

**INNER CONFLICT OF THE MAIN CHARACTER HOLDEN
CAULFIELD IN J.D SALINGER'S *THE CATCHER IN THE RYE***



A THESIS

*Submitted to the Faculty of Cultural Sciences Hasanuddin University
as Partial Fulfillment of the Requirement to Obtain Bachelor Degree
in English Literature Study Program*

BY:

NURINDAH DWI RAHMA PUTRI

F21116521

ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

MAKASSAR

2020

**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. 1558/UN4.9.1/KEP/2020 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Nurindah Dwi Rahma Putri (F21116521) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

Makassar, December 3rd, 2020

Approved by

First Supervisor

Second Supervisor



Dr. Abidin Pammu, MA., Dipl. TESOL
NIP. 196012311986011071

Drs. Raden S. M. Assagaf, M.Ed.
NIP. 196211091987031002

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

On Behalf of Dean
Head of English Literature Study Program



Dr. Abidin Pammu, M.A., Dipl.TESOL
NIP. 196012311986011071


THESIS
INNER CONFLICT OF THE MAIN CHARACTER HOLDEN
CAULFIELD IN J.D SALINGER'S *THE CATCHER IN THE RYE*

BY:
NURINDAH DWI RAHMA PUTRI
Student Number: F21116521

It has been examined before the Board of Thesis Examination on December 3rd,
2020 and is declared to have fulfilled the requirements.


Approved by
Board of Supervisors

Chairman Secretary

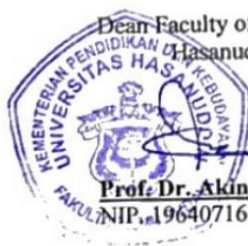


Dr. Abidin Pammu, MA., Dipl. TESOL Drs. Raden S. M. Assagaf, M.Ed.
NIP. 196012311986011071 NIP. 196211091987031002


Dean Faculty of Cultural Sciences
Hasanuddin University



Prof. Dr. Akin Duli, MA.
NIP. 196407161991031010



Head of English Literature Study Program
Faculty of Cultural Sciences



Dr. Abidin Pammu, MA., Dipl. TESOL
NIP. 196012311986011071

**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY**

Today, December 3rd, 2020 the Board of Thesis Examination has kindly approved a thesis by NURINDAH DWI RAHMA PUTRI (No. F21116521) entitled, **INNER CONFLICT OF THE MAIN CHARACTER HOLDEN CAULFIELD IN J.D SALINGER'S *THE CATCHER IN THE RYE***, submitted in fulfillment of one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S.) Degree at the English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, December 3rd, 2020

BOARD OF THESIS EXAMINATION

- | | | |
|---|-------------------|---------|
| 1. Dr. Abidin Pammu, MA., Dipl. TESOL | Chairman | 1. |
| 2. Drs. Raden S. M. Assagaf, M.Ed. | Secretary | 2. |
| 3. Dra. Herawaty, M.Hum., M.A., Ph.D. | First Examiner | 3. |
| 4. Dr. Muhammad Syafri Badaruddin, M.Hum. | Second Examiner | 4. |
| 5. Dr. Abidin Pammu, MA., Dipl. TESOL | First Supervisor | 5. |
| 6. Drs. Raden S. M. Assagaf, M.Ed. | Second Supervisor | 6. |

