THE NOTION OF NICE GIRL SYNDROME IN GASKELL'S *RUTH:* A PSYCHOANALYSIS APPROACH

KONSEP SINDROM GADIS BAIK DALAM NOVEL GASKELL *RUTH* : PENDEKATAN PSIKOANALISIS

MADELINE YUDITH
F022 211 004

A THESIS

ENGLISH LANGUAGE STUDIES
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FACULTY OF CULTURAL SCIENCES
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Written and Submitted by

MADELINE YUDITH

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Has been defended in front of the thesis examination committee which was formed in order to complete the study of the Master Program in English Language Studies Program, Faculty of Cultural Sciences, Hasanuddin University on August 15th, 2023 and is declared to have met the graduation requirements.

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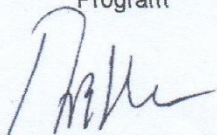Head of the Supervisory Committee   Member of the Supervisory Committee

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STATEMENT OF THESIS AUTHENTICITY

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THE NOTION OF NICE GIRL SYNDROME IN GASKELL'S RUTH: A PSYCHOANALYSIS APPROACH

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Makassar, August 22nd, 2023

The Writer

Madeline Yudith

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Madeline Yudith

ABSTRAK

MADELINE YUDITH. *Konsep Sindrom Gadis Baik dalam Novel Gaskell Ruth: Pendekatan Psikoanalisis* (dibimbing oleh Burhanuddin Arafah dan Herawaty Abbas).

Penelitian ini benujuan mendeskripsikan gejala dan jenis sindrom Gadis Baik yang digambarkan dalam Ruth karya Elizabeth Gaskell dan menjelaskan hubungan antara kondisi sosial pada era Victoria dan sindrom Gadis Baik diilustrasikan dalam Ruth karya Elizabeth Gaskell. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan psikoanalisis Alfred Adler dan teori sindrom Gadis Baik oleh Beverly Engel sebagai teori utama penelitian ini. Hubungan antara sastra dan pendekatan pskoanalisis ditemukan dalam karya sastra yang menggambarkan isu-isu psikologi di dalam ceritanya. Teori Adler digunakan untuk mengumpulkan data berupa dialog dan kutipan karakter wanita dalam Ruth dan teori sindrom Gadis Bak digunakan sebagai indikator untuk menganalisis data yang terkumpul. Hasil penelitian menunjukkan tujuh dari sepuluh gejala sindrom Gadis Baik yang muncul yatu, perasaan dan kebutuhan orang lain lebih penting daripada dirinya; dia percaya bahwa dia akan diperlakukan baik dan adil selama dia baik dan adil; pendapat orang lain tentang dirinya lebih penting daripada harga diri, kesehatan, dan keselamatannya; dia akan diterima dan dicintai jika dia baik dan sempura; dia percaya bahwa dia tidak memiliki hak untuk membela dirinya atau bertindak atas namanya; dia percaya bahwa kemarahan adalah emosi yang merusak dan tidak boleh diungkapkan secara langsung kepada orang yang dia marahi; dan dia percaya bahwa lebih baik menghindari konflik dengan cara apa pun. Enam dari tujuh tipe sindrom Gadis Baik yang dihadirkan adalah *the doormat, the pretender, the innocent, the victim, the martyr,* dan *the pudle.* Kondisi sosial pada era Victona memiliki hubungan dengan sindrom Gadis Baik dalam memengaruhi pembentukan sindrom Gadis Baik di karakter perempuan karya Ruth adalah kelas sosial, konsep keluarga Victoria, wanita ideal Victoria, dan agama, serta moralitas Victoria

Kata kunci: Ruth, sindrom Gadis Baik, psikoanalisis

ABSTRACT

MADELINE YUDITH. *The Notion of Nice Girl Syndrome in Gaskell's Ruth: A Psychoanalysis Approach* (supervised by Burhanuddin Arafah and Herawaty Abbas).

This study aimed to describe the symptoms and types of Nice Girl syndrome presented in Gaskell's *Ruth* and elaborate on the relationship between social conditions during the Victorian era and Nice Girl syndrome illustrated in Gaskell's *Ruth.* This study used qualitative descriptive method, Alfred Adler's psychoanalysis approach and the Nice Girl syndrome theory by Beverly Engel as the grand theory of this research. The correlation between literature and the psychological process is found in how literary works depict the psychological issues in the stories. Adler's theory was used to collect data as dialogues and lines of *Ruth's* female characters, and Nice Girl syndrome theory was used as an indicator to analyze collected data. This study exposed seven out of ten symptoms of Nice Girl syndrome, namely "other people's feelings and need are more important than her own", "she believes that she will be treated nice and fair as long as she is nice and fair", "other people thought about herself is more important than her self-esteem, health, and safety", "she will be accepted and loved if she is good and perfect", "she believes that she does not have the right to stand up for herself or act on her behalf", "she believed that anger is a destructive emotion and should not be expressed directly to those with whom she was angry", and "she believes that it is better to avoid conflict at all costs". Six out of seven types of Nice Girl syndrome presented in this study are the doormat, the pretender, the innocent, the victim, the martyr, and the prude. The correlation between social conditions during the Victorian era and Nice Girl syndrome is that social conditions influence the formation of Nice Girl syndrome in *Ruth's* female characters, namely social class, Victorian family, Victorian ideal womanhood and Victorian religion and morality.

