CHAPTER II
REVIEW OF LITERATURE

2.1 Literary Psychology

There is a close relationship between psychology and literature. Terry Eagleton in *Literary Theory An Introduction* (2008: 4) says, “literature is a ‘special’ kind of language, in contrast to the ‘ordinary’ language we commonly use. But to spot a deviation implies being able to identify the norm from which it swerves.” Thus, literature is a language that uses special way to delivering something, and it has meaning, and the meaning of its own. John Peck and Martin Coyle in *Literary Terms and Criticism* (1984: 1, 102) said that literature has genre. Genre means a type or class of literature. Today, it is known as poetry, drama and the novel, different from earlier times the major genre recognized as epic, tragedy, lyric, comedy and satire. Novels are all about human condition or people in society. Writers have always been interested in term of human life, the development of the novel reflects a view of life towards a new interest in the complexities of everyday experience. Most novels are concerned with ordinary people and the problems in societies in which they find themselves.

Psychology deals with the study of observable patterns of human’s behavior. Literature exhibits how human beings behave in dealing with their problems and environment. It is obvious enough that psychology, the study of psychic processes, can be brought to bear upon the study of literature, for the human psyche is the womb of all the sciences and arts.

Psychology entered literary works because the writer uses his emotions in writing literary works. Literary work is the result of an author’s expression of the
soul in which the author described the psychological atmosphere, good atmosphere of thought and emotion. Roekan (in Aminudin 1990: 91) said that literary psychology considers that the literary work is the result of the creativity of authors that use language media and perpetuated for the sake of aesthetics.

Budi Utama (2004: 138) gives three reason for the literary psychology included in the study of literature is as follows: (1) determine the behavior and motivation of the characters of literature. Directly or indirectly, the behavior and motivation of the characters also appear in everyday life. Thus in our daily lives we may also meet with people that behavior and motivations are similar to the behavior and motivation of the characters in literature, (2) determine the behavior and motivation of the author, and (3) know the psychological reaction to the reader.

Literature is a place for expressing our thoughts, and shed in a letter. Literature also has an attractive language style, so the reader does not feel bored to keep reading. Human usually become the object of a literary work, because of many things that can be discussed in human life, one of which is a person’s psychology.

John Peck and Martin Coyle (1984: 110) said that a novel usually begins with a description of a place or a character. A characters introduced at the beginning of a novel will usually come into collision with society. Along the story, the characters will be faced with conflict, confrontation, and problematic situation, which usually come from their own family or society.

Character has emotion, feeling, and behavior which support the idea of the story. Novel presents the psychology and psychology itself presents as a knowledge that discusses about human mind in human personality as a character because character is build by using psychological principles. Characters in novels is judged by us to be “psychologically” true. Situations are praised and plots accepted because
of this same quality. Characters would be “matter” or “content” like any other type of information to be found in literature, e.g., facts from navigation, astronomy, or history.

So, literary psychology is a study that reviewing behavior, attitude, mental, and mind of human through literature. It can be psychology of the writer, reader, or the character on a literary work.

2.2 Character

A character in a novel is a representative of human being in real life. The more we love a character or the more we hate them it shows that the characters are drawn from life. In every story, there is always good and bad character. Each one of them has specific role and certain aim. Even there is bad character, s/he is not born evil, and the conditions change them. Indeed, in certain condition, bad character can be a savior. When we can feel the character’s feeling; look in the same perception of their vision; and think the way they think, while reading the novel, so the author’s purpose is achieved.

It is very important to make character in literary works could represent the real character in real life. The nature of character presentation brings a positive impact for readers to find out what is going on and what is it for. Since, the character mirrors quality of person. It can be traced to generalize opinion for man in general. Literature: An Introduction to Fiction by Kennedy (1983: 47) said that character is an imagined person who exists in the story. Characters in novels are not just like real life people. Characters in novels have been especially created by authors. When author creates characters, he selects some aspects of ordinary people then develops
some of those aspects. The result is not ordinary people but fictional characters that only exist in the words of a novel.