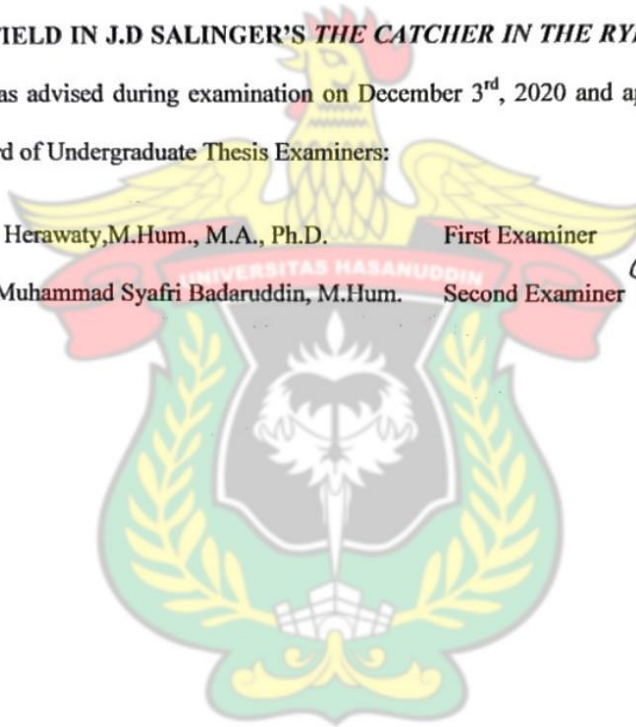
DECLARATION

This thesis by NURINDAH DWI RAHMA PUTRI (No. F21116521) entitled, **INNER CONFLICT OF THE MAIN CHARACTER HOLDEN CAULFIELD IN J.D SALINGER'S *THE CATCHER IN THE RYE***, has been revised as advised during examination on December 3rd, 2020 and approved by the Board of Undergraduate Thesis Examiners:

1. Dra. Herawaty, M.Hum., M.A., Ph.D. First Examiner
2. Dr. Muhammad Syafri Badaruddin, M.Hum. Second Examiner



Handwritten signatures of the examiners, corresponding to the names listed in the list above.



SURAT PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Nurindah Dwi Rahma Putri
NIM : F21116521
Judul Skripsi : Inner Conflict of The Main Character Holden Caulfield In
J.D Salinger's *The Catcher In The Rye*
Fakultas/Jurusan : Fakultas Ilmu Budaya/Sastra Inggris

Dengan ini menyatakan bahwa skripsi ini benar-benar karya saya sendiri. Sepanjang pengetahuan saya tidak terdapat karya yang ditulis atau diterbitkan orang lain kecuali sebagai acuan atau kutipan, dengan mengikuti tata penulisan karya ilmiah yang lazim.

Makassar, 28 November 2020

Yang menyatakan,



Nurindah Dwi Rahma Putri

ACKNOWLEDEGMENT

Foremost, the writer would like to express all praises and gratitude to Allah SWT, who always provides health and opportunities so that the writer can complete this thesis. The writer realizes that without his blessing, mercy, and guidance, the writer will not able to complete this thesis entitled *Inner Conflict of The Main Character Holden Caulfield in J.D Salinger's The Catcher in The Ryeto* fulfill one of the requirements to obtain bachelor degree in English literature study program at Faculty cultural sciences, Hasanuddin University.

Also, The writer wishes to express sincere appreciation to his advisors, **Dr.Abdinin Pammu, M.A., Dipl.Tesol** as the first supervisor and **Drs.Raden S.M. Assagaf, M.Ed** as the second supervisor,who have the substance of a genius: they convincingly guided and encouraged the writer to be professional and supported the writer since the preliminary of manuscript until the completion of his thesis. Without their persistent help, this study would not have been realized.

Never ending thanks goes to the writer beloved parents, **ABD. Rahim, AS** and **Marwah** for their prayers, love, support, and sacrifice they take for the writer's education and happiness since the first breath. The writer also expresses gratitude to the writer's sister, **Nurani**, and my beloved friend, **A.Mappaoddang**, for their motivation and support.

Last but not least, the writer gives big thanks to all friend of English Department 2016, Perisai KMFIB-UH, and my friends who help and support the writer that cannot mentioned one by one. Writer realizes that in writing this thesis

is still far from perfection. Therefore, the writer asks for suggestions and criticisms that are constructive for their perfection and may be useful for all of us.