Keywords: Ruth, Nice Girl syndrome, Psychoanalysis

Makassar, 28 Juli 2023

Prof. Drs. Burhanuddin Arafah, M.Hum., Ph.D
Pembimbing

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CHAPTER I
INTRODUCTION

This chapter contains background, identification of problems, scope of the problem, research question, and objective of the research.

A.   Background

Indonesia is a big country with a plural society. This country consists of many customs, languages, and religions which leads the people to live together understanding and comprehending each other differences. Garna (1996: 145) proposed that plural society refers to a society consisting of different racial and ethnic groups under one government system. Men and women are lived side by side contributing their set of skills and having social lives engaging with other people.

As a part of society, women are one of the most engaging topics to talk about. Afiah et al. (2022: 214) suggested that there are many things related to women such as discrimination, gender, freedom, inequality, independence, slavery, women's rights, and women's desires. Beta (2020) mentioned that there are approximately 31 million women aged 16 to 31 years old living in Indonesia. She also stated that in 2018, young women in Indonesia who work as entrepreneurs or workers in the fashion industry contributed US $ 8.2 billion to the Indonesian economy. Women in Indonesia play a significant and noticeable role in society. In addition, Mehrad & Zangeneh (2015: 94) stated that especially in the manufacturing and industrial sectors nowadays and women also have a large contribution to the economy of society. Unfortunately, women have to face some obstacles related to their role in society. The obstacles appear as the result of an unfair chances of women having a job than men, because men usually offered a job with bigger amount of wage and a good career oppurtunity. As Seehuus (2023:

7) suggested that women are expected to prefer jobs that allow them to combine work and family responsibilities, while men anticipating inhabiting the role of primary breadwinner that allows men to prefer job that maximize lifetime earnings and offered good career oppurtunities.

Globally, the fact that the role of women in the fields of education, health, social culture, politics, law, and the economy is still low (Purnawati & Utama, 2019: 119). Purnawati and Utama also mentioned that the concepts related to power, agency, resources, and achievement are used to explain and describe the problems related to women's empowerment globally. All of these factors have an impact on the low participation, access, and benefits enjoyed by women in contributing their role in society. The main problem with this issue is the fact that communities often found that it still does not support the realization of gender equality and justice (Prantiasih, 2014: 2). In addition, Asriyanti (2022: 790) noted that women has stronger needs for prestige than for power. This matter of fact affected the indifference to the role of women which is rooted in gender inequalities and has permeated world society's system, their important role is often underestimated. This phenomenon has a strong relation to Nice Girl syndrome.

Kompasiana (2020) stated that there are certain standards in society that ruled how women should behave. Nice Girl syndrome is an attitude when a woman forces herself to always be kind and pleasing to others, without thinking about her feelings or even her rights. One of this syndrome's symptom is a woman usually makes an effort for someone or a group of people because she is afraid to disappoint that particular person. Women will always act positively so she does not judged badly, but often someone who has this syndrome does not realize that the attitude they have can destroy them. In the same article, *Kompasiana* mentioned that according to a psychologist, the cause of this Nice Girl syndrome is childhood experiences. The childhood experience has an impact in constructing a child's

personality, especially when a child has been educated and demanded to be nice and obedient to the words of others so that other people feel happy or happy when the individual complies with his wishes. This attitude eventually carries over to adulthood where women will always try to be seen as nice people.

The writer believes this phenomenon has a destructive impact on women's personalities since they feel the need to please a person or a group of people and often their family and relatives, and these women may lose their personality as an individual.

The life of human beings, men and women, are captured and written well in literature. Literature comes as a solution to spread events whether someone was alive or something happen in the past and then artistically transform it into writing called literary work. Goldmann (1980: 24) stated that literary work as a meaningful structure will represent the author's world vision, not as an individual but also as a part of society. Mutmainnah (2022: 350) also mentioned that literary work is described by human life fictionally sometimes the same as the reality of human life. In addition, Sunyoto (2022: 2551) suggested that the relationship between literary work and social life is about how the author employs their social background in their literary work which imply the phenomena happening around their time and their living area. Based on these definitions, literary works do not only represent each author's vision, but it also records a cultural event in the past.

 Yudith et al. (2023: 109) argued that several genres of literary works such as poetry, prose, and drama are differentiated by its content, complexity, and use of figurative language. Based on its content, complexity and the use of figurative language, prose especially novel is one of the literary works which usually tells a character's life in any particular form time and place with its conflicts and problem-solving. Peck and Coyle (1984: 102) noted that a novel is a prose telling with a

great amount of detail on every page, and usually reveals human values. One of the women authors which often writes about women is Elizabeth Gaskell.

Elizabeth Cleghorn Gaskell (1810-1865) who was born on September 29, 1810, in Lindsey Row, is a most beloved female Victorian authors. Her novels convey many messages about the need for social reconciliation, for a better understanding between employers and workers, and between honorable and outcasts of society. Her writing was carefully researched, and she took a great care in reproducing the Northern dialect accurately. (Gaskell Society, 2018)

Gaskell has contributed some of her best works to the literary world, namely *Cranford* (1853), *Ruth* (1853), *North and South* (1855), *Sylvia's Lovers* (1863) *Cousin Phillis* (1863), and finally *Wives and Daughters* (1866), which never finished. In the early 20th century, her writing seemed ancient and provocative, but today, Gaskell ranks as one of England's most respected Victorian author. She recognized as an accomplished artist, who drew the attention of literary theorists, academics, and readers who simply enjoy good stories. As a result, Gaskell's writings are now being published for her growing readership. Gaskell is bold and progressive in her style and subject and often framed her stories as a critique of Victorian attitudes. She challenged the dislike of her husband's Unitarian congregation because of her depiction of traditional views of the role of women in society, prostitution, and prohibition, particularly in her novel *Ruth*. (Gaskell Society, 2018)