There are some definitions of character according to the writer. Barnet (1983: 71) says, “Character, of course, has two meanings: (1) a figure in literary work, such as; Hamlet and (2) personality, that is, the mental and moral qualities of a figure, as when we say what X’s character is strong, or weak, or immoral, etc”. Edgar V. Roberts (1995:45) says, “A character, then, is presumably an imagined person who inhabits a story.” Whether Kennedy (1983:131) says, “In novel, a character may be defined as a verbal representation of a human being.”

Basically, character has its traits. Traits can be the quality of mind or habitual mode of behavior, such as never repaying borrowed money, or avoiding eye contact, or always thinking oneself the center of intention. Sometimes, of course, the traits we encounter are minor and therefore negligible. But often a trait may be a person’s primary characteristic.

Just like real human beings, characters are deal with a certain hand in life. Some hands are good ones, others aren’t. How characters play out their hands determines their fate. It is the experience of that fate, as strongly as we can feel it, that we follow as we read. Every main character is challenged in some way. One way of looking at this challenge is to see it as a situation in which a character’s abilities and experience are in sufficient to solve the problem at hand. It is by engaging in these challenges, overcoming some, succumbing to others that characters develop. They are changed as a result of what happened to them as they try to solve their problems and reach their goals.

Roberts and Jacobs (1993: 136) in his book entitled Literature: An Introduction to Reading and Writing said that character should be true to real life. In
fiction, character may be defined as a verbal presentation of human being. Through action, speech, description, and commentary, authors portray characters that are worth caring about rooting for, analyzed even loving, although these are also characters to be laughed, dislike or even hated.

Robert Diyanni in Literature (2nd edition) (1990:36) explores how the literary writers presents and reveals the character. He generalizes and lists methods of revealing character in fiction. Firstly, it is narrative summary without judgment. Secondly, all it is narrative description with implied or explicit judgment. Thirdly, it is about surface details of dress physical appearance. Fourthly, it is about characters actions of what they do and the characters speech of what they say and how they say it; and finally, it is about the characters consciousness of what they think and feel.

From the statement above we can simplify that character in fiction is description and representation of a person qualities. The creation or delegation of character or characters in touch with the actions, gesture, or speech existing in the work by so doing, character is a fictitious living person that has personal qualities of a real person has.

A character in a work of fiction may realize in a character in a work of in a number of ways. Character, after all, has been constructed to make out reported actions, the words they are give to say and the commentary made of on them by their creator. Something must depend on how they are presented.

It has often been assumed that characters in a literary work can be judged from four levels characterization by D.D.Runes in http://www.goodreads.com/book/show/11916699-despotism---a-pictoral-history-of-tyranny (1963). These four levels of characterization are helpful for us to see the very basic description of characters. The four levels of characterization are:
1. Physical: physical level of character supplies such basic facts, as sex, age, and size. It is the simplest level of characterization because it reveals external traits only.

2. Social: social level of characterization includes economic status, profession, religion, family and social relationships—all those factors that place a character in his environment.

3. Psychological: psychological level of character reveals habitual responses, attitudes, desires, motivation, likes and dislikes—the inner workings of the mind, both emotional and intellectual which lead to action. Since feeling, thought, and behavior define a character more fully than physical and social traits and since a literary work usually arises from desires in conflict, the psychological level is the most essential parts of characterization.

4. Moral: moral level of character decisions more clearly differentiate characters than any other level of characterization. The choices by a character when he is faced with a moral crisis show whether he is selfish, a hypocrite, greedy, miserly, or he is the one who always acts according to his belief. A moral decision usually causes a character to examine his own motives and values, and in the process, his true nature is revealed both to himself and to the readers.