Makassar, November 02nd, 2020

The Writer,

Nurindah Dwi Rahma Putri

TABLE OF CONTENTS

APPROVAL FORM	I
LEGITIMACY SHEET	II
AGREEMENT SHEET.....	III
DECLARATION	IV
ACKNOWLEDEGMENT	vi
ABSTRACT.....	xi
ABSTRAK.....	xii
CHAPTER I.....	1
INTRODUCTION	1
1.1 Background.....	1
1.2 Identification of The Problem.....	4
1.3 Scope of The Problem.....	4
1.4 Research Question	4
1.5 Objective of The Writing	5
1.6 Sequence of The Writing	5
CHAPTER II.....	6
LITERATURE REVIEW	6
2.1 Previous Studies.....	6
2.2 Theoretical Background.....	8
2.2.1 Characterization Method in Fiction Study	9
2.2.1.1 Direct Technique (Telling).....	9
2.2.1.2 Indirect Technique (Showing)	9
2.3 Literary Psychological Theory.....	12
2.4 Sigmund Freud's Personality Structure.....	17
2.4.1 Id.....	17
2.4.2 Ego	18
2.4.3 Super Ego.....	18
CHAPTER III	21
METHODOLOGY	21
3.1 Methodological Design.....	21
3.2 Source of Data.....	21
3.3 Method of Collecting Data.....	22
3.4 Method of Analyzing Data.....	22

3.5	Research Procedure.....	22
	CHAPTER IV	24
	FINDING AND DISCUSSION	24
4.1	Holden Caulfield's Character	24
4.2	The inner conflict experienced by Holden Caulfield's character in the novel <i>The Catcher in The Rye</i>	32
	CHAPTER V	39
	CONCLUSION AND SUGGESTION	39
5.1	Conclusion	39
5.2	Suggestion.....	41
	BIBLIOGRAPHY	42
	APPENDICES	44
A.	Synopsis of Novel The Catcher in The Rye.....	47
B.	Biography of J.D Salinger.....	49

ABSTRACT

Nurindah Dwi Rahma Putri. Inner Conflict of The Main Character Holden Caulfield in J.D Salinger's *The Catcher in The Rye*. (Supervised by **Abidin Pammu** and **Raden S.M. Assagaf**)

This research was a literary study which aimed to explain the mental conflict experienced by the main character in J.D Salinger's *The Catcher in The Rye* and how the main character controls his Id, Ego and Superego. To achieve the above objectives, this study used a psychoanalysis approach theory from Sigmund Freud. The writer also used a character approach theory and the characteristics of the main character. Then the data collected was explained using qualitative methods.

The results of this study indicated that Holden has experienced several inner conflicts during his childhood and the writer also found out how the character of the main character is.

Keywords: Psychoanalysis, Character and Characteristics, The Catcher in The Rye.

ABSTRAK

Nurindah Dwi Rahma Putri. Inner Conflict of The Main Character Holden Caulfield in J.D Salinger's *The Catcher in The Rye*. (Dibimbing oleh **Abidin PammudanRaden S.M. Assagaf**)

Penelitian ini merupakan kajian sastra yang bertujuan untuk menjelaskan konflik batin yang dialami tokoh utama dalam novel *The Catcher in The Rye* karya J.D Salinger dan bagaimana tokoh utama mengendalikan Id, Ego dan Superegonya. Untuk mencapai tujuan diatas, penelitian ini menggunakan teori pendekatan psikoanalisis dari Sigmund Freud. Penulis juga menggunakan teori pendekatan karakter dan karakteristik tokoh utama. Kemudian data yang dikumpulkan, dijelaskan menggunakan metode kualitatif.

Hasil penelitian ini menunjukkan adanya beberapa konflik batin yang dialami Holden dimasa kanak-kanaknya dan penulis juga menjelaskan mengenai karakter dari tokoh utama.

Kata Kunci: Psikoanalisis, Karakter dan Karakteristik, *The Catcher in The Rye*.

CHAPTER I

INTRODUCTION

In chapter one, the writer explains the research background, identification of the problem, the scope of the problem, research question, the objective of the writing, and sequence of the writing.

1.1 Background

Literature in general is a form of very beautiful work whether written or oral. The notion of the origin of literature is an absorption word from the Sanskrit language, namely Literature which means "text containing instructions" or guidelines, 'Sas' which means instruction or in the form of teachings and 'tra' which means tools or suggestions a. In Indonesian, it is used towards the literary language or type of writing that has a certain meaning or has a certain beauty. (Mursal Esten 1978: 9) says that literature or literature is the expression of artistic and imaginative facts as a manifestation of human life. (and society) through language as a medium and has a positive effect on human life (humanity).

