

**THE DEPRESSION IMPACT OF THE MAIN CHARACTER IN
WOOLF'S *MRS. DALLOWAY***



THESIS

*Submitted to the Faculty of Cultural Sciences, Hasanuddin University
In Partial Fulfillment of Requirement to Thesis
In English*

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**ENGLISH DEPARTMENT
FACULTY OF CULTURAL SCIENCES
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**ENGLISH STUDY PROGRAM
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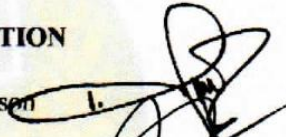





Today, 29 July 2021, the Board of Thesis Examination has kindly approved a thesis by Aiman Fakhirah (Student Number: F041171002) entitled:

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MRS. DALLOWAY**

Submitted in fulfillment one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S) Degree at the English Department, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 30 July 2021



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THESIS

THE DEPRESSION IMPACT OF THE MAIN CHARACTERS IN WOOLF'S

MRS. DALLOWAY

BY

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On July 29th, 2021

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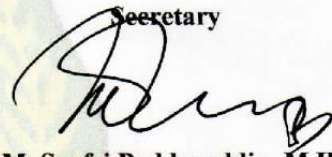
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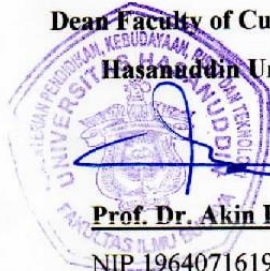


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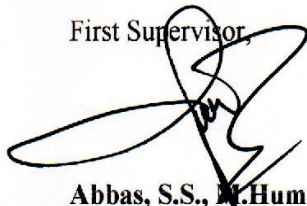
APPROVAL FORM

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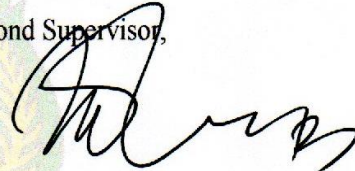
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Makassar, 30th June 2021
The writer,

Aiman Fakhirah

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ABSTRAK

Aiman Fakhirah Yusran. 2021. *The Depression Impact Of Main Character in Woolf's Mrs. Dalloway.* (Dibimbing oleh **Abbas** dan **M. Syafri Badaruddin**)

Tujuan dari skripsi ini adalah untuk menjelaskan depresi yang terjadi pada hidup Clarissa Dalloway. Depresi tersebut dianalisis melalui penyebab terjadinya, agar dapat diketahui seperti apa dampaknya terhadap diri Clarissa Dalloway.

Untuk menganalisis novel *Mrs. Dalloway*, penulis menggunakan pendekatan strukturalisme untuk mendeteksi karakter, alur, latar, dan tema di dalam novel. Untuk membuat konteks relevan dengan dengan skripsi ini, penulis menggunakan konsep depresi untuk menjelaskan penyebab depresi yang terjadi pada kehidupan Clarissa Dalloway dan bagaimana hal itu berdampak kepada dirinya.

Setelah menganalisis novel ini, penulis menemukan bahwa depresi dapat dideteksi melalui karya sastra. Pengarang menggambarkan Clarissa Dalloway yang menjadi tidak bahagia setelah pernikahannya, penyebabnya adalah perbedaan gaya hidup sebelum dan sesudah Clarissa Dalloway menikah sehingga hal tersebut memberi dampak negatif dari segi mental dan fisik terhadap dirinya.

Kata Kunci: *Dampak Depresi, Pendekatan Strukturalisme, Novel Mrs. Dalloway*

ABSTRACT

Aiman Fakhirah Yusran. 2021. *The Depression Impact Of Main Character in Woolf's Mrs. Dalloway.* (Supervised by **Abbas** and **M. Syafri Badaruddin**)

This thesis aims to explain the depression suffered by Clarissa Dalloway. It is revealed through the causes of depression for knowing the impact of depression on Clarissa Dalloway.

In analyzing the novel *Mrs. Dalloway*, the writer uses a structural approach to detect characters, plot, setting, and themes in the story. To make the context relevant to this thesis, the writer uses the concept of depression to elaborate on the causes of depression that occurred in Clarissa Dalloway's life and how the impact of depression on herself.