Ruth published in 1853 during the Victorian Era is the story about Ruth, a young orphan girl who works as a seamstress after her parent's death. This novel uses a third-person narrator in the past tense, which is about a series of unfortunate circumstances that made Ruth fired and expelled from her home. Throughout Ruth's journey, this novel represents some social issues such as fallen women, the stigma of illegitimacy, gender inequality, and social class which

happen in the Victorian era. This novel contributed an interpretation of traditional views of the role of women in society which has a strong relation to the topic of this research, Nice Girl syndrome.

Nice Girl syndrome is an attitude when a woman forces herself to always be kind and pleasing to others, without thinking about her feelings or even her rights (Engel, 2008: 5). Engel mentioned several types of Nice Girl syndrome; the doormat, the pretender, the victim, the martyr, the prude, and the enlightened one which will be elaborated more in Chapter II. The writer believes that this issue is important to be promoted because some women did not realize that they forced themselves to always be kind and pleasing to others, without thinking about their feelings or even their rights. In analyzing Nice Girl syndrome in Gaskell's *Ruth*, the writer used the psychoanalysis approach by Alfred Adler called Individual Psychology which focus on basic motivations that drive other motivations to identify correlated data in the novel and used Nice Girl syndrome as the grand theory to identify the symptoms and types of Nice Girl syndrome in Gaskell's *Ruth* and elaborate on the relationship between social conditions during the Victorian era and Nice Girl syndrome, using the characters in Gaskell's novel and composing several conclusions as to the result of the analysis.

The research is important to conduct because the writer believes that exposing some symptoms and types of Nice Girl syndrome as illustrated in *Ruth* will inspire and educate the reader to have a better perspective about being kind to other people in an appropriate way. Appropriate way here means that doing a good deed to other people is fine as long as the good deed does not hurt or inflict any loss in any particular way. By displaying the example and explanation of Nice Girl syndrome through lines in *Ruth,* the writer hopes this research may contribute as a source of Nice Girl syndrome concept and inspire people to prioritize themselves first before anyone else.

B. Identification of Problems

Based on the background, the writer finds some interesting issues which may be analyzed in this novel. The writer only focused one issue and the other issues can be used by future researchers. Some of the issues are mentioned below:

1. Fallen woman, this term refers to a woman who has lost her "innocence".

2. Stigma of illegitimacy, in the novel, Ruth Hilton has lost her virginity and is pregnant even though she is not married yet. Society expelled Ruth from the village because of the stigma of illegitimacy which sees Ruth as a fallen woman who has no right to live within the society.

3. Gender inequality, the opportunity for women and men in this novel is unequal. Where Ruth got expelled and Mr. Bellingham is forgiven even though he is the one who seduced Ruth.

4. Nice Girl syndrome, there are some symptoms portrayed by female characters in *Ruth* also which type of Nice Girl syndrome the characters are.

5. Social class, Mr. Bellingham is an aristocrat which refers to a member of the aristocracy (a decadent old blue-blooded aristocrat), and on the other hand, Ruth is a young poor orphan girl with unmatched by Mr. Bellingham's social status. Mr. Bellingham's mother refused Ruth because of her social status.

C. Scope of Problems

This research focused on analyzing symptoms and types of Nice Girl syndrome in Gaskell's *Ruth* and the impact of social conditions during the Victorian era in affecting Nice Girl syndrome as illustrated in Gaskell's *Ruth.*

D. Research Questions

This research has three research questions:

1. What are the symptoms of Nice Girl syndrome presented in Gaskell's *Ruth*?

2. What are the types of Nice Girl syndrome presented in Gaskell's *Ruth*?

3. How are social conditions during the Victorian era related to Nice Girl syndrome as illustrated in Gaskell's *Ruth*?

E. Objective of the Research

In this research, the writer analyzed three things attained according to the research questions mentioned below:

1. To what extent the symptoms of Nice Girl syndrome presented in Gaskell's *Ruth.*

2. To what extent the types of Nice Girl syndrome presented in Gaskell's *Ruth.*

3. To elaborate the way social conditions during the Victorian era related to Nice Girl syndrome illustrated in Gaskell's *Ruth.*

F. Significance of the Research

This research aims to identify symptoms and types of Nice Girl syndrome in Gaskell's *Ruth* and elaborate on the relationship between social conditions during the Victorian era and Nice Girl syndrome*.*

Theoretically, the writer expected this research to contribute to the development of literature, especially the application of Nice Girl syndrome theory to solve psychological issues related to women characters as reflected in Gaskell's *Ruth.* The writer also hoped that this research could become a reference to the future researcher regarding to this particular topic Nice Girl syndrome.

Practically, this research aims to improve the reader's knowledge about Nice Girl syndrome and make people to realize, especially women, to avoid and prevent it by noticing the symptoms mentioned in this study.

G.   Sequence of Writing

This thesis consist of five chapters. In chapter one, it covers the background, identification of the problems, research questions, objectives of the research, scope of the problem, significance of the research, and sequence of writing. Chapter two contains an explanation of previous studies, psychoanalysis approach, and Nice Girl syndrome. Next, chapter three includes type of research, instruments of research, method of collecting data and method of analyzing data, and research procedures. Chapter four explains findings and discussion about symptoms and types of Nice Girl syndrome presented in Gaskell's *Ruth* and social conditions during Victorian era that related to Nice Girl syndrome as illustrated in Gaskell's *Ruth.* The last chapter is chapter five that contains conclusions and suggestions of this research.

