

CHAPTER I INTRODUCTION

A. Background of Study

Human beings have always sought ways to express their thoughts, emotions, and experiences in meaningful forms. Stories, poetry, and artistic narratives become powerful tools to capture the essence of life and to preserve the values of different generations. Literature can be broadly defined as a form of written or spoken expression that uses artistic language to convey ideas, emotions, and experiences. It is not only a medium of entertainment but also a reflection of human thought, society, and culture. Through literature, writers explore universal themes such as love, identity, time, and mortality, often in ways that provoke deep reflection in readers. By engaging with literary works, people can better understand both themselves and the world around them.

Virginia Woolf's *Mrs. Dalloway* (1925) is an exemplary work of modernist literature that demonstrates the power of language to represent the complexity of human consciousness. The novel employs the stream-of-consciousness technique, allowing readers to move fluidly through the inner thoughts of characters such as Clarissa Dalloway and Septimus Warren Smith. This stylistic choice reveals the fragmented and subjective nature of reality, illustrating how literature can mirror the intricacies of human psychology.

Thematically, *Mrs. Dalloway* highlights issues of time, memory, mental health, and social class, all of which connect literature to the broader human condition. Clarissa's reflections on her youth and her present social role, alongside Septimus's struggle with trauma and alienation, embody literature's role in voicing both personal and collective experiences. This demonstrates that literature is not detached from life but is deeply intertwined with its struggles, joys, and anxieties of human existence.



Ultimately, literature serves as both a mirror and a lamp: it reflects society while also illuminating hidden aspects of human experience. In the case of Mrs. Dalloway, Woolf uses narrative experimentation and rich psychological detail to capture the fleeting yet profound moments of life. Through this novel, readers witness how literature allows us to engage with questions of identity, mortality, and meaning, thereby reaffirming its central role in understanding the essence of humanity.

Plato in B. Jowett (2008) proposed literature as "mimesis" emphasizes that literature is an imitation or depiction of reality. He argues that literary works should reflect reality and be a model for everyday human life. In this context, literature is not only considered as entertainment, but also as a tool to understand and reflect on life and the universe.

Plato in B. Jowett (2008) stated that literature should provide moral and ethical examples, helping readers understand good and true values. Furthermore, literature plays a role in the education and formation of individual character, making it important in building a better society. This view shows the close relationship between literature, morality, and the reality of life. Literature often provokes thinking about identity and personal experience, helping students understand themselves and their place in society. Through characters and stories in literature, students can relate to the experiences of others, develop empathy, and increase social awareness. Among the efforts to strengthen understanding of the nature of literature, the views of Rene Wellek and Austin Warren (1956) are very relevant.

According to Wellek and Warren (1956), literature is an art form that uses language as the primary medium to express human ideas, feelings, and experiences. Literature is not merely a written work, but also a reflection of the aesthetic, cultural, and social values of society. They emphasized that literature must be understood comprehensively through formal, historical, and psychological analysis that takes into account the structure, context, and impact of literary works on readers. Literature also serves to express human truth through imagination and creativity, which distinguishes it from everyday language or ordinary



cation. René Wellek and Austin Warren (1956) in their work Theory of argued that literature is an art form that uses language as the primary for expressing human ideas, feelings, and experiences. They asserted any works have autonomy, meaning they must be understood as

independent entities with distinctive structures and meanings, without being overly dependent on the social, historical, or biographical context of their authors. In their view, the relationship between form and content in literary works is mutually influential and inseparable. Form encompasses aspects such as structure, style, and writing techniques, while content relates to the themes and meanings the author wishes to convey. Furthermore, Wellek and Warren stated that literature has various functions, including an aesthetic function that emphasizes the beauty of language and the reader's enjoyment, an expressive function that conveys the author's emotions and thoughts, and a cognitive function that provides insight into humanity and the world. Although literature can also reflect social and historical aspects, both emphasized that the primary focus of literary analysis is understanding the work as an artistic whole. Therefore, in the practice of literary criticism, the approach adopted is to understand the structure, meaning, and function of the work holistically, so as to provide a deep appreciation of literature as a complex and layered artistic product. As an example of the application of Wellek and Warren's theory in literary analysis, a novel can be analyzed through the close relationship between form and content that builds the meaning of the entire work. For example, in analyzing Virginia Woolf's *Mrs. Dalloway*, this approach requires researchers to examine formal aspects such as the use of stream-of-consciousness narrative, non-linear time structure, and a style rich in symbolism, as integral parts of the meaning of key themes such as psychological trauma and social alienation. The complex narrative form functions not only as an artistic technique, but also strengthens the content related to the subjective experiences of the characters and post-war social reality. Thus, a comprehensive analysis sees *Mrs. Dalloway* not only as a story that tells the characters and events, but also as a work of art that combines formal and thematic elements synergistically to convey a profound message about the human condition. This approach is in accordance with Wellek and Warren's view that literary criticism must position literary works as a complete and autonomous unity, where aesthetic and meaningful aspects complement each other in forming the reader's aesthetic



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Wellek and Warren (1956) viewed literature as a distinct art form with its unique characteristics compared to other forms of communication. They hold the concept that literature should be studied through a systematic

analysis of its intrinsic elements, such as language, form, structure, and aesthetic function. According to them, literature is not merely a reflection of reality, but also the creation of an imaginative world that contains aesthetic and emotional meaning. In this view, literature has autonomy, meaning that literary works can be understood and evaluated without always having to refer to the social or historical context outside the text. Wellek and Warren also emphasized that the concept of literature encompasses various forms of work, including poetry, prose, drama, and narrative, all of which operate with certain artistic principles. Therefore, according to them, literary studies should focus on understanding the formal structure and dynamics of literary works themselves to uncover how texts create unique aesthetic experiences for their readers.

A literary work is deeply intertwined with psychology, influencing various aspects such as the researcher mindset, the characters' psychological traits, and the readers' responses. The psychology of the researcher shapes the creation of the work, while the characters' psychology reflects different human behaviors and emotions. Additionally, the psychology of the reader plays a crucial role in how literature is perceived and appreciated.

Popular works generally focus on the psychology of the reader to attract wider attention. In contrast, superior literary works present a deeper approach, considering not only the reader's experience but also the researcher's intentions and purposes and the complexity of the characters within. This layered psychological approach enriches the way we better understand and interpret a literary work.

Psychology is closely related to human behavior because this science focuses on understanding how humans think, feel, and act. Studying what drives humans to do certain actions, be it basic needs, desires, or life goals and analyzing how feelings affect human behavior, including how positive or negative emotions can change reactions and decisions.