After analyzing this novel, the writer found that depression can be detected through literary works. The writer describes Clarissa Dalloway, who became unhappy after her marriage, the cause was the difference lifestyle before she got married and after she married. Then it had a negative impact to her mental and physical.

Keywords: *Depression Impact, Structural Approach, Novel Mrs. Dalloway*

CHAPTER I

INTRODUCTION

1.1 Background

Humans need the medium to express their imagination and feelings, utter their opinions, tell the social criticism of a tragedy in a certain era, or even only for release their anxiety. Humans are social creatures; they always need a place to express their concerns. When a human feels anxious about something but cannot tell that anxiety, their emotion will usually berate, temperamental, or depressed. According to Davison, Neale, and Kring (2012: 372), depression is an emotional condition characterized by extreme sadness, feelings of meaninglessness and guilt, withdrawal from others, sleeplessness, loss of appetite, loss of interest, and pleasure in activities that are often done.

Talking the depression, of course, cannot be separated from the factor that causes depression. The several social problems that occur in society can be the main causes of depression. Some of the reasons are disappointment that comes from many pressures, less confidence that tends to be exaggerated, extreme, bad treatment and unfair comparison, and contrary feelings. If these causes continue, they will have a dangerous impact on the sufferer, such as injuring themselves and committing suicide. One of the things that can avoid depression is healing the anxiety through writing or sharing with a friend. Writing is a way to relive the problem in mind so that it can be a way to release the pressure experienced by someone.

Depression is a social fact that can afflict humans, and it is often the inspiration for literary writers to express their imaginations. One of the literary

works that depict depression in its fictional characters is the novel *Mrs. Dalloway* by Virginia Woolf. This novel tells depression and anxiety experienced by the main character, Clarissa Dalloway, in their journey of facing the reality of her life that has much pressure. This novel also raises the issue of mental illness, which has a big impact on Clarissa Dalloway.

Clarissa Dalloway went out to buy flowers for the evening party herself. On her way to the flower shop, she was flashback to her youth memories with her friends when she was living in Burton. She remembered about Peter Walsh, an old friend who had been in love with her and proposed to her. She refused Peter's proposal because she dreams of marrying a Prime Minister, and she wanted to make that dream come true by marrying Richard Dalloway, her current husband. At that time, Richard is a politician of Parliament in the Conservative government. He had a plans to make a history in the British governement, but he failed. Clarissa thought that her choice at the old-time was once right, but after marrying Richard Dalloway, she regrets it.

(June had drawn out every leaf on the trees. The mothers of Pimlico gave suck to their young. Messages were passing from the Fleet to the Admiralty. Arlington Street and Piccadilly seemed to chafe the very air in the Park and lift its leaves hotly, brilliantly, on waves of that divine vitality which Clarissa loved. To dance, to ride, she had adored all that.)

For they might be parted for hundreds of years, she and Peter; she never wrote a letter and his were dry sticks; but suddenly it would come over her, If he were with me now what would he say?—some days, some sights bringing him back to her calmly, without the old bitterness; which perhaps was the reward of having cared for people; they came back in the middle of St. James's Park on a fine morning—indeed they did. But Peter—however beautiful the day might be, and the trees and the grass, and the little girl in pink—Peter never saw a thing of all that. He would put on his spectacles, if she told him to; he would look. It was the state of the world that interested him; Wagner, Pope's poetry, people's characters eternally, and the defects of her own soul. How he scolded her! How they argued! She would marry a Prime Minister and stand at the top of a staircase; the perfect hostess he

called her (she had cried over it in her bedroom), she had the makings of the perfect hostess, he said.

So she would still find herself arguing in St. James's Park, still making out that she had been right—and she had too—not to marry him (Woolf, 1996: 5-6).

Richard's profession as a politician is such a pressure for Clarissa because her husband's fame makes her have to look alright even in the very bad time of her life. She has to make people think that her family is harmonious and happy, even in the truth are different. That pressure affects her relationship with her daughter and her old friend because her predicate as the politician's wife makes her feels solitude and loosing her freedom . The different lifestyle of Clarissa's life after becoming the politician's wife and conflicts in her household is causing her depression.