CHAPTER II

LITERATURE REVIEW

The second chapter reveals previous research studies related to the subject matter of this research, and the theoretical background of the psychoanalysis approach, Nice Girl syndrome, and the conceptual framework.

A.   Previous Studies

To conduct a complete research, the writer must review previous studies as references. The writer discovered several previous types of studies that have some similarities and correlations to the writer's current research. Some of the previous studies are written by Wirawan and Samanik (2018), Anggreini and Manugeren (2019), Demir (2020), and Asriyanti (2022). The writer used these relevant studies as supporting data to help the writer to analyze the collected data.

Wirawan and Samanik (2018) wrote a journal article entitled *Sociopathic Personality Disorder in Humbert Humbert's Character of Nabokov's* **Lolita**. This article focused on investigating the cause of Humbert Humbert's character who suffers from a sociopathic personality disorder in a Russian literary work of Nabokov's *Lolita*. The author of this article used sociopathic personality disorder theory by Hare (1997), Loewen (2013), Birnbaum (1910), Yildrim & Dderksen (2013), and the psychology of literature approach by Rivaldy (2007) resulting in symptoms of sociopathic personality disorder, the characteristics of a sociopath, the cause of sociopathic personality disorder, and the impact of Sociopathic Personality Disorder toward Humbert Humbert character in *Lolita.*

Anggreini and Manugeren (2019) wrote an article entitled *The Characteristics of Autism Asperger Syndrome in Mark Haddon's novel **The Curious Incident of the Dog in the Night*** which is concerned with the protagonist

suffering from Asperger Syndrome in the novel. The author of this article used autism grand theory picturing Asperger Syndrome as an autism spectrum disorder. The result of this research shows that the protagonist of the novel has got some significant features of Asperger Syndrome namely lacking social activity, the ability to interpret objects, and the ability to set routine patterns.

Demir et al. (2020), wrote her research entitled *Cinderella Syndrome "Women with Fear of Independence" Developing A Scale*. The purpose of this research is to developing a scale into Turkish culture to determine the degree of Cinderella syndrome in women. The Cinderella Complex Syndrome Scale is her 5-item Likert scale with 25 items. To determine the validity of the construct, an Exploratory Factor Analysis (EFA) was performed to identify three factors for her called 'sexist attitude', 'refusal of responsibility' and 'career abandonment'. I was. According to EFA, three factors account for 54.69% of the variance. EFA results were validated by Confirmatory Factor Analysis (CFA). Cronbach alpha was found to be 0.94 at full scale. The result signify that the reliability of the Cinderela complex scale is sufficient. The scale has valid and reliable psychometric properties and in this way it might bea n appropriate tool to evaluate the level of Cinderella syndrome in women clients both individual and double counseling/psychoterapies.

Asriyanti (2022) wrote a thesis entitled *Cinderella Complex Syndrome Represented by The Female Characters in Louisa May Alcott's **Little Women*** which aimed to described aspects and factors of Cinderella Complex Syndrome represented by the female characters in *Little Women*. Using qualitative descriptive method, Sigmund Freud's Psychoanalytic theory, and Cinderella Complex syndrome theory by Colette Dowling, this study found that four of the six female characters in *Little Women* depicted that they have Cinderella Complex syndrome through their thoughts and dialogues.

Wirawan and Samanik, Anggreini and Manugeren, and Asrianti studies has a similar focus which is only exploring the intrinsic aspect in chosen novel. Wirawan and Samanik's article focused in exposing symptoms, characteristics, causes and the impact of Sociopathic Personality Disorder toward Humbert Humbert characters in *Lolita.* Anggreini and Manugeren's study focused on the protagonists' lacking social activity, the ability to interpret objects, and the ability to set routine patterns which are the significant features of Asperger Syndrome in Haddon's *The Curious Incident of the Dog in the Night*. While Asriyanti's study focused on depicting female characters in *Little Women* that has Cinderella Complex syndrome through their thoughts and dialogues. On the other hand, this study focused in exposing the symptoms and types of Nice Girl syndrome and the way social conditions during the Victorian era relate to Nice Girl syndrome in Gaskell's *Ruth*. The different between the three studies mentioned above are the focus of the study is only in the intrinsic aspect especially the characters in the novel, while in this study, the writer analyzed both intrinsic aspect which female characters and extrinsic aspect especially social conditions during Victorian era illustrated in Gaskell's *Ruth*.

In addition, Demir's research purpose is to develop a Cinderella syndrome's scale into Turkish culture as an appropriate tool to evaluate the degree of Cinderella syndrome for women clients in counseling or psycotherapies. Demir's study is a quantitative research that require participants and test performed, while this study is a library research.

To sum up, the writer found that these previous studies already analyzed syndromes or disorders that focus on one or more characters that do not specify gender and use various theories. This study aims to identify symptoms and types of Nice Girl syndrome in Gaskell's *Ruth* and elaborate the way social conditions during the Victorian era relate to Nice Girl syndrome*.*

B.   Theoretical Background

1. Literature and Psychology

Literary works are inextricably linked to the nuanced choices, aspirations, and outlooks on life that the characters portrayed in the writings. These are psychological traits that are meant to resemble actual human characteristics. Each character's personality is created by the author of a literary work using their thoughts, perspectives, and life experiences. Characteristic patterns of behavior and ways of thinking are referred to as a person's personality, and they influence how well they can adapt to their surroundings (Hilgard et al, 1975: 396).