John Peck and Martin Coyle in *Literary Terms and Criticism* (1984: 109) explained that the realistic novelist offers a subtle analysis of his character, but the fiction novelist takes a simpler view that man’s lusts and desires disrupt life, it might be a less subtle view, but it is disturbing one, as it emphasizes the irrational impulses that motivate people.
Characters can be divided into three subdivisions such as main character, minor character, and also leading character. Main character is the character whose appearance is the most frequently appear in the story and dominant of the story. Minor character can be defined as the supporting character of the main character and the appearance of minor character is usually infrequently while leading character is the centered individual who is very dominant. Leading character is focused personally and it is different with main character which can involve more than one character.

We often feel sympathy for a character when reading a literary work; on the other hand, we may feel unsympathetic for another. A character’s honesty, boldness, or suffering may create a moving story that stirs our emotion and feeling. On the contrary, a character who is wicked, cruel, dishonest, etc, may give rise to our dislike. The ability of an author to describe his characters makes a reader feel that he is watching the reality of human life, and, consequently, the literary work becomes more interesting.

Grace Adams is a leading character because she is the center of the whole story. Her appearances construct every event of the novel ‘Malice’. She has round character. It is reflected by her action, behavior, and also thought.

2.3 Child Abuse

Abuse—physical, verbal, or emotional maltreatment—can leave psychological wounds that are harder to heal than bodily injuries. Intense, often negative feelings may plague the victim, and he or she may struggle to cope and lead a happy, peaceful life. Distressing memories, anxiety, blocks to intimacy, and trust issues are common, although many people are able to overcome or minimize
challenges like these. It is never a child’s fault when it comes to the issue of child abuse. Many people may confuse abuse with discipline but there is a very fine line between the two. Mentally unstable parents, more likely than not, abuse their children. Child abuse manifests in various forms, including physical abuse, sexual abuse neglect, and emotional abuse or psychological abuse (Widom, 1989: 160-166).

There are the four primary types of child abuse and it can be seen below:

2.2.1 Verbal Abuse

Verbal abuse is the only type of abuse that can affect every single person with any type of communication ability or understanding. Verbal abuse is the most common way to attempt to control the behavior, thoughts, and feelings of another human being. Controlling behaviors are designed to manipulate people into doing what the abuser wants them to do under the guise of love or respect or abject fear. (http://www.healthyplace.com/abuse/verbal-abuse/what-is-verbal-abuse/).

On children, verbal abuse happened when a child asks for attention and comments from his parents or nurse maid, however they ignore the child and answered him or her with immoral statements and quieted the child from crying. Verbal abuse is begun through shocking words that shouted at the children ear. That’s why, a child started speaking or giving some comments about everything still his mother was piqued, less control and began to spell abusive language. For examples of verbal abuse are spelling curses and obscenities, saying with the vile language or the doer command children authoritatively.

2.3.2 Physical Abuse

The definition of physical abuse is any physical force or action that results in or may result in a non-accidental injury of a child. Physical abuse may involve
striking the child a single time or it may involve a pattern of occurrences. Physical abuse is usually connected to physical punishment or is confused with child discipline. Such acts of aggression include striking a child with the hand, fist, or foot or with an object; burning the child with a hot object; shaking, pushing, or throwing a child; pinching or biting the child; pulling a child by the hair; cutting off a child’s air. The parent or caretaker may not have intended to hurt the child, the injury is not an accident. It may, however, been the result of over discipline or physical punishment that is inappropriate to the child’s age.

According to Aronson in *Health and Safety in Child Care* (1991: 84) said that physical abuse is application of force that produces pain or injury. Spanking, beating, holding hard enough to bruise, cutting, scraping, burning, and typing up a child are forms of physical abuse. Age of the child when physical abuse began: The younger the child was at the onset of physical abuse, the greater the imprint, and thus, the greater the impact. This is particularly evident when the abuse continues throughout the child's life.

Child's relationship to the abuser: When a child has a very close relationship with his/her abuser, the feelings of betrayal are that much greater; the very person who is supposed to protect is instead hurting that child.