The life problem experienced by Clarissa Dalloway caused her to suffer depression in the form of conflicts in her household and her life. The differences in lifestyle, social environments, social restrictions, and so on. The depression impacted Clarissa Dalloway, especially on her physical, mental, and relationship with others. The writer chooses this novel to be investigated because this novel is very interesting and unique. This novel raising an issues about the mental health of human and its story told using the stream of consciousness technique, so that the reader know what happen in character's mind through the story. Based on the fact in the fictional story that Mrs. Dalloway experienced depression, and then this depression had an impact on her, so the writer would like to do further investigation to this phenomenon by assigning the research title is *The Depression Impact of Main Character in Woolf's Mrs. Dalloway*.

1.2 Identification of Problem

One of the issues that surfaced in *Mrs. Dalloway*, written by Virginia Woolf, is depression experienced by Clarissa Dalloway, the main character. The writer identifies several problems in this novel related to depression issues as follows:

1. Depression is an emotional problem that is uncertain due to pressure from within a person and the surrounding social environment.
2. Literary works documented depression as the issue in the story of the novel *Mrs. Dalloway* by Virginia Woolf.
3. Novels *Mrs. Dalloway* has a story character named Clarissa Dalloway who is experienced depression.
4. Depression experienced by Clarissa Dalloway is the result of conflicts in the household, different social lifestyles, social restrictions, and others.
5. Clarissa Dalloway experienced mental stress as a result of her depression.

1.3 The Research Questions

The writer found several aspects that can be determined as the questions for this research as follows:

1. What are the causes of the main character Clarissa Dalloway depressed in the novel *Mrs. Dalloway*?
2. How is the impact of depression experienced by Clarissa Dalloway in the story?

1.4 Objective of Study

Based on the research questions, the writer formulates the purpose of this study as follows:

1. To describe the causes of the main character, Clarissa Dalloway, is depression in the novel *Mrs. Dalloway*.
2. To explain the impact of depression experienced by Clarissa Dalloway in the story.

1.5 Sequence of Writing

This writing consists of five chapters. Chapter one is the introduction that includes a background of writing, identification of problems, research of questions, objectives of problem, and sequence of the chapter. Chapter two is a literature review that consists of the previous study, structural approach, and the concept of depression. Chapter three consists of research methodology that explains the way of the writer analysis the thesis and how to collect the data used for the study. The next chapter consists of findings and discussion. The writer analyzes what has been found in the novel and makes the connection with the underlying theory. The last chapter consists of the conclusion and suggestions. The writer concludes and suggests that the readers do an analysis further for the relevant study.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Study

Mental pressure that occurs in a human's life can cause them to suffer depression. Unstable emotional conditions will impact the lives of depressors; these conditions can also cause the case of death by suicide increased. In doing this thesis, the writer is doing a literature review of various sources of scientific work. Several scientific works using the same research object and approach, but the discussion focus is different from this research. The writers of these other studies are Indri Indriyani (2014) from Universitas Pasundan Bandung, Cindy Deviana (2018) from Universitas Hasanuddin Makassar, and Putri Ayeshia (2020) from Universitas Islam Negeri Sunan Ampel Surabaya.

The first thesis is entitled *The Representation of Angel in Women Characters on Woolf's Mrs. Dalloway (An Analysis of Feminism Issues)* written by Indri Indriyani. In this thesis, Indri uses the same object as the current research, which is the novel *Mrs. Dalloway* by Virginia Woolf, but it has a different focus of analysis. This thesis focused on Feminist Issues. She criticizes a literary work from a feminist's point of view by using the actinia model as a tool in the way she is theorizing in the literary work. She tries to find out how feminist issues are discussed in the novel, and then she tries to identify how Woolf represents feminist issues in the characters in her novel. This study found that the women characters are marginalized while men often dominated in all aspects of life, both in work and

family. Through the characters in her novel, Woolf represents feminist issues by inserting a message to the reader conveyed by every character in the novel.

The second thesis is entitled *Depression of William John Traynor in Moyes' Me Before You* wrote by Cindy Devina. In this thesis, Cindy analyzes a novel entitled *Me Before You* by Jojo Moyes which discusses depression, the same issue as this research in the main character, and how depression affects Will and other characters. In this thesis, she uses the structural approach and the concept of depression to explain Will's depression and its effects. As mentioned in this thesis, depression can also explained by the plot of a story. Therefore, Cindy tries to prove that plot can detect depression in a literary work. At the end of this research, he found that William could not accept his condition after becoming disabled, which became a big problem for William.