The definition of psychology has recently shifted from "the science of thought" to "the science of conduct" (Rycroft, 1985: 130). Psychology is the scientific study of behavior, including both internal and externally visible actions (Wortman et al., 1999: 4). In addition, Das (1998: 33) pointed out that psychology is all about how people behave, how their minds work, and how their actions are influenced by their environment. Learning psychology entails comprehending a person who is distinct from others and who has a particular attitude.

Human life has a strong connection between psychology and literature. Through the use of psychological principles in literary works, things and phenomena in human existence can be explored and explained. According to Wellek and Warren (1977: 92), psychological truth is only an aesthetic value in the work itself if it increases coherence and complexity. Psychology is merely a prelude to the act of creation. Jung (1990: 217) stated it should be clear enough how psychology, which is the study of psychic processes, may be applied to the study of literature because the human psyche is the source of all sciences and the arts.

Additionally, Minderop (2011: 1) noted that literature academics must comprehend the character's impact and the fundamental psychology of human.

Endraswara (2008: 67) argued the literary work itself will serve as the major source for the researcher to conduct the research by following the psychology norms and theories. This will make it easier for the researcher to grasp the inner struggle experienced by the characters.

Based on the topic of the research below, Wellek and Warren (1977: 81) noted that there are various definitions of literary psychology:

a. The psychology of literature, which focuses on the author's psychology. It implies that a writer is a person who fully immersed in building humanity towards a character's the desire and emotion. He produced literary works based on his interests and emotional background.

b. Psychology of literature that studies the creative processes. It means that this study looks at how the process of a work can be made into a whole literary work.

c. Psychology of literature that studies the types and principles of psychology applied to literary works. It means that this study looks at how topics and cases in psychology are applied to the character of literary works.

d. Psychology of literature that studies the influence of literary works on the reader. It means that this study sees the influence of literary work on the reader, whether it affects the way of thinking and the way of life of the reader or not.

This study is included in the third kind mentioned above where types and topics of psychology are applied to literary works. The topic is Nice Girl syndrome which applied to Gaskell's *Ruth* as an indicator to determine female character's symptoms and types of the syndrome and social condition during Victorian era that related towards the formation of *Ruth's* female characters in having the Nice Girl syndrome.

2. Psychoanalysis Approach

Invented by the well-known Sigmund Freud, psychoanalysis is one of the modern theories that are used in English Literature. Stengel (1953: 5) said that psychoanalysis theory developed first in Vienna in the 1890s.

Hossain (2017: 41) stated that psychoanalysis placed a strong emphasis on motives, focusing on subliminal or veiled motivations that serve to make sense of literature on two levels: the level of the writing itself and the level of character activity inside the text. The idea of psychoanalysis was first put out by Freud, who posited three psychological or personality structures. A literary work's characters, readers, writers, and texts that rely on Freud's psychoanalytical evaluation have an effect on the id, ego, and superego that make up human personality. According to Freud (1920: 115), the idea, as opposed to the ide, which values society's moral aspects of life, arises from our unconscious mind and gives rise to the superego, the will to fury, thirst, and sexual desire. The ego element of the personality, which is conscious of both the actual side of life and the thoughts generating disorder, balances the two aspects of personality.

Furthermore, the basic concept of psychoanalysis evolved and was developed by Freud's student, Carl Gustav Jung, who sees the basic human behaviors in myths and legends. A later development of psychoanalysis embraced by Alfred Adler called Individual Psychology.

Adler (1924: 2) introduced his psychoanalysis concept with an assumption of the unity of the individual, an attempt is made to obtain a picture of this unified personality regarded as a variant of individual life manifestations and forms of expression. Adler's theory is focused on individual personality theories that express the basic motivations that drive other motivations. Hall and Lindzey (1978: 118) explained that Adler's theory simply emphasizes that human is a self-

conscious individual who is able to plan and guide his actions with full awareness of his meaning for his realization.

In his book, Adler (1924: 26) explained that there are four main types of people. First, a powerful type who tries to control other people. Second, getting types who tend to be very passive and in line with other people's ideas, rarely inventive. Next, avoid types who try to isolate themselves to avoid defeat and usually have a very cold personality. The last one is the socially useful type who values that people have control over their lives and strive to do good things for the sake of society.

By the time, Adler's theory about Individual Psychology evolved and was restructured by editors and become a more solid and structured form. Adler remarked that our drive to reach our potential and go closer and closer to our goals is motivated by forces of superiority or perfection. The idea that we want to be better than others rather than great in our own right is included in the phrase "striving for supremacy," which does refer to the desire to be better. According to Alfred (1997: 17), personality theory has six key ideas, which are described below:

a. Inferiority Feeling

Adler started by focusing on the inferiority of organs, specifically the notion that each of us has a stronger, more powerful component of anatomy or physiology. According to Adler, many people want recompense for their inherent inferiority. They employ various strategies to make up for their flaws. Under typical conditions, humankind is primarily motivated by feelings of inferiority or incompleteness. In other words, humans are drawn to the need to be great because they need to overcome their inferiority (Adler in Hall & Lindzey, 1978: 121). Adler (1997: 40) believed that as long as people striving for personal superiority temper their efforts with social interest, they can accomplish some

good, but if they lack of social interest, they are not prepared to solve life's problems.