Early identification of psychological illness is essential to maintaining mental health. By recognizing early signs of psychological problems, individuals can understand themselves and can develop and explore better coping strategies. In addition, early detection allows people to receive prompt and appropriate treatment and can include therapy, counseling, or special medication.

Psychology and literature are deeply interconnected, as both explore



human experiences as individuals and within society. They share a common foundation, focusing on human experiences as subjects of study. When linked to psychology, literature provides a compelling area of investigation because it encompasses the personalities of both the researcher and their fictional characters. By examining psychology, one can gain insights into the minds of the researchers and the characters they portray.

Literary works are present in society as a result of the researcher's thoughts and a reflection of social matters around him. Therefore, literary works are part of the lives of the audience. The researcher is someone who tries to provide a view of the world of his subjects (Rahman, 2018; Barabari & Moharamzadeh, 2020). Poetry, drama and prose are three parts of literary works. The researcher can use language in producing literary works (Rahman & Weda, 2018; Suma et al., 2023). Meanwhile, literature is a broader term encompassing various forms of written or oral works that possess aesthetic, intellectual, and cultural value, including poetry, drama, short stories, essays, and, of course, novels. In other words, novels are a form of literature. While both share a common goal of conveying ideas about life, society, and human values, not all novels are automatically considered literary works in academic or high literature contexts. Novel is considered literary if it possesses outstanding aesthetic value, thematic depth, and complexity in character and narrative structure. Conversely, novels that are solely intended to entertain, such as light popular fiction, may not be studied as serious literature. Literature plays a crucial role in shaping the cultural and moral consciousness of its readers, and novels, as a subset of literature, play a significant role in conveying complex and reflective human experiences. Therefore, although novels and literature have different definitions, the two are interrelated and inseparable in literary and cultural studies.

According to Watt (1957) novel is a form of prose fiction that allows for a deeper exploration of character and human experience than other literary forms.



explore human experiences, relationships between characters, and specific cultural contexts. Through its various intrinsic and extrinsic elements, we are able to convey ideas, emotions, and values, and provide readers with insight into the lives and psychology of the characters. According to Abrams

(in Nurgiyantoro, 2018:247), story characters are individuals who appear in narrative or dramatic works, who are considered by readers to have certain moral traits and tendencies, as reflected in their speech and actions. Furthermore, another intrinsic element is the event. Mieke (2009). *Narratology: Introduction to the Theory of Narrative* (3rd ed.). The events in a story serve to move the plot, build conflict, and develop character. Each event propels the story forward, changing the initial situation and triggering conflict that deepens the suspense. In addition, events help characters show changes or personalities, and allow the theme of the story to be conveyed more clearly. As the conflict escalates, certain events create a climax and reach a peak of tension. At the end of the story, events also play a role in resolving the conflict and providing closure to the overall narrative. (Nurgiyantoro, 2013).

One of the literary works that can be analyzed through the approach of literary psychology and the personality aspects of its characters is the novel entitled *Mrs. Dalloway*, by the famous writer Virginia Woolfs. *Mrs Dalloway* is a novel written by Virginia Woolfs, published in on May 14, 1925 and the initial title of *Mrs Dalloway* was *The Hours*. This novel originated from two short stories, namely "Mrs Dalloway in Bond Street" and "The Prime Minister" which were unfinished. In the autumn of 1922, Woolf began to see the short story "*Mrs Dalloway*" as the first chapter of her new novel, and her completed the manuscript in the late autumn of 1924. Then in October 2005, *Mrs Dalloway* was included in the list of the 100 best English-language novels by TIME Magazine written since its first publication in 1923. Through an inner perspective, the story moves back and forth in time to depict the lives of the characters and thematic arrangements in the interwar period. The novel explores the nature of time in individual experience through a series of interconnected stories and can be analyzed from a psychoanalytic perspective.

Based on the explanation, the researcher wants to reveal the condition of the characters and themes depicted by Virginia Woolfs in *Mrs. Dalloway*. Therefore, the researcher wants to explore how the characters and themes are depicted at that time. Through this literary psychology approach, it aims to solve
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 that has in-depth analyzed the impact of depression on the two main



characters simultaneously, even though both represent two poles of the experience of depression: hidden depression and extreme depression. Many studies discuss depression or mental disorders in general, but do not distinguish depression as a clinical condition that has distinct social, emotional, and philosophical impacts.

B. Identification of Problem

Based on the explanation, the researcher wants to reveal the condition of the characters and themes depicted by Virginia Woolfs in *Mrs. Dalloway*. Therefore, the researcher wants to explore how the characters and themes are depicted at that time. Through this literary psychology approach, it aims to solve the problems faced, especially those concerning aspects of the personality of the characters who are the focus of the study. reflection of personality through patterns or behavior, thoughts and attitudes inherent in a person .

In psychoanalysis, it is crucial to identify various psychological factors influencing characters. One of the challenges in deeply understanding *Mrs. Dalloway* lies in analyzing the characters' psychological backgrounds, including how their life experiences, whether traumatic or not, shape their behaviors. The potential presence of psychological imbalances in the characters requires careful examination of their traits and actions. Applying relevant psychological theories and analytical methods is essential to uncover and understand the psychological issues depicted in the story.

Literary works are often produced as a response to and reflection of social events in human life. In this context, the researcher recognizes that Virginia Woolf's *Mrs. Dalloway* serves as a representation of psychological experiences. When conducting *Mrs. Dalloway*, it is essential to gather pertinent information and details from the narrative that illustrate the characters. Additionally, employing relevant psychological theories and suitable analytical techniques can aid in identifying and comprehending the psychological issues present within the story.



Statement of Problems

Based on this context, this study focuses its focus on analyzing the psychological disorders shown by the main character in Virginia Woolf's novel *Mrs*

Dalloway: Clarissa Dalloway and Septimus Warren. The analysis will be conducted through Sigmund Freud's Psychoanalytic Approach.

D. Research Questions

The researcher formulated the problems such as:

1. What are the personal aspects of the main character described in the novel *Mrs Dalloway* by Virginia Woolfs?
2. What are the depression factors that influence the personality aspects of the characters in the novel *Mrs Dalloway* when viewed from a literary psychology approach?

E. Research Objectives

1. To identify the personality aspects of the main characters in the novel *Mrs. Dalloway* by Virginia Woolf.
2. To explain the things that from the personality traits of depression in the main character in the novel *Mrs. Dalloway* by Virginia Woolf from the perspective of literary psychology.

F. Significance of the Study

The results of this research are expected to be useful both theoretically and practically so that it can be helpful for all parties involved in this research.