Literary works, especially novels, are created by authors to be enjoyed, understood, and utilized without forgetting that literary works are part of the problems of life, philosophy, and psychology. According to (Rustamaji and Priantoro 2011 h 252). Novel is a literary work that has two (2) elements, namely intrinsic elements and extrinsic elements in which the two elements are interrelated because these two elements influence each other in a literary work. Literary work is a reflection of what is happening in society. Through literature,

readers can find problems that can be encountered in society. Through literary works, readers can learn about the philosophy of life, how people should act and behave and socialize with fellow humans, God, and also nature. Through literary works too, readers can learn the psychology that is implied by the characters' characters (Wharton: 1990: 34).

Starting from these opinions, literary works can be understood from the psychological aspects. To understand psychological aspects, knowledge of psychology is needed, because psychology contains the meaning of psychology or psychology purpose. The dimension of the soul is a dimension that exists in humans, which means that all human life activities cannot be separated from that dimension. The elements that develop and exist in human life can also be reflected in literary texts as long as literature is placed in the mimetic aspect. This reflection is made possible by the imitation and combination of the writer imagination towards the realities of life or natural realities. What the writer expresses in the literary work is usually a reflection or portrait of the natural lived. The portrait can be a view that is directly related to reality. This is one of the reasons why in understanding a literary work certain approaches are needed.

Wellek and Austin (1949: 90) explain that literary psychology has four meanings. First, literary psychology is the psychological understanding of the writer as a person or type. Second, an assessment of the creative process of the written word. Third, analysis of psychological laws that are applied in literature and fourth, literary psychology is also defined as the study of the impact of literature on the psychological condition of the reader. Literature as a psychological phenomenon is a phenomenon that can be seen through the

behavior of the characters. While psychology (Pasaribu and Simanjuntak, 1984: 3-4), is the science of the soul or the study of the soul. Thus, literary texts or literary works can be approached with a psychoanalysis approach. This is because literature and psychology have indirect and functional cross-relationship. (Aminudin 1990: 93).

The phenomenon of literature as a psychological phenomenon appears in the novel *The Catcher in The Rye* by J.D Salinger for the main character, especially in Holden Caulfield. *The Catcher in The Rye* by J.D Salinger is a novel in which Holden is an interesting character. Holden is a sensitive and caring 16-year-old teenager from a wealthy family. Holden is interested in true and false narratives, to make sense of his life. Holden has failed at several schools because he refuses to learn what doesn't interest him or to participate in the "fake" world of adult work and games. Alternately, he has more than age insight and is childish in his confusion. Holden is a character created behind the atmosphere of World War II felt by J.D Salinger to portray himself through the main character in the novel *The Catcher in The Rye*. Holden is a very antagonistic character among readers, but it is from his Holden character that *The Catcher in The Rye* lives on as a novel that is very influential in the world, so this book was banned from publication because it contains so many profanities in it. However, many also view these words as Holden's expression of their frustration with life. Because of Holden's character, the writer wanted to examine Holden's psychological state using a psychoanalysis approach.

1.2 Identification of The Problem

Based on the background above, the writer identifies several of problems as follows:

1. Characteristics of the main character in the novel *The Catcher in The Rye*.
2. Holden's character's thoughts on the adult world.
3. Holden's character influences readers' reading interest.
4. The inner conflict that occurs in the main character.

1.3 Scope of The Problem

Various problems occur in the novel *The Catcher in The Rye*. However, it is need to be limited in analyzing and discussing problems in the novel. Therefore, the writer limits this research by focusing on the characteristics and inner conflicts experienced by the main character in this novel.

1.4 Research Question

After finding some problems and limiting them, the writer has two research questions about the problem such as the following:

1. How are the characteristics of the main character in the novel *The Catcher in the Rye*?
2. What is the personality structure in the inner conflicts experienced by the main character in *The Catcher in The Rye novel*?