Adler stated there are five types of inferiority feelings. First, a sense of physical inferiority is brought on by flaws in the body, such as an absence of an organ, a physical impairment, a deformity, an ugly appearance, a lack of strength, an abnormally high height, or a sickness. Typically, someone will pursue physical closeness, sensual pleasure, sexual satisfaction, athletic prowess, strength, beauty, and health as compensation.

The second is a sense of psychological inadequacy. Real or imagined undesirable traits, acting or feeling insane, disliking or hating, embarrassment at oneself, and feeling awful or guilty are only a few of the circumstances that cause psychological inferiority sentiments. A person who works for good character takes pride in himself, liked by others, admired by others, loved by someone, and achieves self-actualization will be formed by this kind of low self-esteem.

Next, there is a sense of intellectual inferiority brought on by illiteracy, ignorance, feeling ignorant, a lack of skills, learning challenges, and boredom. In such a circumstance, one will pursue learning, comprehension, skills, artistic talent, academic accomplishment, musical enjoyment, art, theatre, and literature.

The sensation of social inferiority comes in fourth. It occurs when a person feels alone, excluded, uninvited, abandoned, uneasy in social situations, and non-existent in society. People of this kind will try to connect with others, join organizations, identify with groups, be socially adept, receive social acceptance, and consent to exist in society.

The last is the economic inferiority complex, which is brought on by financial hardship, property, unpaid work, and deviation from the norm. Wealth, becoming wealthy, a good income, financial security, etc. are the rewards.

    b.   Fictional Finalism

Adler defined fictional finalism as a notion that fictional ideas guide our behavior as we strive toward a complete or whole state of being. Adler believed that our goals are fictional or imagined ideals that cannot be tested against reality. We live our lives around ideals such as the belief that all people are created equal or that all people are basically good.

Humans are more driven by their expectations for the future than by their prior encounters (Hall & Lindzey, 1978: 119). All of a person's reasonable, partial goals are always on schedule, moving in the right direction, and ultimately leading to their ultimate aim which are the reason for one's acts, feelings, desires, and thoughts. When necessary, a normal person can break free from the consequences of these fictions and face reality, but neurotics cannot (Hall & Lindzey, 1978: 120).

Many of these fictions influence how we live, but the idea of perfection is the most ubiquitous. According to Adler, the conception of God is the human race's finest attempt to express this goal. Although it is still referred to as "fictional finalism," Adler preferred the phrase subjective final goal or guiding self-ideal to characterize this concept. (Watts & Holden, 1994: 161).

c. Striving for Superiority

Adler (1997: 32) agreed that pursuiting superiority as a basic feature of life. The ultimate aim that we pursue is superiority. The pursuit of superiority does not involve trying to outperform others, nor does it involve a tendency toward arrogance or dominance, nor does it involve an exaggerated view of our competence or achievements. Adler intended the pursuit of perfection. The Latin root of the word "perfection" means to complete or finish. So, according to Adler, we ought to aim for excellence in order to complete ourselves.

This fundamental desire, the need for wholeness or fulfillment, is forward-looking. Adler regarded human motivation in terms of expectations and ambitions

for the future, in contrast to Freud's theory that human conduct is governed by the past (instincts and childhood experiences). He claimed that instincts and primordial urges were insufficient as guiding principles for an explanation. The only explanation for personality and behavior is the supreme, ultimate objective of superiority of perfection.

d. Creative Self

Between the stimuli that are acting on a person and the response, he or she produces to those stimuli is something called the creative self. The creative self-concept argues that each person has their own unique personality. He constructed it using his experience, knowledge and inherited raw materials. The creative self provides life significance by generating objectives and means to achieve them. This creative self can be observed from various angles, including the power of evolution, the power of life, and forces that successfully complete the ideal task of overcoming difficulty (Hall & Lindzey, 1978: 124). Adler utilized phrases like personality, character, and style of life to refer to how we shape who we are as individuals.

Experiences in early life do not passively shape who we are. Our conscious perspective on such encounters is more significant than the experiences themselves. According to Adler, neither inheritance nor environment fully explains how personalities evolve. Instead, the basis for the inventive creation of our attitude toward life is how we perceive and interpret these factors.

e. Style of Life

Adler (1997: 45) believed that personality develops during the first five to six years of life, and frequently a child's personality is directly influenced by their familial environment. Each people create a particular set of traits, mannerisms, and routines that Adler referred to as a "distinctive character" or "style of life."

A human being must revisit the ideas of inferiority sentiments and compensation in order to comprehend how the style of living evolves. Infants suffer from inferiority complexes that drive them to make up for dependence and helplessness. They pick up a set of behaviors in these attempts at compensating. The unwell child might, for instance, try to get stronger by lifting weights or running. These actions become ingrained in the way of living, becoming a pattern of actions meant to make up for inadequacy.

This particular way of living shaped and defined everything people do. It determines what elements of the environment people pay attention to and what people choose to ignore, as well as each person's attitudes. The way of life is acquired through social interactions and solidifies by the time a child is 4 or 5 years old, making any subsequent changes challenging.