1. Theoretical Benefit

This research can provide valuable insights into literary theory and research, especially for those interested in scientific studies on the psychological approach to literature developed by Sigmund Freud.

2. Practical Benefit

This research can be useful for the public to know and understand deeper insights into the representation of psychological illness in 20th-century works; studying psychology in literature offers various benefits to individuals and society. Studying psychology in literature not only enhances our understanding of human nature and mental health but also fosters empathy, critical thinking, and emotional intelligence, which



benefit individuals and society as a whole..

Furthermore, it helps readers understand mental health issues through literary works and provides insight for educators in teaching the relationship between literature and psychology. In addition, this study can help people develop empathy, improve mental health awareness, engage in self-reflection, and enhance their critical thinking and emotional intelligence. It bridges the gap between fictional narratives and real-life human experiences.



CHAPTER II LITERATURE REVIEW

A. Previous Studies

To enhance comprehension of the research's focus, the researcher additionally reviewed various studies carried out by different researchers. This contributed to acquiring insights and ideas that aided in the establishment of the fundamental principles of the present study. Moreover, the researcher found four previous studies that acted as benchmarks while developing and analyzing the current research.

Numerous studies pertain to the subject of this research. This study can take the form of an essay to analyze the differences and similarities between this research and earlier studies, ensuring the originality of the researcher's work.

The first research was carried out by Shalini Marriwala (2012) is titled *Psychoanalysis: A Journey towards Self-Identity through Women Protagonists in the Works of Jane Austen*. In this study, she emphasized that Jane Austen's novels are largely cases of investigation into the human psyche. In his study entitled *Psychoanalysis: A Journey towards Self-Identity by Women Protagonists in the Works of Jane Austen* in 2012, she examined the psychological aspects of Jane Austen's novels through a psychoanalytic perspective approach, using Sigmund Freud's theory. Marriwala's study highlights Austen's complex depiction that focuses on the human mind, especially in relation to her female protagonists. Her study states that Austen's narratives emphasize social criticism that goes beyond boundaries, investigating the fragmentation and complex reassembly of her characters' internal and external experiences.

Applying Freud's psychoanalytic theory, Marriwala examined the psychological growth of Austen's heroines, revealing the common psychological challenges they encountered. The approach consisted of a detailed textual examination of significant Austen novels, such as *Pride and Prejudice*, *Sense and Sensibility*, *Emma*, and *Persuasion*, focusing on covering hidden desires, internal struggles, and the journeys of self-recovery portrayed in the main characters. The research emphasized how



Austen's characters dealt with the conflicts between societal norms and individual identity, ultimately gaining a more profound insight into themselves.

The second study was conducted by Seyede Sara Ahou Ghalandari and Leila Baradaran Jamili (2014) titled *Mental Illness and Manic-Depressive Illness in Virginia Woolf's Mrs. Dalloway*. The central issue in this research is the distinct nature of Woolf's mental illness as viewed by Thomas C. Caramango (1946), examining the progression of this condition and illustrating how her creative output is profoundly affected by her psychological disorder. The focus of this study is the novel *Mrs. Dalloway*, which emphasizes its protagonist. The aim of this research is to add to the field of science, particularly in literary analysis of Virginia Woolf's *Mrs. Dalloway*. The findings of the research indicate that the English patriarchal system may significantly contribute to the rise of mental disorders and the issues faced by its characters, particularly Septimus Warren Smith. Secondly, *Mrs. Dalloway* is a literary piece by Virginia Woolf that narrates how Virginia Woolf copes with her bipolar disorder.

The next study was carried out by Ali Hussein, Ali (2021) and is titled *The Psychological Effects Of War And Traumatic Flashbacks In Virginia Woolf's Mrs. Dalloway And Rebecca West's The Return Of The Soldier*. This study aims to demonstrate how the psychoanalytic method is applied in literary criticism by examining the effects of war on youth and their responses following the end of the conflict, highlighting why *Mrs. Dalloway* and *The Return of the Soldier* are regarded as early examples of war trauma fiction by referencing key instances through main characters and illustrating their experiences during the Great War.

In addition, this study was carried out by Khadija Liaquat (2021) titled *Identity Crisis and Displacement in Malouf's Remembering Babylon: A Postcolonial Critique*. The findings indicate that emphasizes the dehumanizing impacts of the colonial exploitative system on the colonized. emphasizes the dehumanizing impacts of the colonial exploitative system on the colonized. He relinquishes his true identity during this process and ns into an outsider in his own community. He is rejected by both the native ople and the white settlers, leading to doubts about his true identity and ings of belonging. Having lived for sixteen years with the indigenous



Australians and embracing their customs and lifestyle, he resembles them more than individuals of his own white race. As a result, the colonizers reject him, rendering him a victim of oppression and domination. The sense of intimacy among the characters has been diminished by displacement, resulting in the development of identity. The fundamental ideas of Ashcroft et al.'s location, displacement, and identity crisis, along with Bhabha's hybridity within postcolonialism, assist in comprehending the struggles of indigenous individuals in Malouf's *Remembering Babylon*. The fundamental ideas of place, displacement, and identity crisis by Ashcroft et al., along with Bhabha's concept of hybridity in postcolonialism, assist readers in comprehending the struggles of indigenous individuals in Malouf's *Remembering Babylon*.

Another study conducted by Cicilia Manca Kalambe (2021) titled *The Behavioral Deviation Of Main Character In Sheldon's Bloodline*. This research aims to elucidate the behavioral divergence of the protagonist, Elizabeth Roffe, in Sidney Sheldon's novel *Bloodline*. Indeed, this research was carried out to identify the factors that lead to the behavioral divergence of the protagonist in the novel. Additionally, this research employs the theory of difference, utilizing a structural psychoanalytic method in the novel. The focus of this research is the novel *Bloodline* by Sheldon, emphasizing its primary character. The findings of this study reveal that the primary character Elizabeth Roffe exhibits behavioral deviation in the novel *Bloodline*. The behavioral deviations include negative ones such as apathy, smoking, and lesbianism, whereas positive deviations involve taking on leadership roles.

Besides study was conducted by Aiman Fakhirah Yusran. (2021) with titled *The Impact of Depression on the Main Character in Woolf's Mrs. Dalloway*. In this study, he aims to explain the depression experienced by Clarissa Dalloway, by focusing on the factors that cause her depression to understand its impact on her life and character. The author uses a structuralist approach method to examine the characters, plot, setting, and themes in the novel. This study shows that literary works can reveal signs of depression that occur in this character. The author shows how Clarissa Dalloway falls into sadness and unhappiness after her marriage by emphasizing the emotional and psychological conflicts that are woven into



her character's story.