1.5 Objective of The Writing

In this study, the objectives of the research questions above are formulated as follows:

1. To describe the characteristics of Holden's character in the novel
2. To know the inner conflict faced of the main character Holden Caulfield.

1.6 Sequence of The Writing

This research consists of five chapters. Chapter one is an introduction that consists of Background, Identification of The Problem, Scope of The Problem, Research Question, Objective of The Writing, and Sequence of The Writing. Chapter two is a literature review that provides an overview of some of the previous studies and applies several theories to support the analysis. Chapter three contains the types of methods the writer uses in analyzing novels, including data collection methods, data analysis methods, and research procedures. Chapter four contains findings and discussion which presents the results of the research findings consisting of an analysis of the characteristics of the main character and an analysis of the inner conflicts that occur in the main character Holden Caulfield. Chapter five contains Conclusions and Suggestions.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer provides discussion including previous studies, the characterization of fiction studies, and the psychological theory of literature.

2.1 Previous Studies

Previous studies related to this research include a study entitled *Holden Caulfield's Motivation To Adapt Himself In His Social Environment As Seen In The Catcher In The Rye* by Pratiwi (2007). In this study, several theories are used to analyze the formulation of the problem to be achieved, namely Robert Stanton and MJ Murphy's theory of character and characteristic theory. The researcher also applied Abraham Maslow's theory of motivation and the theory of personality by Richard A. Kalish, Atkinson and James Coleman. Finally, the researcher also applied the theory of critical approach from Rohrberger and Woods. The results of this study indicated that Holden Caulfield's main character was someone childish, cynical, introverted, and pessimistic. The social environment greatly influenced Holden's character as he was called a selfish and introverted person because he lived in an area of the city where they rarely talked to each other. Holden did not have a strong motivation to adapt to his environment, which caused him to have few friends, he thought that he had failed to fulfill social duties in his environment so that mocking and ignoring the people around him was his way of dealing with his social environment.

The second thesis was conducted by Prabawa (2008) entitled *Discussing Western Norms And Values From Those Of Eastern Ones As Reflected In The Life Of Holden Caulfield, The Main Character Of JD Salinger's The Catcher In The Rye*. In this study, the method used by the researcher was a literature study, where the researcher collected the information needed from the novel itself, criticism of the novel, and other sources related to the novel. This research also used several theories include a psychological theory, character and characteristics theory, and several other theories. As for the results of this research psychologically, Holden Caulfield was influenced by the views of what is commonly called friendship, affection, lack of acceptance of his actions, decreased physical health, generosity, and future orientation to make Holden a cynical, liar, unhappy personality, responsible, emotional and temperamental, and stagnant person. This study also discussed Western and Eastern norms and values as reflected in the novel.

Rokhana (2009) also studied regarding this research's topic with *Analysis of the Main Character with Sigmund Freud's Theory of Psychoanalysis in the Short Story of Hana by Akutagawa Ryunosuke*. This study aimed to describe the psychological aspects of the main character in Hana's short story "Naigu" and the factors that influence the psychology of the "Naigu" character. The research approach used in this research was a qualitative approach, which revealed the personality of the main character in Hana's short stories. Data collection technique used in this study is the library and note-taking technique. The technique used to analyze the data is the descriptive analysis method. The results showed that the ego of Naigu could fulfill the Id of a large Naigu. However, the superego had not worked perfectly to control Naigu's id. Broadly speaking, the psychological

turmoil of the Naigu character was divided into 2, namely (1) factors that influenced Naigu's nose shortening, including biological factors, self-fulfillment motives, social factors, psychosocial factors, self-esteem motives, and the need to seek for self-identity, (2) factors that influenced Naigu's desire to return to its original long nose, psychosocial factors and emotional factors.

In the first previous study, the researcher focused on personality theory and motivation theory with the same object in the research. The second previous study focused on western and eastern values and norms with the same research object and characteristic theory used by the writer. The third difference between the writer's research and the previous studies mentioned is on the object of research, where the writer used the object of the novel *The Catcher in The Rye*, meanwhile the third previous study used the object of the short story *Hana* by Akutagawa, and the similarity is the theory used, namely the psychoanalysis approach by Sigmund Freud.