Thus, the way of life serves as the model for all of our subsequent behavior. Social interactions, particularly the person's birth order within the family and the dynamics of the parent-child relationship have an impact on its nature. Remember that neglect is one circumstance that can result in an inferiority mentality. Children who have been neglected may feel inadequate in dealing with life's obligations, leading them to mistrust and hostility toward others. As a result, they may live a life of pursuing vengeance, disliking others' achievements, and claiming what they believe is rightfully theirs.

f. Social Interest

According to Adler, the first challenge we face in life is getting along with other people. The degree to which we can get along with others becomes a part of our lives and thus affects how successfully or poorly we will handle all of life's challenges. He defined this as the idea of social interest, which is a person's intrinsic capacity to work with others to further their own and society's goals.

Although social influences have a stronger influence on us than biological ones do, in Adler's opinion, the capacity for social interest is innate. Thus, in that restricted sense, there is a biological component to Adler's strategy. But how much of our innate capacity for social curiosity develops depends on our earliest social interactions.

Nobody can completely avoid other people or their obligations to them. People have congregated in families, tribes, and nations since the beginning of time. Human beings rely on communities for protection and survival. As a result, people have always needed to work together to express their social concerns. To achieve personal and communal goals, individuals must collaborate with and contribute to society. Adler believed that in order to be healthy, well-functioning individuals, people have a fundamental need to belong. Adler identified two biological factors that influence people's social interests: the role of the mother and birth order.

The significance of the mother is the first person a baby comes into contact with. The mother's behavior toward her child can either foster or stymie social development. Adler believed that the mother's role was critical in the development of a child's social interest as well as all other aspects of personality. The mother must instill in her child the values of cooperation, companionship, and courage. Children who feel a sense of belonging to others will be able to face life's challenges with courage.

The notion is that birth order is a major social influence in childhood, one that shapes our way of life. Siblings may have the same parents and live in the same house, but their social environments are not the same. Being older or younger than one's siblings, as well as being exposed to different parental attitudes, creates different childhood conditions that contribute to the development of different types of personalities.

Hossain (2017: 43) mentioned that there are four things that can be the focus of psychoanalysis literary criticism, namely:

a. The author, the theory is used to analyze the author and his/her life and the literary work.

b. The characters, the theory is used to analyze one or more characters, the psychological theory becomes a tool that explains the characters' behaviour and motivations.

c. The audience, the theory is used to explain the appeal of the work for those who read it.

d. The text, the theory is used to analyze the role of language and symbolism in the work.

In this study, Adler's psychoanalysis approach used as a tool to interpreting and determining the characters' dialogues and lines in the novel and Nice Girl syndrome theory as the indicator to identify collected data and sorting it into which symptoms and types of *Ruth's* female characters that has Nice Girl syndrome and social conditions during Victorian era that related towards the formation of *Ruth's* female characters in having the Nice Girl syndrome.

C. Nice Girl Syndrome

Nice Girl syndrome was first revealed by Beverly Engel in 2008 through her book entitled *The Nice Girl Syndrome.* Engel is a psychotherapist, she often heard her clients describe painful, shocking, and even bizarre experiences. Engel (2008: 5) focused specifically on the beliefs and attitudes that set women up to be used and abused. Nice Girl syndrome is an attitude when a woman forces herself to always be kind and pleasing to others, without thinking about her feelings or even her rights (Engel, 2008: 5). In addition to this, there are seven types of Nice Girl syndrome (Engel, 2008:17):

1. *The Doormat.* This is the stereotypical passive female who allows others to walk all over her. She suffers from "terminal niceness" and never seems to learn her lesson no matter how many times she is taken advantage of, manipulated, betrayed, or abused. Women with Doormat syndrome are often the victims of unscrupulous salespeople and con artists. Many are also emotionally, verbally, or physically abused, and they tend to take the abuse for months and even years.

2. *The Pretender.* This type of woman has a powerful investment in appearing to be nice, cooperative, and charming (when in reality she may be angry and resentful). She pretends she agrees when she doesn't. She also often pretends to be interested in what others are saying or doing while in reality, she is bored.

3. *The Innocent.* This type of Nice Girl is very naive and gullible. She is quick to believe what others tell her and is therefore easily manipulated or conned. An 'innocent' often continues to defend partners or children who are selfish, deceitful, or blatantly abusive, even when everyone around her tries to tell her she is being used or abused.

4. *The Victim.* This type of woman feels hopeless and helpless to change her circumstances in life. In her attempts to be nice, she has repressed her power to such an extent that she has lost touch with it completely. Those who suffer from this type of Nice Girl syndrome have been known to stay with a physically abusive man even after being hospitalized several times.

5. *The Martyr.* This type of woman sacrifices herself for others—her parents, her partner, and/or her children. This includes sacrificing her time, her financial security, and even her health to help or rescue others. Often, the martyr will devote her life to helping others, and then she will feel that these people owe her because of her sacrifices.

6. *The Prude.* The prude has a strong need to be perfect or moral. She adheres to rigid standards (for example, no sex before marriage, no alcohol) and is often active in a conservative religious church. She strongly disapproves of certain behaviors and is very judgmental of others who engage in activities she disapproves of. But she hides her disapproval behind a wall of niceness.

7. *The Enlightened One.* This type of woman believes strongly in tolerance, compassion, and forgiveness to such an extent that she represses her anger and doesn't allow herself to express such normal feelings as sadness, envy, anger, or resentment.