The third thesis is entitled *The Main Characters' Restlessness of Life in Virginia Woolf's Novel Mrs. Dalloway: A New Criticism Study* was written by Putri Ayeshia. In this thesis, Putri uses the same object in this research, the novel *Mrs. Dalloway* by Virginia Woolf, but has a different analysis focus known as the two formal elements used to identify the theme and anxiety experienced by the characters in this thesis the novel. This thesis uses a new critical theory based on Tyson's (2006) book to analyze the formal elements. The formal element contains themes, and characters are used to be relating to the anxiety. The descriptive-qualitative method used in this thesis pointed to the description and explanation of the data.

This study examines the novel object and the issue of depression using a different approach from the previous studies. In this thesis, the structural approach is used further to analyze the relationship between the novel's intrinsic elements to

reveal the causes of depression experienced by Clarissa Dalloway and how the main character in his life experiences the impact of depression.

2.2 Structural Approach

The structural approach was introduced by Ferdinand de Saussure in France. It became popular in 1950 because the Russian Formalists and the Prague Structuralisms were influenced by Ferdinand de Saussure's theory which changed the study of linguistics from a diachronic to a synchronic approach. According to structuralism, a literary work; fiction or poetry, is a totality that is built coherently by its various (basic) elements. On the other hand, the structure of a literary work is interpreted as an arrangement, firmness, and depiction of all elements and materials which shaping a unity (Abrams, 1981:68).

The structure is a system, arrangement, or interrelated elements in an object or system. According to Pradopo (1987: 118), the structure is a building of systemic elements; there is a mutual relationship that determines each other in every single element. Every structure has an arrangement of structures that are connected to one another, which is known as structural. Structural is defined by Wellek (1989: 43) as the scientific progress of approach towards literary works which contains objectivity, certainty, and neutrality. The structural approach is a method to examine the interrelated of the basic elements as a whole, that idea related to Aminuddin (1990: 180) says that a structural approach is an approach that objected to the relationship of one element to another that cannot be separate. In literature, a structural approach is an approach that focuses on the internal elements of a literary work. A literary work (fiction) has an intrinsic element that is divided into four, namely characters, plot, setting, and theme.

The structural approach is known as an intrinsic approach because the intrinsic elements of a literary work have a related function to each other, and it is trying to be explained by using a structural approach. Teeuw (1984: 135) says, “*structural analysis aims to unpack and explain as carefully, as precisely, as much detail, and in-depth and entanglement all elements and aspects of literature that together produce a comprehensive meaning*”. This approach is used as a medium to analyze the relationship between every single element in intrinsic elements of literary works. In the other word, by using the structural principle, it can be arranged as (1) the structure of a literary work, which is, how the elements in a literary work are related, and (2) the strength of a literary work can be rated through the function of each element (Junus, 1985: 81).

The orientation of the structural approach in a literary work is implemented by recognizing, studying, exploring, describing, and then collaborate the intrinsic element so that it can obtain the perfect meaning of a literary work as a whole. The steps to analyzing a literary work using a structural approach (Nurgiyantoro, 2012: 37) are:

- a. Identified the intrinsic elements that build a complete and obvious literary work, marking which are the themes and which are the characters,
- b. Examine the elements that have been identified so that the themes, plot, setting, and characterizations in a literary work are known,
- c. Describing every single element so that the themes, plot, setting, and characterizations in a literary work are obviously known,

- d. Collaborate every single element so that it can obtain the perfect meaning of a literary work as a whole.

Based on the explanation above, the writer concludes that the structural approach is only used to analyze the intrinsic elements of a literary work without looking at its external elements. The intrinsic elements include characters, plot, setting, and theme. The four elements have related function to each other.

2.2.1. Character

Character is a figure in a story that plays a certain role so that the story moves and the message from the author delivered to the reader. This idea is related to Abrams (1981:20), who says that the character of the story is the person(s) that are presented in a drama or narrative work, which the reader interprets as a people endowed moral qualities and dispositional qualities as expressed in what they say – the dialogue- and what they do -the actions.

