted as a villain, this character serves to instill a sense of fear in the audience. The role of the antagonist is a critical component in many works of literature, serving to provide a counterpoint to the protagonist's actions and motivations. Despite their often-malevolent nature, antagonists can be portrayed in a complex and nuanced manner, providing a rich and compelling narrative that keeps audiences engaged.

Then, based on the characterization of the story characters can be divided into static character and dynamic character (Nurgiyantoro, 2005: 181).

1. Static Character

Static characters are original characters that only have a certain personality or traits. There are no traits or behaviours that surprise the reader. The traits emphasized are always clearly visible in the text of the novel. Static characters can do different things, but it all comes back to their clearly defined traits (Nurgiyantoro, 2005: 182).

2. Dynamic Character

Dynamic character reveals different aspects of his life, personality, and identity. There may be certain characters that can be formulated. However, they may also exhibit a variety of contradictory and unpredictable personalities and behaviors. Their behavior is often unexpected and has a significant impact on the reader. However, it is important to consider that there is always a reason for these changes (Nurgiyantoro, 2005: 184).

B. Plot

The plot of a literary work, commonly known as storyline, serves as a vital element that connects the events in a sequential manner. In the field of literary analysis, plot refers to the behaviour of characters and the events that happen to them. The main issue of the plot is whether the characters act actively in the story or passively endure circumstances imposed by external forces (Kenney, 1966: 95). Plot is the sequential arrangement of events

that forms the narrative structure of a story. A plot central to the narrative creates a sense of anticipation, engages the reader in the unfolding events, and arouses curiosity about what will happen next (DiYanni, 1994: 27).

There are five stages in the plot, which are described below:

1. **Exposition**

    Exposition serves as a backdrop to the narrative, describing the setting and introducing key characters at the center of the narrative trajectory, providing key contextual details necessary to understand the subsequent action (DiYanni, 1994: 27).

2. **Rising Action**

    Rising action builds as an integral part of the plot, each event increasing tension and drama, leading to key moments. The main conflict centers on the struggle of a character or the struggle of several characters (Dzikriya & Hartono, 2019: 89).

3. **Climax**

    Climax is the turning point in the plot when tension builds and determines the story's final resolution. It occurs when the underlying complex problem reaches its peak of intensity and represents the critical moment when the resolution of the story becomes inevitable (Kenney, 1966: 18).

4. Falling Action

Falling action is when the plot slowly unravels, and a complex event or problem gradually leads to resolution. This stage occurs when a complex event or problem begins to move towards resolution, and the consequences of the protagonist's actions are revealed. This plot stage occupies an intermediate position between the climax and the final resolution and describes the aftermath of the all-important climax.

5. Resolution

The resolution stage is the story's climax, usually when the main conflict is resolved. It refers to the conclusion of the story. Resolution can have both positive and negative consequences; it can lead to a happy or tragic end to the story.

C. Theme

The theme of a literary work is its fundamental underpinning. It is typically defined as the central idea or main message the author intends to convey through the story. The theme is the focal point around which the plot revolves and provides coherence to the narrative. Themes are often used as a guiding principle in creating stories, ensuring that the property remains focused and purposeful. By emphasizing the importance of themes in literature, writers can imbue their work with greater depth and meaning, allowing readers to engage with the text more profoundly.

D. Setting

Setting is covering the entire event. Setting serves as a basic element of fiction, explaining the spatial and temporal parameters within which the narrative takes place that describe the precise point in time and space at which the plot events occur, offering important insights into the contextual background of the narrative (Kenney, 1966: 38). Setting represents a significant determinant that serves as a direct influence in a narrative. Setting can include a psychological or moral landscape that reflects a particular temporal, spatial or state context not limited to the physical dimensions of space and time. Thus, the setting goes beyond the physical to summarize the psychological or moral conditions inherent to a particular time, place or set of circumstances, thus enriching the thematic depth of the narrative (Taylor, 1981: 70).

According to Nurgiyantoro (2005:201), the settings can be divided into place, time, and social. These elements are intertwined, and each of them has a unique effect, as follows:

1. Setting of Place

Setting of place is a spatial background to unfolding events in a fictional story. The story deals with certain places, regardless of a specific name, initials, or even an unidentified place. Designations place must coincide with the depicted

area's actual geography, ensuring the story's consistency and authenticity (Nurgiyantoro, 2005: 227).

2. **Setting of Time**

Setting of time is related to the question of "when" the events described in the novel took place. The question" When " is usually related to real-time, time-related or may be related to historical events. If the author works meticulously in fiction, setting of time can become dominant and functional, especially when it comes to historical time. The length of a narrative in a work of fiction is also related to the length of time used in the story. Like there are novels that take a very long time like Tartt's *The Goldfinch*, there are relatively rather long, takes years, for example Marquez's *One Hundred Years of Solitude*, or some are short for example only a few days like Woolf's *Mrs. Dalloway* (Nurgiyantoro, 2005: 232).

3. **Setting of Social**

Setting of social is associated with the behaviours of social life in places spoken in fiction works, such as the way of life, customs, traditions, beliefs, views on life, thoughts and actions, and, as mentioned above, some are classified as spiritual backgrounds. It helps to determine whether the background is differentiated, and a description of the social setting must accompany the intention of the location's background to

differentiate itself and become more functional (Nurgiyantoro, 2005: 234).