Engel stated that many different types of Nice Girls (women who have Nice Girl syndrome) often have certain beliefs and attitudes in common (2008: 33). These symptoms are called "The Ten False Beliefs" (Gaskell, 2008: 33) mentioned below:

1. Other people's feelings and needs are far more important than my own.

2. If I am nice (and fair) to other people, they will be nice (and fair) to me.

3. What other people think about me is more important than my self-esteem, my health, or even my safety.

4. If I am good and perfect, I will be accepted and loved.

5. If I act naive and innocent, people will take care of me and I won't have to grow up.

6. I don't have the right to stand up for myself or act on my behalf.

7. Anger is a destructive emotion and shouldn't be expressed, especially directly to those with whom you are angry.

8. It is better to avoid conflict at all costs.

9. There is good in everyone, and if you give someone enough chances, he or she will eventually show it to you.

10. Women need men to protect them and support them financially.

This syndrome is not formed by itself. Engel (2008: 27). mentioned that there are four major origins for Nice Girl behavior being formed over time. These four major factors are:

1. *Biological Predisposition*

Women are hard-wired to be patient and compassionate and to value connection over confrontation. There is the term "female passivity" which often means that women's need to seek a solution that is most inclusive of everyone's needs as an act of care that restraint of aggression. Women actually have a larger behavioral repertoire than the "fight or flight" choices to which men appear to be limited. When the hormone oxytocin is released as part of the stress response in a woman, it buffers the "fight or flight" response and encourages her to tend to children and gather with other women.

2. *Societal Beliefs*

Societal beliefs are passed on to a child by the culture or society in which she is raised. Girls are typically socialized to be polite, appropriate, pleasant, and agreeable which are all the personality traits that characterize Nice Girls (term of women who has Nice Girl syndrome). For centuries, being nice was often synonymous with being female. Girls were supposed to be "sugar and spice and everything nice". Unfortunately, even today, the feminine ideal tends to be to please others; be selfless, nice, and pretty; and make oneself an object of someone else's life.

To attain this culturally prescribed ideal, a teenage girl must put away a great many parts of herself. She stops speaking out and expressing her feelings. Instead, she focuses on trying to please others, especially those of the opposite sex.

3. *Familial Beliefs*

Familial beliefs are passed on to a child by her family, either directly or by witnessing parental and other family members' behavior. Family tends to pass down certain messages and beliefs. These include everything from the way people should treat one another to the role women play in a family. These messages and beliefs have a powerful influence on the way people think and behave including shaping people's personalities.

There are several common types of family situations that can set a woman up to be a Nice Girl namely having a passive mother, having an abusive or tyrannical father or older brother, being raised in an ultra-conservative or deeply religious family in which women are considered to be second-class citizens, being raised in a misogynistic family, and having parents who place a high value on women's being fair, compassionate, and nice.

The first false belief, that people's feelings and needs are more important than one's own, usually comes from being taught this at home. This belief may have been modeled by a passive or codependent mother who sacrificed herself for her family or her husband, never considering that she had needs of her own. A girl growing up with such a mother can easily receive the message that to be a good woman, a good wife, or a good mother, she must put her own needs aside and focus solely on the needs of others.

Another way that a woman may have received this message is if she had a selfish or narcissistic parent who considered his or her needs to be all-important and ignored the needs of his or her child. A girl raised in this environment often comes to believe that her happiness lies in fulfilling the needs of others.

4. *Experiential beliefs*

Experiential beliefs a child forms as a result of her personal experiences, including childhood trauma. It is quite common for Nice Girls to have experienced

physical, emotional, or sexual abuse in their childhood or as adults. Abuse and neglect can create certain unhealthy attitudes and beliefs that set women up to be Nice Girls and often victims. For example, those who end up becoming a Nice Girl or taking on a victim stance tend to:

   a. Blame themselves when something goes wrong.

   b. Believe their needs are not as important as those of others.

   c. Doubt themselves, including doubting their perceptions, their knowledge, and their beliefs.

   d. Be overly trusting of others, even when someone has proven to be untrustworthy.

   e. Be naive when it comes to the motives of others.

   f. Believe they should attempt to meet the needs of others (especially those of their partner and children) no matter the consequences or hardships to themselves and that their own needs are not as important as those of others.

In addition to the four major sources of Nice Girl syndrome, there are other causes as well. Below are the top ten reasons women tend to be too nice:

   1. They are afraid that unless they are nice, others will not like them.

   2. They are afraid that if they aren't nice, others won't be nice to them.

   3. They are afraid of confrontation and conflict.

   4. They are afraid of being rejected or abandoned by those they love.

   5. They are afraid of being ostracized from their social circle of other women.

   6. They are afraid of their anger, of what they might do if they get in touch with it.

   7. They are afraid of becoming like an abusive parent.

   8. They are afraid of being seen as too masculine.

   9. They are afraid of being called by a bad word.

10. They are afraid that if they aren't nice, men will not protect them and provide for them.

Nice Girls need to learn that these beliefs and attitudes are simply not working for their better life. Nice Girls need to practice beliefs and attitudes opposite to the listed notions above.

This theory is the grand theory of this research which is used to identify and analyzed collected data from the novel to answer the research question mentioned in Chapter I.

D. Conceptual Framework

The conceptual framework helps the writer to design the research. Below is the conceptual framework for this research:

Elizabeth Gaskell's *Ruth*

↓

Psychoanalysis Approach

↓

Nice Girl Syndrome

| 10 Symptoms of Nice Girl Syndrome | 7 Types of Nice Girl Syndrome | Social Conditions During Victorian Era Related to Nice Girl Syndrome |

The Notion of Nice Girl Syndrome in Gaskell's *Ruth*: A Psychoanalysis Approach