When talking character, it is never separated from characterization. Gill (1995:127) says that a character is a person in literary work and characterization is the way in which a character created. The simplest form of characterization is by giving a name or nickname to the character in a literary work. By the name or nickname, the author can add personality, features, or characterizations to the characters in a literary work to make the story moves. Characters or characterizations can be depicted as human, animal, plant, object, and others. According to Esten (1990: 27), characterization is how the author describes and develops the characterization of fictional story characters.

In every story, characters being medium for the writer to deliver the message that they wanted to tell, the characterization depicted in character is the most important thing to get the messages conveyed properly. According to M. Saleh Saad (in Tjahjono, 1988: 142-143), in terms of attitude, characterization, idea, and so on, the characters in the story can be divided into three, namely: (1) the protagonist, (2) the antagonist, and (3) the tritagonist character. The protagonist is a good character and has positive vibes, the antagonist is a bad character and has negative vibes, and the tritagonist is a mediator that acts as a peacemaker.

According to its types, Perrine (1985: 67-68) divided the character into two, namely the flat character and the round character.

Flat characters are characterized by one or two traits; they can be summed up in a sentence. Though they touch life at only one or two points, may be made memorable in the hands of an expert author through some individualizing detail of appearance, gesture, or speech...Round characters are complex and many-sided; they might require an essay for full analysis and live by their very roundness, by the many points at which they touch life.

From the opinion of the experts above, the writer concludes that characters are the figure that displayed in a literary work. Character is the most important component to make the story move, while characterization is a description of the personality of the character, which is divided into three, namely the protagonist, the antagonist, and the tritagonist.

2.2.2. Plot

A plot is an arrangement of events or occasion that contained in a story of literary work. This opinion in line with Stanford (2003:30), who says that “*Plot is the sequence of events and actions in a literary work*”. In each event on plot has a sequential relationship to another events. Stanton (1965:14) says, “*the plot is a story*

that contains the sequence of events, but each incident was only connected in cause and effect, the events that caused one and also cause the occurrence of other events”. The sequence of events that are shown in a story is always related to causality, without a causal relationship, the sequence of events cannot be classified as a plot.

In every story, the plot has a sequential structure or arrangement. Preparing the plot outline is very important to prove that every event or occasion in the story has a relation. Referring to Nurgiyantoro (2012: 169-170), a plot consists of five sequential steps:

Struktur plot terdiri dari lima tahap yaitu: 1) tahap penyituasian (situation); 2) tahap pemunculan konflik (conflict arise); 3) tahap peningkatan konflik (rising action); 4) klimaks (climax); dan 5) tahap penyelesaian (denouncement). Bagian pembuka dari sebuah cerita disebut tahap penyituasian. Tahap penyituasian adalah tahap yang berisi penyesuaian dan pengenalan situasi latar dan tokoh-tokoh cerita. Tahap penyituasian melandasi cerita yang dikisahkan pada tahap berikutnya yaitu tahap pemunculan konflik. Tahap pemunculan konflik adalah masalah-masalah dan peristiwa-peristiwa yang menyulut terjadinya konflik dan konflik itu sendiri akan berkembang pada tahap berikutnya. Tahap peningkatan konflik adalah tahap ketika konflik yang telah dimunculkan pada tahap sebelumnya semakin berkembang intensitasnya hingga mencapai klimaks. Klimaks merupakan tahap puncak intensitas konflik terjadi. Konflik yang telah mencapai klimaks diberi jalan keluar pada tahap penyelesaian yang merupakan tahap akhir atau penutup pada sebuah cerita.

Translated:

The structure of plot consists of five stages, namely: 1) the situational stage; 2) the stage of conflict arise; 3) the stage of conflict increase (rising action); 4) climax (climax); and 5) the stage of completion (denouncement). The opening part of a story is called the situational stage. The situational stage is the stage that contains adaptation and introduction to situation of the background and the characters of the story. The situational stage underlies the story that is told in the next stage, namely the stage of conflict arise. The stage of conflict arise is the problems and events that caused the conflict and the conflict itself will develop in the next stage. The stage of conflict increase is when the conflict that has been raised in the previous stage, grows in intensity until it reaches a climax. Climax is the peak stage of the conflict intensity. Conflicts

that have reached a climax are given a solution at the completion stage which is the final or closing stage of a story.