The last but not the least research is conducted by Zine Khadidja (2023) titled *Psychological Conflict in Jane Austen's novel Sense and Sensibility*. The similarity in this research is that the author applies the same theory but with varied subjects. The findings reveal how the psychological conflict among the characters in the novel *Mind and Emotion* was expressed. The focus of this research is the book *Mind and Emotion* authored by Jane Austen. In this study, the author employs a psychoanalytic perspective from Sigmund Freud to uncover the psychological tensions generated by the creator, highlighting his denial of reality and reluctance to confront it. This is evident in the characters she portrays in her novels, who withstand all their concerns, sorrow, and suffering.

After reviewing the previously described research, the researcher identified the similarities and differences between it and the current study regarding both subject and methodology. The purpose of this study is fundamentally the same, as it primarily focuses on the mental conditions experienced by the characters Clarissa Dalloway and Septimus Smith. Although the focus of this study is in line with the previous research, the researcher uses different objects and techniques from the previous research described above. In this study, the researcher examines the novel "The Psychological Effects of Depression in Virginia Woolf's Mrs. Dalloway" using a literary psychoanalysis approach. While previous studies emphasize psychological analysis and literary psychoanalysis, this study distinguishes itself by focusing only on the impact of depression on the characters Clarissa Dalloway and Septimus Smith, concentrating on the two characters, and highlighting narrative techniques that describe mental health in the characters in the novel. This difference provides a different perspective on the realm of literary psychology, presenting a clearer and more detailed examination of depression in Virginia Woolf's writings.



retical Background

Background is an important thing in conducting literary research. It is used as a reference in conducting research. The researcher use

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1. Literature and Psychology

Background is an important thing in conducting literary research. It is used as a reference in conducting research. The researcher use psychological research in analyzing the main character in the novel *Mrs. Dalloway* by Virginia Woolf.

Literary works reflect and show reality that is greatly influenced by human perspective. Writing is a reflection of the researcher unique experiences and perspectives on life, and is always influenced by time and place. The researcher work usually provides a comprehensive picture of life in a particular historical or social context, although the work can examine life in all its aspects. De Bonald asserts that literature reflects society by capturing both the individual experiences and the collective consciousness of its time (Wellek & Warren, 1956).

Many people view literary works as a unique form of artistic expression that offers a profound comprehension of human emotions and mental processes. Scholars assert that literature not only reflects the human condition but also serves as a means of alleviating emotional distress. Goethe emphasizes how literature can provide a sense of "tranquility" to both authors and readers by allowing them to express their emotional experiences through art (Coolingwood, Buch XIII, Dichtung und Wahrheit). Literature is a medium for both emotional and intellectual expression in the creative process. The novel that is the subject of this study is a short story developed by the author. Short stories can be a simple and captivating form of literary work (Rahman et al., 2019). Therefore, it can be interpreted that novels are a form of literary work, namely long narratives containing fictional (or sometimes semi-fictional) stories that have plots, characters, and settings. Literature is a general category that includes all forms of aesthetic and imaginative writing, such as poetry, drama, short stories, essays, and novels. Novels are only one genre in the world of literature. This means that not all literary works are novels, but all novels (those with artistic and literary value) can be considered literary works. According to Amir (2015), in the context of narrative text, the definition is classified into two components



known as "narrated events" and "narrated events." The events depicted in the story focus on the current era and explain the evolution of the story, while other events depicted in the story have a relationship with it. Novels are considered literary works in general.

For writers, words are symbols with inherent meaning rather than merely linguistic cues or instruments. These symbols have meanings beyond their literal interpretation and stand for more profound concepts. These symbols are valuable in and of themselves due to their aesthetic qualities, such as appearance or music. Like children with toys, writers carefully gather words because they know they serve as both representational tools and carriers of profound meaning. A symbol is an item or being that has intrinsic value due to its appearance or sound.

One could argue that literature and humanity are closely related. The researcher and their work share a basic connection, alignment, and subtle resemblance. A literary work is frequently thought of as a reflection of the goals and experiences of the researcher. Literature acts as a "veil" or "contrasting persona," exposing a side of the writer that is hidden within the words. A work of literature may also present a viewpoint on life that the author would prefer to avoid. It is important to understand that the foundation of literary creativity is an author's life experiences, even though they are diverse and influenced by both literary tradition and preconceptions.

Literature and psychology are inextricably linked to humans. There are four ways to conceptualize literary psychology: (1) examining the researcher's psyche as a specific type or unique personality; (2) investigating the creative process; (3) applying psychological concepts and theories to literary works; and (4) evaluating the effect of literature on the audience, also known as reader psychology (Wellek & Warren, 1977). The researcher frequently draws inspiration for their writing from their own pain, fears, and limitations.

According to Wellek and Warren (1977), psychological accuracy in writing only gains artistic significance when it improves the work's complexity and coherence. When psychological truth adds profound significance to the structure of the story, it becomes an artistic creation. According to literary psychology, the researcher's psychological processes



are reflected in their writing, which is how they express their feelings and creativity. In addition, readers interact with the text, going on a mental journey that provokes reactions that go beyond simple intellectual engagement and involve intense emotional and cognitive engagement.

The psychological characteristics that literature reveals, particularly through the characters, establish the link between literature and psychology. Whether in plays or prose, these psychological components can take many forms. The author's final product is influenced by the unconscious forces that create literary works. It is evident from examining stream-of-consciousness novels that they do not always accurately depict the characters' mental processes; rather, the technique highlights thought as a means of communicating the author's innermost feelings. In his essay "A Caveat for Critics Against Invoking Elizabethan Psychology," L.T.C. Forest (1946) notes that the stream-of-consciousness technique, while revolutionary, serves as a dramatic tool to convey the researcher's own experience rather than attempting to portray mental processes.

Literary works often present irrational situations and sometimes include fanciful themes. The demand for psychological accuracy in literature is a standard that isn't always applicable, even though authors may feel compelled to portray social realism in their works. In order to gain insight into their inner selves, researchers may research psychological problems or look into their subconscious. By using psychoanalysis to improve the literary experience, these researchers give readers a better comprehension of the human condition and the underlying forces that shape character development and plot development.

2. Psychoanalysis of Sigmund Freud's

Psychoanalysis has offered a fresh viewpoint on numerous facets of human existence, such as love, animosity, childhood, familial ties, society, faith, sexuality, imagination, and feelings, many of which can result in disputes in everyday life. Psychological ideas have infiltrated numerous aspects of human life, appearing in books, fiction, newspapers, movies, contemporary art, and beyond. Milton, etc., said psychoanalysis serves as both a highly impactful type of psychotherapy



and a key theory about the mind (Milton, Polmear, and Fabricius, 2014). It functions as an essential approach for examining and analyzing mental activities.