Signs of physical child abuse include visible marks of maltreatment, such as cuts, bruises, welts, or well-defined burns, and reluctance to go home. If you ask a child about how he or she got hurt and the child talks vaguely or evasively about falling off a fence or spilling a hot dish, think hard before you accept the child’s story at face value.
2.2.3 Emotional Abuse

Emotional abuse or psychological abuse refers to the humiliation or intimidation of another person, but is also used to refer to the long-term effects of emotional shock. Emotional abuse is the cornerstone of all the abuses because emotional abuse is always present during physical child abuse, child neglect, and sexual child abuse, and it is the only abuse that can stand on its own. It does not have to accompany any of the other abuses.

Many people including parents, members of the law enforcement community and journalists, think that infants and young children who witness violence are too young to know what happened. They don't take it in. "They won't remember." In fact, infants and young children can be overwhelmed by their exposure to violence, especially—as it is likely to be the case with very young children—when both victims and perpetrators are well known and emotionally important to the child and the violence occurs in or near the child's own home (Osofsky, 1996).

Aronson in Health and Safety in Child Care (1991: 185) states that:

*Emotional abuse occurs when adults treat children in developmentally inappropriate ways, damaging their spirit and self-esteem through belittling, verbal abuse, excessive demands.*

There are six types of emotional abuse. It can be seen below:

1. Rejecting

Putting down a child or youth's worth or putting down their needs such as constant criticism, name calling, telling child he/she is ugly, yelling or swearing at the child, expressing regret the child wasn't born the opposite sex, etc.
2. Isolating
Keeping a child away from family and friends such as leaving child in room unattended for long periods, not allowing child to have friends, rewarding child for withdrawing from social contact, isolating child in closet, punishing youth for engaging in normal social experiences, etc.

3. Ignoring
Failing to give any response to or interact with a child or youth at all such as no response to infant's spontaneous social behaviors, not accepting the child as an offspring, denying required health care, denying required dental care, failure to engage child in day to day activities, etc.

4. Corrupting
Encouraging a child or youth to do things that are illegal or harmful to themselves such as rewarding child for bullying and harassing behavior, teaching racism and ethnic biases, encouraging violence in sporting activities, inappropriate reinforcement of sexual activity, rewarding child for lying and stealing, etc.

5. Exploiting
Giving a child or youth responsibilities that are far greater than a child/youth that age can handle. It is also using a child for profit such as infants expected not to cry, anger when infant fails to meet a developmental stage, child expected to be 'caregiver' to the parent, young child expected to take care of younger siblings, blaming child or youth for misbehavior of siblings.

6. Terrorizing
Causing a child or youth to be terrified by the constant use of threats and/or intimidating behavior. This includes witnessing, which is when a child or
youth observes violence, hears violence, or knows that violence is taking place in the home such as with infants and children, excessive teasing, yelling and scaring, unpredictable and extreme responses to child's behavior, extreme verbal threats, raging, alternating with periods of artificial warmth, threatening abandonment, etc.

Emotional child abuse is defined as the constant attack of a child or youth by an adult that negatively affects the child or youth's 6+. It is important to note here the word 'constant'. With emotional abuse, the child/youth receives only negative. Refers to the humiliation or intimidation of another person, but is also used to refer to the long-term effects of emotional shock. Emotional child abuse involves behavior that interferes with a child’s mental health or social development: one website calls it the systematic tearing down of another human being.

2.3.4 Sexual Abuse

The sexual abuse is an umbrella term describing criminal and civil offenses in which an adult engages in sexual activity with a minor or exploits a minor for the purpose of sexual gratification such as touching of private parts or incest. According to Aronson in Health and Safety in Child Care (1991: 185) in the national study, the most common form of sexual abuse was fondling of a child’s genital, including a high incidence of penetration with a finger, object, or genital organ.