2.2 Theoretical Background

In this study, the writer used two theories, namely the theory of characterization method and the theory of psychoanalysis. The theory of characterization method is used to analyze Holden's character, meanwhile the psychoanalysis theory was used to analyze the inner conflict experienced by Holden with supporting elements described in the form of id, ego, and superego. In this study, the writer also described the relationship between literary psychology and sociology because the elements have a strong relationship between the character and the surrounding environment.

2.2.1 Characterization Method in Fiction Study

In presenting and determining the characteristic of the characters, the writer generally used two methods, including:

2.2.1.1 Direct Technique (Telling)

The telling technique relies on the exposure of the character's characteristics to the exposition and direct comments of the author (Pickering and Hooper, 1981: 27). Through this technique, the researcher's participation or involvement in presenting the character's representations is perceived, so that the readers understand and appreciate the character's presentation based on the researcher's explanation (Minderop, 2005: 6). Direct techniques include Characterization: Characterization through the use of names, Characterization through appearance, and Characterization by the researcher.

2.2.1.2 Indirect Technique (Showing)

Minderop in Pickering and Hooper (1981: 27) states that the showing technique points out the way the author placing themselves outside the story by allowing the characters to present their character through dialogue and action. The indirect technique includes:

- a. Characterization of dialog

Characterization through dialogues includes:

- a) What the speaker said

The reader must pay attention to the substance of a dialogue. Is the dialogue something too important to develop events in a plot or vice versa? When the speaker always talks about himself, the impression arises that he is self-centered and somewhat boring. If the speaker always talks about other characters, he seems like someone who likes to gossip and likes to meddle with other people.

b) Speaker identity

The identity of the speaker here is the utterance conveyed by a protagonist (central figure) who should be considered more important than what is said by a subordinate character (minor character), even though the conversation of subordinate characters often provides hidden crucial information about the characteristic of other characters. Not all conversations reflect the individuality of the character in question. However, good conversations, which are effective and more functional are those that show the development of the plot and at the same time reflect the character of the perpetrators.

c) Location and situation of the conversation

In real life, conversations that take place privately on occasion at night are usually more serious and more vivid than conversations that take place in public during the day. Chatting in the family sitting room is usually more significant than talking on the street. Thus, it is very possible that this can happen to fictional stories. However, the readers must consider why the author presents the talk in places such as on the street, of course, is an important part of storytelling.

d) Identity figure intended by the speaker

Speakers here mean the utterances conveyed by the characters in the story, that is, the speech uttered by certain figures about other characters.

e) The mental qualities of the characters

The mental qualities of the characters can be identified through the strains and flow of the speech when the characters converse. For example, characters who are involved in a lively discussion indicate that they have an open-minded mental attitude. Some figures like to give opinions, or are close-minded or characters who are full of secrets and hide something.

f) The tone of voice, pressure, dialect, and vocabulary

The tone of voice, stress, dialect, and vocabulary can help and clarify the character of the characters if the reader can observe and examine them diligently and seriously.

a. Tone of voice

The tone of voice, even though expressed explicitly or implicitly, can give the reader a picture of the character's character whether he is a confident, self-conscious or shy person, as well as the attitude when the character is having conversations with other characters.

b. Pressure

The emphasis of voice provides an important picture of a character because it shows the authenticity of the character's character, and can even reflect the education, profession, and class to which the character comes from.

c. Dialect and vocabulary

Dialect and vocabulary can provide important facts about a character because they both show the authenticity of the character's character and can even reveal the character's education, profession, and social status.

g) Characterization through the actions of the character

a. Through behavior

To build a character based on behavior, readers need to observe in detail the various events in the plot because these events can reflect the character's character, emotional and psychological conditions that unconsciously follow them and the values displayed. What people do in the form of actions and behavior can be seen as showing reactions, responses, attitudes, and attitudes that reflect their manifestations.

b. Facial expressions

Body language or facial expressions are usually insignificant when compared to behavior, but that's not always the case. Sometimes vague or spontaneous and unconscious behavior can often give the reader a picture of the character's inner state, mental turmoil, or feelings.