Based on the explanation above, the writer concludes that the plot is a structure that places events or occasions that are related in sequence. The plot begins with the situation, the conflict arise, the rising conflict, the climax, and the denouement. The plot has a function to show the reader relationship between one occasion to another.

2.2.3. Setting

The setting is a very influential thing in the life of a character in a story. Through the setting, the reader can find out when, where, and what kind of event occurs in a story. Sudjiman (1988: 44) interprets that the setting as all the information, instructions, references related to time, space, and situation of events in a literary work. This opinion is in line with the opinion of Stanton (2007:35) who says setting is the environment that surrounds an event in the story, the universe that interacted with the events that are taking place. The background can be in the form of time (days, months and years), weather, or historical periods. According to Abrams (1981: 175), the setting usually leads to the definition of place, time, social environment in which events occur in a story.

Based on all the explanations by the experts above, the writer concludes that setting is a description of the environment or a marker of the occasion that occurs in the story. The setting is very important in a story because it proves the time, place, and situation of the story that occurs in a literary work. The setting is divided into three types, namely the social setting, the setting of place, and the setting of time.

2.2.4. Theme

The theme is a basic idea that can be the entire idea of a literary work. According to Stanton (2007: 37), the theme is an aspect of the story that parallels the meaning in human experience, something that makes an experience so memorable. Sudjiman (1988: 50) says the theme is the concept, idea, or option that underlies some literary work is called a theme. The theme is often used as topics of problems that are discussed in a story.

Based on the mental experience, Shipley (1962: 417) interpret the theme as a subject of discourse, general topic, or major issue that is poured into the story. He divides the theme into five levels. Starting from the simplest level to the most complex level, as follows:

1. Physical theme: Man as a molecule

The theme of literary works at this level is more suggested or indicated by the amount of physical activity rather than psychiatric. It pointed to the physical movement of the psychological conflict by the characters.

2. Organic/Morality theme: Man as a protoplasm

The theme of literary works at this level is more concerned with sexuality issues; an activity that is only made by the creature. It pointed to the conflict or deviation of humans from their normal habits, such as the relationship between man and woman, and another sexual scandal.

3. Social theme: Man as a socius

The theme of literary works at this level is more concerned with the action-interaction between human and their fellow or with the natural environment. It contains problems, conflicts, and others that became the object to find a theme. It

pointed to the economic issues, political issues, educational issues, cultural issues, struggle, propaganda, and other social relationships that usually appear in literary works that contain social criticism.

4. Egoist theme: Man as an individualism

The theme of literary works at this level is more concerned with human rights as an individual. It pointed to their capacity as an individual, such as their reaction demanding by dignity, and attitudes which generally is more inward and perceived by the person concerned to the thing that faces.

5. Divine theme: Human in the highest level

The theme of literary works at this level is not necessarily a high level in every human experience or achievement because it is related to situations where humans as God's creations. It pointed to the religiosity issues, such as the relationship between human and their belief, or the relationship between humans and God.

Based on the opinion above, the writer concludes that the theme is the main idea that becomes the topic. In a literary work, the theme has a function to show the general description of a story. Based on the experience of the soul, the theme is divided into five levels, namely the physical theme, organic/morality theme, social theme, egoist theme, and divine theme.

2.3 Concept of Depression

A literary work is often filled with psychological aspects. Ratna (2013: 341) mentioned that literary work contains many psychological aspects. Psychological issues are often raised in a literary work, one of which is depression. Depression is a mental illness that is important to discuss because it has a negative impact on the

human soul, feelings, and behavior. Depression occurred by the pressure caused by inner conflict. Inner conflict is a conflict that occurs when a person fights herself or an internal conflict of human with herself, this definition in line with Kennedy (2005: 90) who says that “*an internal conflict is a struggle of opposing forces within a character*”.

Depression experienced by someone has a strong relationship with their self-controlled emotions. One of the factors that cause depression is the mental pressure that occurs in a person. This mental pressure will make the person feels extremely sad and cause emotional problems such as losing the will to live, trying to self-harm, and commit suicide. The emotion in humans may change due to certain effects. David Krech (1969: 521) explains that there are four classifications of emotions, namely basic emotions (happy, anger, fear, and sadness), emotions related to sensory stimulation (pain, disgust, pleasure), emotions related to self-assessment (success and failure, pride and shame, guilt and regret), and emotions related to other people (love and hate).