A notable change brought about by psychoanalysis is its transition from a strictly physical framework of mental illness to a psychological perspective. Freud claimed that people can suffer psychological distress due to previous traumatic events, frequently stemming from stressful circumstances that the individual tries to ignore because of the pain linked to remembering these experiences. Freud's perspectives on psychology, especially via his psychoanalytic theory, are extensive and tackle essential elements of personality, human conduct, psychological growth, and defense strategies.

a. **Personality Characteristics**

Sigmund Freud's idea of the Id, Ego, and Superego is a key component of his personality theory in psychoanalysis. These three factors work together to influence human behavior and clarify the dynamics of internal conflicts faced by individuals. Freud (1923) created a personality model that splits the human psyche into three main components: the Id, Ego, and Superego. These concepts, as described by Freud, function as theoretical models to comprehend mental processes and are not tangible objects found in the body or brain. Instead, they are mental constructs that reside in the domain of thought and creativity, serving to harmonize and reconcile the urges of instinct, reality, and ethical principles. In Freud's (1923) psychoanalytic theory, personality is composed of three fundamental structures: the Id, the Ego, and the Superego. Each of these structures plays a distinct role in shaping human behavior and mental processes. The first structure, the Id, is the most primitive and instinctual part of the personality. This theory illustrates how psychological factors interact and affect human behavior.

1. The Id (It)



Typically, the Id comprises two main elements: Eros and Thanatos. Eros signifies the most basic human drive, specifically the sexual drive, linked to libido. Freud asserts that the Id, known as It in Latin, is the sole aspect of personality that exists from the moment of birth. Conversely, Thanatos

denotes the aggressive or death drive, which is triggered when a person senses danger, prompting a defensive reaction. The Id functions under the pleasure principle, which means it pursues instant satisfaction without consideration for reality or the repercussions of its behavior.

Greenberg and Mitchell (1983) claim that the Id operates without rational thinking or awareness of outcomes, thus propelling actions through the relentless power of primal urges. Freud's perspective on the Id captures the unrefined, uncontrolled facet of human nature, highlighting its instinctive and base inclinations. The Id functions solely within the unconscious mind, lacking delay or regulation, and its urges are fundamentally instinctive and spontaneous.

Freud contends that the id represents the most basic element of human nature, motivated by an insatiable quest for gratification, ignoring the limits imposed by reality. The id operates according to the pleasure principle, pursuing immediate satisfaction of its wants while ignoring potential long-term effects (Freud, 1923). Carlson (1999) stated that libido energizes the Id, serving as the origin of psychic energy and supplying the essential motivation for fundamental human instincts. In this context, libido is receptive to the pressures of external reality and reacts solely to the most basic internal impulses.

The id's behaviors are controlled by the pleasure principle, which initiates reactions to stimuli that offer satisfaction. It shows a strong tendency to quickly react to pleasurable urges while dismissing anything that could lead to discomfort or distress. As Schacter (2009) points out, the id primarily seeks immediate pleasure and avoids pain, functioning without regard for logic, reality, or moral considerations.

Freud (1923) explains that the Id is a basic part of the personality, completely unconscious, and operates without logic, reality, or moral judgments. Its only aim is to achieve pleasure and to evade pain. For instance, when someone feels hunger, the Id drives them to urgently find food, ignoring whether this behavior might be inconvenient or untimely at that moment. The Id represents the impulsive part of the mind, reacting instantly and directly to fundamental human instincts.

Freud (1923) stated that the Id remains a consistent, unaltered influence



during a person's lifetime. From the moment of birth, a person possesses the Id, which is the sole aspect of personality that exists at that time. The Id is not influenced by moral evaluations and functions beyond conscious regulation. It symbolizes the fundamental force that fuels urges and wants, which may turn harmful if not adequately controlled by the Ego and Super ego.

Ruth (2006) stated that the Id is made up of a collection of uncoordinated, basic human instincts, which encompass sexual urges, aggressive tendencies, and suppressed memories. These concealed memories also constitute a portion of the Id's framework, affecting its impact on human behavior.

Freud clearly defines the Id as the unconscious aspect of the human mind. In *New Introductory Lectures on Psychoanalysis* (1933), he remarks, "It is the hidden, unreachable aspect of our character." What little knowledge we possess about it has been obtained from our exploration of dreamwork and the formation of neurotic symptoms, and much of that knowledge is of a negative nature and can only be explained as a comparison to the ego. We relate to the id through analogies we describe it as chaos, a boiling pot filled with turbulent energies. It is infused with energy stemming from instincts, yet it lacks any structure. It generates no shared intention, merely an effort to fulfill instinctual requirements while adhering to the pleasure principle. (Freud, 1933).

Therefore, the Id is seen as the deepest aspect of our character. It is a complicated and unreachable aspect of the mind, metaphorically linked to turmoil and disarray. The Id is infused with energy from primal urges, but it is devoid of structure and unity. It functions without organization or shared purpose, concentrating exclusively on satisfying primal urges, regulated by the pleasure principle.

In contrast to the Ego and Superego, the Id does not change during a person's life. Its basic instincts are resistant to outside influences, unaffected by reasoning, and indifferent to daily life's requirements. The Id mainly consists of sexual and aggressive impulses that are inherent. The routes by which the Id functions are equally strict and limited exclusively to the unconscious domain.

Freud stated In J. Strachey (1975) also characterizes the Id as a "vast reservoir of instinctual energy" (*On Metapsychology*), highlighting its function as a



are Id functions based on the pleasure principle, indicating that its primal

desires seek instant satisfaction, without considering the repercussions. When the needs of the Id are fulfilled, pleasure is felt; conversely, when these needs are not met, tension, unease, or discontent occur. The Id therefore symbolizes the basic, instinctive part of the personality, which Freud believed to be a biologically inherited framework that exists from birth, already ingrained within the human mind. According to Greenberg and Mitchell (1983), "The Id operates on the impulse to alleviate tension by fulfilling instinctual urges." It functions without consideration for rational reasoning, ethical evaluation, or temporal factors, thereby pushing people toward the instant fulfillment of their fundamental urges."