2.3 Literary Psychological Theory

Literary psychology is the study of literature that views work as psychological activity. Literary works, which are seen as psychological phenomena, will display psychological aspects through the characters if the text happens to be in the form of drama or prose (Endraswara, Suwardi 2003: 96).

Psychoanalysis is an area of literary psychology. This study model was raised by Sigmund Freud, he put forward his idea that consciousness is a small part of mental life while a large part is unconsciousness. In the study of literary psychology, it will try to uncover the psychoanalysis of personality which is seen to include three psychological elements, namely the id, ego, and superego. The three systems this personality of each other are interrelated and form a totality, and human behavior is nothing but a product of the interaction of all three.

2.3.1 The factors that influence the human psyche.

In everyday life, the human psyche can be influenced by several factors. Factors that affect the human psyche are generally divided into two, namely personal factors and situational factors (Rakhmat, 2009: 32-47).

a. Personal Factors

Personal factors are factors that come from oneself, which can be in the form of attitudes, instincts, motives, personality, cognitive systems that explain human behavior. Personal factors consist of:

a) Biological factors

The biological heritage of humans determines its behavior, starting from the DNA structure that stores all the memories of the biological heritage received from both parents. This factor is human innate and has nothing to do with the environment or situation.

a. Sociopsychological Factors

Because man is a social being, from social processes he acquires several characteristics that influence his behavior. Sociopsychological factors are classified into three components, namely:

a) Affective Component

The affective component is the emotional aspect of the psychological factors, which include:

a. Sociogenic motives

Sociogenesis motives are often referred to as secondary motives, these motives are very determinants of social behavior formation. Sociogenesis motives consist of curiosity motives, competence motives, love motives, self-esteem motives, and the need to seek identity, the need for values and meaning of life, and the need for self-fulfillment.

b. Attitude

Attitude is the tendency to act, perceive, think, and feel in dealing with objects, ideas, situations, or values. Attitude has a driving force or motivation. Attitude is not just a record of the past but also determines whether people should be for or against something.

c. Emotions

Emotion shows the organism's shaking accompanied by symptoms of consciousness, behavior, and physiological processes. Emotions are not always bad, they can be energizing and mobilizing our energy. Emotion is a carrier of

information, with emotions we can know the state of ourselves and also as a messenger in intrapersonal communication. Emotions vary in intensity and duration. Some emotions are light, heavy, and disintegrative. Mild emotions increase attention to the situation we face, accompanied by feelings of tension and still being able to control and avoid them. Strong emotions are accompanied by strong physiological stimuli such as heart rate, blood pressure, respiration, and adrenaline production. Disintegrative emotions occur at a peak of emotional intensity. Like soldiers facing battle, people who have long accumulated suffering. In terms of duration, some emotions are brief, some are long-lasting. Moods are emotions that persist for hours or days. When the atmosphere becomes chronic it is called temperament.

b) Cognitive Component

The cognitive component is an intellectual aspect related to what is known by people. This component consists of:

a. Trust

Trust is the belief that something is right or wrong based on evidence, suggestion, experience, or intuition.

b. Habit

Habit is an aspect of human behavior that is settled, takes place automatically, and is not planned. A habit may be the result of a practice that lasts for a long time or as a typical reaction that a person repeats many times.

c. Will

Willingness has a close relationship with action, some even define will as an action which is someone's effort to achieve goals.

c) Conative Component

The conative component is a volitional aspect, which is closely related to habit and the will to act.

a. Situational Factors

Situational factors consist of ecological factors, architectural and design factors, temporal factors, behavioral atmosphere, technology, social factors, psychosocial environment, and stimuli that encourage and reinforce the behavior.

b. Ecological Factors

Ecological factors in the form of natural conditions can affect human lifestyle and behavior.

c. Behavior atmosphere

In every situation, there are relationship patterns that govern the behavior of the people in it.