2.3.1 Basic emotions

Basic emotions or primary emotions are emotions at the first level that can increase due to certain triggers. In the classification of emotions theory, Krech (1969: 522) explains that pleasure, anger, fear, and sadness are often considered as the most basic or primary emotions. The situation that raises these emotions is really related to the action that it causes and results from the increased tension. This is the following explanation of the four basic emotions.

1. Happiness

Happiness is an emotion that is affected by a sense of joy because of the achievement of certain goals or ambitions. Happiness is the emotional counterpart of the release of tension with goal attainment. An important situational condition for happiness is that the person attempted to reach a goal and achieves it (Krech, 1969: 522). In this theory, Krech describes the situation like a playing game; If he wins and gets a score, he feels happy because he achieved that goal. This is called happiness in the example given by Krech.

2. Anger

Anger is an emotion that appeared because the goals or ambitions cannot be achieved. Krech (1969: 522) says that an essential condition for rising anger is blocking the attainment of the goal, mainly if frustration constantly occurred, with gradual accumulation from the tension. Anger also appeared when someone faced something or someone that she hated, and then frustration and then increased to anger. In the classification of emotions, anger is included in negative emotions, and there is always an object to blame for certain things. Anger mostly generates a very negative and dangerous impact if it is released exaggeratedly. Anger is often preceded by real or imagined frustration. Anger is usually followed, at least briefly, by facial expressions in which the lips tighten, the jaw muscles strained, the lips are slightly opened, the eyes squinting, and the forehead wrinkled (Matsumoto, 2009: 38).

3. Fear

In previous Krech described pleasure and anger as an "approach" related to the desire to achieve a goal or ambitions, then fear can be described as a form of "avoidance" emotion manifested by escaping to avoid something perceived as a dangerous threat. Bhatia (2009: 154) explains that fear is a primitive emotion, a strong emotion to faced the threats (whether real or imaginative) that are followed by physiological reactions which resulted from stimulation of the sympathetic nervous system and are accompanied by defensive patterns of avoidance, fight or hide. In his theory, Krech gives an example of an ape being caged and placed with a strange object that similar to itself outside the cage, and then it turns out that the ape's reaction is fear after seeing the object. The animal thought that there were other monkeys who wanted to dominate their authority, so that they became a fear.

4. Sadness

Sadness is an emotion that occurs because of disappointment due to losing something or someone. According to Krech (2013: 526), sadness or grief is a feeling associated with the loss of something important or valuable. Usually, the intention of sadness can be measured by the standard of a value; if the lost object is very valuable, then the sadness becomes very deep, and so the otherwise. For example, when a human loses the loved one (e.g., family or friend), then they will feel the deepest sadness. On the otherwise, when someone loses something that is not very valuable, the sadness that is felt is not so deep. But even though the impact of the loss is not so deep, the feeling of loss is still referred to as sadness. Parkes (in Minderop, 2013: 39) proves that a long sadness emerged depression and

hopelessness, which refers to anxiety; it is affected insomnia, losing appetite, feel irritated, become sensitive, and keep away from society.

2.3.2 Emotions related to sensory stimulation

Emotions related to sensory stimulation are something related to positive and negative sensory stimulation by an object, so it produces emotions that are also directed towards positive or negative. According to Krech (1969: 526), emotions related to sensory stimulation are those that are clearly associated with pleasant and unpleasant sensory stimulation by objects. The stimulation may be rare or intense. The resulting emotion tends to be directed toward a positive or negative object. In the classification of emotions related to sensory stimulation, there are three emotions, namely pain, disgust, and pleasure.

1. Pain

Pain is a response to something bad that occurred to the body. It can happen to the body, mind, and even soul. Matsumoto (2009: 357) states that unpleasant experiences are usually related to stimulation of sensory nerve endings, nerve harm, or sensory stimulation. It is associated with increased heart rate and respiration rate, narrowed focus on something, pupil dilation, and a grimacing face. Pain is mediated by the brain so that the same stimulus sometimes produces pain and, in other times, it disappears.