Freud asserts that the Id serves as the main origin of psychic energy and the storehouse of fundamental instincts. It is more closely linked to the body and its functions than to the outside world. The Id stays constant over time and cannot be altered by experiences, as it doesn't engage with the outside world; nonetheless, it can be managed and overseen by the Ego. Heinz Hartmann, a psychoanalyst and psychiatrist, mentions in his book *Essays on Ego Psychology* that the Id "harbors a blend of instinctual energies, which are not only primitive but also adaptive, acting as a storehouse of drives that supports both survival and pleasure" (Hartmann, 1964). Hartmann perceives the Id not merely as a source of basic drives like aggression and sexuality but also as a storage for adaptive instincts crucial for survival.

Essentially, the Id embodies the instinctual urges that are vital for the survival and ongoing existence of human life. Freud, in J. Strachey (1975), characterizes the Id as a "storehouse of fundamental instincts," acting as the center of our psychic energy and driving the person to fulfill needs through any means required, disregarding social norms or repercussions (Kernberg, 1975).

In addition to life instincts, the Id also houses the death drive, known as Thanatos, which aims to revert living beings to a state of non-existence (Freud, *On Metapsychology*). Freud's idea of the Id includes both life and death drives, which appear in human actions as seeking pleasure and evading pain. Rapaport (1951) goes on to explain that the Id is an unconscious aspect containing the basic instincts of life and death, influencing actions that fluctuate between seeking and engaging in self-destructive behaviors (Rapaport, 1951). When the Id is overly powerful, a person might display rash actions, pursuing instant gratification regardless of the future repercussions. This may appear as violent or



unethical behavior, motivated purely by the unchecked urges of the Id

2. Ego (I)

The word Ego comes from the Latin term meaning "I." In contrast to the Id, which follows the pleasure principle, the Ego operates in a more practical way. Freud (1923) states that the Ego mainly focuses on discovering practical methods to meet the instinctual urges of the Id. In this regard, the Ego serves as a link between the Id's immediate demands and the restrictions set by the external environment. Freud utilized the term "Ego" to denote a "sense of self" or the ability of a person to comprehend and interact with reality. He subsequently improved the idea, defining the Ego as a collection of cognitive operations that encompasses judgment, tolerance, reality assessment, regulation, planning, defense mechanisms, intellectual abilities, and memory. Fundamentally, the Ego differentiates reality from fantasies, maneuvering within the gap between basic impulses and ethical norms.

Psychoanalyst Melanie Klein described the ego as a construct that develops from early infancy through interactions with the outside world. According to Klein, the ego plays a critical role in internalizing events, controlling anxiety, and building relationships with other people. Klein asserts in her 1957 book *Envy and Gratitude* that "the ego evolves and organizes itself through interactions with both exterior and internal objects, resolving conflicts to preserve a self-identity."

The ego emerges as a means of balancing the irrational impulses of the id with the demands of the outside world. It functions in accordance with the reality principle, which denotes its goal of gratifying the Id's cravings in a way that is appropriate and socially acceptable given the limitations of the outside world. According to Freud (1923), the Ego is the part of the psyche that tries to find a good way to satisfy innate needs by balancing the Id's impulses with the limitations of the outside world. Furthermore, according to Freud (1923), the Ego is a changed form of the Id that is directly influenced by the outside world.

The ego is a cognizant part of the mind and a mediator, both consciously and unconsciously. The Ego uses analysis, reasoning, and logic to assess and make decisions. Freud (1933) explained that although the ego is logical and plays a role as a decision maker, it is actually not fully in



control of itself. Freud's statement that "the ego is not master in its own house" shows that the ego is still influenced by the unconscious drives of the Id and the moral demands enforced by the Superego. In his view, the ego is tasked with mediating between these two forces by using reason and realistic considerations, in order to make reasonable decisions. The ego maintains psychic balance by dampening the impulsive drives of the Id and adjusting them to the moral standards of the Superego.

Following up on Freud's ideas, Erik Erikson emphasized that the role of the ego is not only limited to controlling the Id, but is also important in forming personal identity. Erikson (1950) posited that the ego strives to establish a stable self-identity by balancing internal desires with social environment demands.

The Ego's primary job is to balance the moral restraints of the Superego with the innate urges of the Id. It functions by applying reasoning and logic to identify socially acceptable ways to satisfy basic needs while abiding by cultural norms. In *An Outline of Psychoanalysis*, Freud (1938) claims that "The Ego represents rational thought and deliberation, regulating the Id's irrational impulses and aligning with reality." In order to achieve a practical and realistic fulfillment of the Id's desires, the Ego must therefore balance internal motivations with external circumstances.

The main function of the Ego is to act as a mediator between the ethical restraints of the Superego and the instinctive desires of the Id. In order to find socially acceptable ways to satiate innate desires while adhering to cultural norms, it uses logic and reasoning. In *An Outline of Psychoanalysis*, Freud (1938) explains that "The Ego embodies rational thought and deliberation, mediating the Id's irrational impulses and conforming to reality." In order to rationally and practically satisfy the demands of the Id, the Ego must balance internal desires with external conditions.

The Ego is constantly impacted by the Id, restrained by the Superego, and driven by outside forces. According to Freud, in order to lessen conflict with reality, the Ego frequently suppresses some instinctual urges in order to align more with the Id. "Whereas the pleasure principle governs the Id, the Ego is governed by the reality principle."



While negotiating external situations, the Ego's role is to act as a mediator

between the Id's impulses and the Superego's moral restraints. The ability of the ego to balance these conflicting forces determines a person's psychological well-being. "The individual's psychological well-being is determined by the balance maintained by the Ego between the demands of the Id and Superego," according to Freud (Freud, 1923). Impulsivity and unethical behavior can result from an Ego that is overly obedient to the Id's demands. An excessively rigid, logical, and emotionally and socially disconnected person can result from the Superego controlling the Ego.

3. Superego (*Above I*)

The term "above self," which literally means "above the self" or "something that transcends my own existence," can be used to fully understand the idea of the Superego. "I" is the Latin word for "ego," and "aku" is the Indonesian translation. Therefore, "above I" could be interpreted as "there exists something transcendent or superior to myself."

The part of personality that is closely related to morality and social norms is represented by the superego. It grows as a result of absorbing moral lessons and social norms, which are usually taught by caregivers or the immediate surroundings. As a "internal overseer," the Superego evaluates our behavior, rewarding us when we follow social norms and making us feel ashamed when we don't. According to Freud (1923) in *The Ego and the Id*, the Superego is an expression of internalized moral and ethical principles that serves as a regulator that assesses the Ego's behavior and imposes rewards or penalties through guilt feelings.