d. Technology

Technological revolutions are often followed by revolutions in social behavior.

e. Social Factors

The role system defined in a society, group, and organizational structure, population characteristics, are social factors that govern human behavior. In the organization, the relationship between the members and the chairperson is regulated by a system of roles and norms within the group. Population characteristics such as age, intelligence, biological characteristics, influence the behavior patterns of the members of the population.

f. Psychosocial Environment

The role system defined in a society, group, and organizational structure, population characteristics, are social factors that govern human behavior. In the organization, the relationship between the members and the chairperson is regulated by a system of roles, and norms within the group. Population characteristics such as age, intelligence, biological characteristics, influence the behavior patterns of the members of the population.

2.4 Sigmund Freud's Personality Structure

According to Sigmund Freud's (1923: 1:66) psychoanalytic theory, personality consists of three elements. These three elements of personality are known as the id, ego, and superego which work together to create complex human behavior.

2.4.1 Id

It is the most basic personality system in which there are innate instincts that act as a provider or channel of power to other systems in the operations or activities it performs. The id cannot tolerate a buildup of power that causes an

overall elevation of the individual's stress level or unpleasant circumstances, whether there is external or internal stimulation. Id tries to relieve tension with the principle of maintaining constancy which aims to avoid unpleasant conditions and achieve pleasant states. The id lies in the unconscious part, which is a reservoir of pulses and is a source of psychic energy and instinct that presses humans to meet basic needs. For example, increased hunger or thirst should result in an immediate attempt to eat or drink. This id is very important in early life because it ensures that needs are met.

2.4.2 Ego

The ego is a personality system that acts as an individual guide to objects from reality and carries out its functions based on the principles of reality. Ego is formed in individual personality structure as a result of contact with the outside world. Between id and ego are always in conflict, because their function is the id as the instinct of the individual, while the ego is the giver of consideration about the form that can be accepted by society. The ego is in between two opposing forces and is guarded and obedient to the reality principle by trying to satisfy individual pleasures that are limited by reality. Serves as a mediator who reconciles the demands for pulses and the ban on the superego.

2.4.3 Super Ego

The superego is a personality system that contains rules that are evaluative (concerning the good and bad) and are formed through the internalization of values by individuals from several figures who play a role. The main function of the superego is to control the impulses of the id to be channeled in a form accepted by society, directing the ego towards goals that are compatible with

morality rather than reality, and pushing the individual to perfection. Located partly in the conscious part and partly in the unconscious part, it is in charge of supervising and blocking the complete fulfillment of these pulses which are the result of education and identification in parents. This third structure refers to morality in personality.

The emergence of the id, ego, and superego elements that occur from this character causes conflicts within him to also arise. So that the elements of the id, ego, and superego have a relationship with conflict. Nurgiyantoro (through Meredith & Fitzgerald, 1972: 27) states that conflict is an essential element in developing the plot of a fictional text. Conflict is dramatic, refers to a fight between two balanced forces, and implies action and retaliation. Conflict refers to the notion of something unpleasant that happens and or is experienced by the characters in the story, if the characters have the freedom to choose, they will not choose the event to happen to them. The form of conflict as a form of the event can be divided into two categories, including:

a. External Conflict

External conflict is a conflict that occurs between a character and something outside himself, perhaps with the natural environment, perhaps the human environment, or with other figures. External conflicts can be divided into two categories:

a) Physical Conflict

Physical conflict is a conflict caused by a clash between a character and the natural environment, for example, a big flood, a long drought, a volcanic eruption, and so on.

b) Social conflict

Social conflict is a conflict that is caused by social contact with humans, such as labor problems, oppression, quarrels, wars, or other causes of social relations.

b. Internal Conflict

Internal conflict is a conflict that occurs in the heart and mind, in the soul of a story character. It is a conflict that humans experience with themselves, which is based on feelings of pleasure, difficulty, happiness, and disappointment. The conflict is more of an internal human problem. For example, things that occur as a result of a conflict between two desires, beliefs, different choices, expectations, or other problems.