2. Disgust

Disgust is an emotion that arises from seeing something that you really dislike and causes sensory reactions such as covering your nose, nausea, or gag. According to Krech (1969: 527) there are variety object that if it is seen, it smells, it felts, or it touched caused unpleasant feeling or very disgusting that generate avoidance

tendencies. Basically, people who are having disgust already have negative thoughts on something that causes disgust. It's like a trash can. Usually, no one wants to touch the trash can. They already have the idea in their mind that the trash can is dirty and has a lot of germs in it. These germs can cause diseases, and also the smells of that trans strengthens the emergence of disgust towards the trash can.

3. Pleasure

Pleasure or enjoyment is a positive response that makes someone feel happy about something. According to Krech (1969: 527), pleasure is a broad arrangement from the object and occasion which has a power to rising good feeling or it can be called enjoyable emotions experience; the intensity of their pleasure varies from ordinary pleasure, satisfaction, and excessive pleasure such as ecstasy. Pleasure can be felt by the enjoyment sensations in the body (such as touching, feeling, or fondling), some felt by the perception of body movements and functions (enjoyment in muscle activity, dancing, singing) and from feelings related to body needs (satisfaction after hunger, fatigue after doing fun things).

2.3.3 Emotions related to self-assessment

Emotions related to self-assessment are emotions that appeared because of the reference that is attached to oneself and results in expectation or a standard of achievement. According to Krech (1969: 528), feelings of success and failure, shame, pride, guilt, and regret are emotions that have to be measured by people's perception of themselves in their relation to important standards of behavior. This perception comes from other's assessment of the intended person.

1. Success and failure

Success and failure are both things that are related but contradictory. Both of these feelings are rated by personal perceptions, as mentioned by Krech (1969: 529) that success and failure must be defined by personal perception. One may feel that he has succeeded when others will judge him as a successful person. Success and failure are categorized into emotions related to self-assessment. In Krech's emotional classification theory, feelings of success and failure are emotions that are usually related to achievement; when some achievements can be reached, it is called a success, while if some achievements cannot be reached, it is called failure.

2. Pride and shame

Similar to feelings of success and failure, pride and shame referred to things that both are related but contradictory. Pride is self-satisfaction that occurs when people evaluated themselves and trust other people to evaluate them equally (Matsumoto, 2009: 398). For example, when parents want their children to go to the best school in town when their child graduated from that school, the parents will be proud. Otherwise, when the child graduated from another school, the parents will be ashamed because their child does not graduate from the best school.

3. Guilty and regret

Feelings of guilt and regret are related and similar. Guilty is a feeling experienced after breaking the rules or the truth. Guilt can also be caused by “neurotic behavior” which is when the person cannot solve their life problems and choose to avoid the problem through defensive acts that result in guilt and sadness. Usually, after feeling guilty, it will be followed by feelings of regret. Regret is a

feeling created by feelings of guilt. Regret also describes the emotions of a person towards their behavior in the past. If the results of the behavior in the past result in the thing that is not as expected (under the standard value), then the person will regret it.

2.3.4 Emotions related to other people.

Emotions related to other people are affected in social life. Much of emotional experience relates to the relationship with other people as the objects in our environment, as a feeling that is directed toward them (Krech, 1969: 532). In this theory, Krech divides it into two emotions, namely love and hate.

1. Love

Love is a positive feeling given to someone or something. Love is an emotion that is created from strong affection; the philosophy of love is a good trait that inherits kindness, mercy, and affection. Love is not only felt by the couple; it is also can be felt towards parents, friends, pets, or others. Bhatia (2009: 242) says that love is caring and giving, like accepting and attached to someone. Love can also be determined physically by the dilation of pupils. Love emotions can be varied in another way; the experience intensity range from easy to hard (Krech, 1969: 532). The experience of love takes many forms such as the intensity of experience range from the tender to the deepest; the level of intensity from the placid affection to the violent and agitate passions. (Krech, 1969: 532).

2. Hatred

Hatred is an emotion that appeared from being upset about something or someone. Krech (1969: 533) says that feelings of Hatred are closely related to

feelings of anger, jealousy, and envy. The hatred feelings are indicated by the desire to destroy the object; the object is the target of Hatred. Hatred is not only contained the feeling of dislike or aversion (unwillingness), which has an impact avoiding from someone and did not have a desire to destroy. Hatred inherent in a person, and it will never be enough when the person has not destroyed their target; when the target is destroyed, the person feels pleasure.(Krech, 1969: 533).