The ideal ego, also known as the ego ideal, represents an idealized self that aspires to moral superiority and conformity to social norms. The conscience, on the other hand, holds the ego accountable for giving in to the desires of the id. Adhering to appropriate behavior results in affirmative reinforcement or admiration, which cultivates this ideal self. The Superego's primary traits are as follows: (1) internal ethics, which serves as the psyche's "inner voice" and moral arbiter; (2) idealism, which motivates people to act in accordance with the highest standards while occasionally ignoring pragmatic realities; and (3) judgment, which entails evaluating thoughts and actions and imposing guilt when moral standards are broken.



According to Freud's description of the Superego in *The Ego and the Id* (1923), it serves as the moral center of the personality, continuously reining in the impulses of the Id and guiding the individual toward socially acceptable behavior. Through self-evaluation, the Superego provides moral guidance, maintains psychological equilibrium, and upholds moral principles. (Freud, 1923)

Like the id, the ego and superego are distinct aspects of an individual's psyche. While external stimuli affect the ego and superego, the id largely remains unaltered. Thus, during the phases of psychosexual development, the ego and superego are shaped by interactions with the outside world, enabling them to change over time.

According to Freud, the Superego is an expression of a person's moral and ethical principles that evaluates the actions of the Ego and either arouses guilt or offers moral fulfillment (Freud,1923). Moral values are internalized during childhood, which aids in the development of the superego. It functions as the person's conscience and moral compass. As a result, the Superego serves as a moral compass and a critical judge, internalizing social norms and directing behavior accordingly.

According to Freud, the Superego is a "fortress of conscience," made up of the conscience and the ideal ego, which work together to maintain morality and ethical standards in a person's behavior (Freud,1923). According to psychoanalyst Nancy McWilliams (1994), the Superego is an internalized structure that was formed during childhood and protects the individual from destructive desires by acting as the voice of external moral authority. While the Id seeks intuitive fulfillment without regard for social constraints, the Superego usually opposes the Id because it demands adherence to strict moral principles.

The Superego defines a moral character as one who is able to uphold moral standards and ethical principles in spite of both internal desires and external circumstances. Saul McLeod (2009) asserts that the Superego serves as a protector of internalized social norms, directing people to behave in ways that are consistent with these standards, even when they go against their instincts. This

sees as an example of the constant conflict between moral obligations by society and innate impulses.

According to Freud, the "ideal ego" and specific "mental conditions" that



govern the narcissistic impulses of the ideal ego are what first create the Superego (Freud in J. Strachey, 1975). According to Freud, the Superego's growth represents the effective absorption of the moral values that the family has taught. The Superego's main job is to control the Id's impulses, particularly those that society considers improper, like aggressive and sexual cravings. Additionally, it encourages the Ego to focus on morally admirable objectives rather than just practical or hedonistic ones.

Social values and ethical standards are assimilated into the individual's character by the Superego. The Superego punishes any behavior that deviates from the idealized self-image it has internalized by inflicting guilt. However, the Superego is also the first to offer incentives or affirmation for behaviors that adhere to these moral principles. The primary role of the Superego is to control the Id's instincts, particularly those pertaining to aggression and sexuality, and to make the Ego act morally rather than merely responding to the world or seeking pleasure. Moral excellence is necessary for the Superego, and people with a particularly strong Superego may experience anxiety due to guilt or the fear of committing moral transgressions.

People who have an overpowering superego may become overly rigid in their moral judgments, experience overwhelming guilt, experience increased anxiety, and feel inadequate or as though they are breaking the law all the time.

b. Character Dynamic

Sigmund Freud's personality dynamics theory is based on the interaction among three essential psychic components: Id, Ego, and Superego. These elements function within the human mind to influence behavior and personality:

1. **Id:** The source of primal desires and drives, functioning based on the "pleasure principle." It seeks immediate gratification of basic instincts such as hunger, aggression, and libido
2. **Ego:** Acting as a mediator, the ego operates under the "reality principle." It balances the demands of the id with the realities of the external world and societal expectations, ensuring rational and socially acceptable behavior.



Superego: Representing internalized societal and parental norms,

the superego enforces moral standards. It often conflicts with the id, creating internal tension.

According to Freud, resolving conflicts between these components, especially during the psychosexual stages of maturation, has an impact on personality formation. Adult neuroses or other personality disorders can result from unresolved conflicts. According to Freud, the ego acts as a mediator between the id's impulses and the superego's constraints, attempting to balance the two. This emphasizes how important the ego is to preserving a healthy personality structure. (Freud, 1923)

According to famous Indonesian psychologist Kartini Kartono, anxiety is characterized as an equivocal and upsetting emotional state that frequently manifests as physical tension and cognitive disturbances. It is characterized by feelings of unease, uncertainty, and fear and is often caused by internal conflict and external pressures. The complexity of this individual experience is increased by the presence of both psychological and physiological symptoms (Kartono, 2000).

Realistic, neurotic, and moral anxiety are the three main categories of anxiety that Sigmund Freud distinguished in his psychoanalytic theory. Each type is produced by different sources, leading to different psychological effects. When there are real threats or dangers in the surroundings, realistic anxiety arises. It is an automatic response to outside stimuli that could endanger the person, like fear of impending bodily harm, such as accidents or injuries. According to Freud (1926), true anxiety is closely linked to dread and serves as a response to real, outside threats.

Unconscious tensions between the ego and the id are the root cause of neurotic anxiety. This type of anxiety arises when the ego fears giving in to the id's primal desires, which could lead to reckless or improper behavior. According to Freud (1923), neurotic anxiety develops when the Ego is threatened by the desires of the Id and is unable to effectively resolve the conflict between them. The struggle between the ego and the superego is the source



of moral anxiety. It happens when someone feels guilty or ashamed of alleged moral or ethical transgressions, frequently brought on by deeply ingrained social norms. According to Freud (1933), moral anxiety is the Ego's response to the expectations of the Superego, which represent the moral and social norms that have been internalized. When a person doesn't live up to the moral standards established by their internalized conscience, they experience this anxiety.

3. Mental Health

According to Sarlito Sarwono, mental health is the capacity of an individual to manage stress, maintain emotional balance, and perform well in society. He points to social adaptation and psychological well-being as crucial elements in maintaining mental health. Sarwono defines mental health as the ability to perform well in society, effectively handle stress, and emotionally adjust to the various challenges of life (Sarwono, 1996).

Sigmund Freud, using his psychoanalytic theory, defines mental health as the ability to reconcile the components of the human psyche, namely the Id (primitive impulses), Ego (rational self), and Superego (moral conscience). A psychologically stable individual can manage internal conflicts, maintain emotional equilibrium, and adapt to external stimuli. Freud's viewpoint emphasizes the dynamic interplay among personality elements, wherein effective mediation between the Id's impulses and the moral norms of the Superego, facilitated by the Ego, is essential for psychological well-being (Freud, 1923).

Zakiah Daradjat (1995) classifies the traits of mental health into six categories:

1. Having a positive attitude towards oneself, where the individual accepts their strengths and weaknesses without judgment.
2. Self-actualization, which aligns with Maslow's concept of realizing one's full potential.
3. The ability to integrate various psychic functions,



harmonizing thoughts, emotions, and behaviors.

4. Autonomy and independence, characterized by decision-making capacity and self-reliance.
5. Objective perception of reality, where the individual perceives the world accurately, without distortion or irrational fears.
6. The ability to adapt to environmental conditions, balancing personal needs with external circumstances (Daradjat, 1995).

These characteristics collectively depict a thorough representation of mental health, emphasizing the importance of internal equilibrium and the ability to manage life's challenges. In *On Becoming a Person*, Carl Rogers examines fundamental attributes of psychological well-being, including openness to experience, self-acceptance, and the ability to form meaningful interpersonal relationships. Rogers asserts that a mentally healthy person is one who achieves congruence between their self-image and their real-life experiences, fostering personal growth and emotional equilibrium. (Rogers, 1961).

Sarwono continues by explaining that the ability to confront life's challenges is a component of mental health. Examples of essential traits include emotional fortitude, the capacity to maintain strong social ties, and adaptability to change. Resilience, or the ability to make deliberate decisions when faced with challenges, is a crucial component of mental health (Sarwono, 1996).

The World Health Organization (WHO) defines mental health as "a condition of wellness where an individual recognizes their abilities, copes with ordinary life stresses, functions efficiently and productively, and is able to contribute to their community" (WHO, 2001). According to this definition, mental health encompasses thriving in all areas of life, including social interaction and personal growth, and goes beyond simply being free from mental illness. It highlights the importance of resilience, emotional stability, and the ability to engage in satisfying relationships and employment.



4. Mental Illness in the Mrs. Dalloway Novel

Following World War I, the general public's understanding of mental illnesses began to shift in the 20th century, largely due to the experiences of veterans who had been traumatized by the conflict. Many soldiers experienced psychological problems after the war, which were referred to as "shell shock." This illness was characterized by severe anxiety, paralysis, shaking, nightmares, and difficulty speaking or moving. The 20th century saw significant progress in our understanding of mental illnesses, moving from simplistic theories based on moral failing and imprisonment to scientific approaches that take into account social, psychological, and biological factors. The field was revolutionized by the development of behaviorism, cognitive psychology, psychoanalysis, and psychiatric drugs. Psychological trauma was not limited to soldiers; civilians also suffered from what would later be known as Post-Traumatic Stress Disorder (PTSD). This expression was used to describe the terrible conditions in the battle zone and the psychological effects of bomb explosions. Over time, experts realized that this illness was primarily psychological in nature rather than physical. Although the value of mental health was greatly recognized after World War I, the stigma associated with mental illness remained very much in place.

The approach to treating mental disorders has started to shift, placing more importance on psychological methods instead of exclusively depending on conventional techniques like hospitalization in psychiatric facilities. Certain physicians have begun creating therapies grounded in psychoanalysis (inspired by Freud) to tackle war-related trauma and post-traumatic stress.

Many soldiers suffered from "shell shock," a psychological condition brought on by protracted combat, explosions, and casualties, after returning from combat. Tremors, anxiety, nightmares, emotional isolation, paralysis, and extreme terror were among the symptoms, which were not well understood at the time and were often mistaken for cowardice. Many soldiers who were truly experiencing severe mental distress were misdiagnosed, mistreated, or even killed because of alleged desertion. Although shell shock has not been classified as PTSD (since the term was



officially adopted in the 1980s), it has served as a foundation for more in-depth research on war-related psychological trauma. Many families experienced shared trauma, anxiety, and depression as a result of losing a loved one. Many civilians suffered from survivor's guilt, wondering why they were exempt while so many others perished. Psychologists observed an increase in women's nervous breakdowns and neuroses, particularly among war widows and mothers who had lost children. Both on the battlefield and in survivors' minds, the experience of war leaves scars that change how they see the world and themselves. (Lewin, 1926)



C. Conceptual Framework

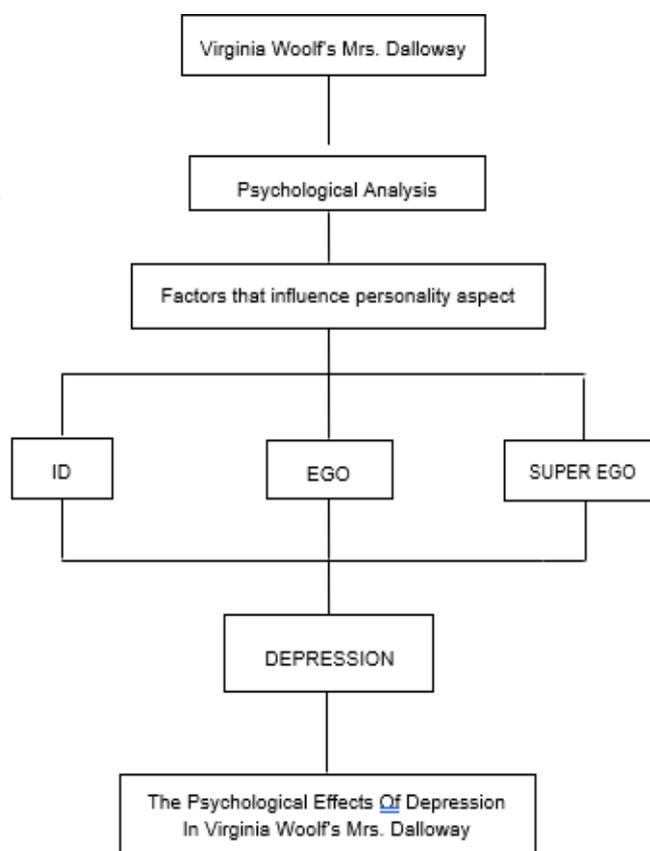


Table Data C. Conceptual Framework

By carefully reading and analyzing every line of dialogue in Virginia Woolf's novel *Mrs. Dalloway*, the researcher This conceptual framework analyzes Virginia Woolf's *Mrs. Dalloway* through a psychological approach, focusing on the causal factors that influence the characters' personality aspects. By applying Freud's psychoanalytic theory specifically the concepts of id, ego, and superego, the study examines how internal conflicts contribute to the development of psychological issues, particularly depression, in the novel. The framework aims to reveal the complex interplay between unconscious desires, rational control, and moral pressures, ultimately highlighting the psychological effects of depression experienced by the characters.



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