Sexual abuse, which accounts for about 10 percent of child abuse (http://www.redbubble.com/people/pagly2/journal/969659-abuse-part-2), is any sexual act between an adult and a child. Such acts include as follows:

- Behavior involving penetration and for examples: Vaginal or anal intercourse and oral sex
• Fondling and for examples: Touching or kissing a child's genitals, making a child fondle an adult's genitals

• Violations of privacy and for examples: Forcing a child to undress, spying on a child in the bathroom or bedroom

• Exposing children to adult sexuality and for examples: Performing sexual acts in front of a child, exposing genitals, telling "dirty" stories, showing pornography to a child

• Exploitation and for examples: Selling a child’s services as a prostitute or a performer in pornography

The adult who sexually abuses a child or adolescent is usually someone the child knows and is supposed to trust: a relative, childcare provider, family friend, neighbor, teacher, coach, or clergy member. More than 80 percent of sex offenders are people the child or adolescent victims know (http://www.redbubble.com/people/pagly2/journal/969659-abuse-part-2). It’s important to understand that no matter what the adult says in defense of his or her actions, the child does not invite the sexual activity and the adult's behavior is wrong. Sexual abuse is never the child's fault.

Children are psychologically unable to handle sexual stimulation. Even toddlers, who haven’t formulated the idea that the sexual abuse is wrong, will develop problems resulting from the overstimulation. Older children who know and care for their abusers know that the sexual behavior is wrong, but they may feel trapped by feelings of loyalty and affection. Abusers warn their victims not to tell, threatening children with violence or ostracism, and the shame associated with the sexual activity makes the child especially reluctant to tell. When sexual abuse occurs within the family, children may worry that other family members won’t believe them
and will be angry with them if they tell — as is often the case. The layer of shame that accompanies sexual abuse makes the behavior doubly traumatizing.

2.4 The Psychological Impact of Sexual Abuse on Children

While abuse in any form can have a negative impact on an individual’s life, significant emotional or psychological problems do not necessarily result from every case of abuse. The severity of psychological repercussions can vary depending on many factors, such as how well the victim was associated with the abuser and whether the abuse was recognized or dismissed by the friends and family of the abused.

Browne & Finkelhor (1986: 74) said that psychological impacts such as depression, anxiety, fear, distress, guilt and shame have been associated with women who have been sexually abused. Some behaviors that have been identified by researchers as possibly stemming from abuse are aggression, over sexualized behavior, eating disorders, substance abuse, self injurious behaviors, somatic complaints, dissociation, sexual perpetration, academic difficulties, interpersonal difficulties, and suicidal.

In *Child Sexual Abuse (Family Life)* by Jean La Fontain (1990) explain that although people have classified intercourse as a “more serious” sexual abuse and other acts (touching genitals or showing pornography) as “mild” abuse, any act of sexual abuse is traumatizing to a child and should be evaluated as a serious crime. Each different type of abuse causes its own distress because there are boundaries that are invaded and distortions created. Some clinicians suggest that sexual abuse that involves intercourse is more traumatic.
Children who experience any form of sexual abuse may experience the full spectrum of different forms of sexual activities, which can increase the negative impact of the abuse. In relationships that take place with a family member, it is common for sexual abuse to start at “mild” acts and progress to other, more “serious” sexual acts.

When a child is accessible to the abuser, there is more opportunity for the child to suffer from traumatic events. Also, some researchers have found that experiences with close relatives are more traumatizing than experiences outside the family (Finkelhor & Browne in *Impact of child sexual abuse: A review of the research* (1986)). Specifically, Jones and Morris (2007) claim child sexual abuse involving fathers or step-fathers, which is the most common experience, is the most traumatic.

### 2.5 How The Victim Overcome The Psychological Impact of Sexual Abuse

Victims of sexual abuse on children are three times more likely to suffer from depression, as well as a host of other mental conditions. Though the fear of reliving the feelings of shame, guilt, self-blame and feeling unclean, contaminated or dirty may inhibit victims of sexual abuse from undergoing cervical cancer screenings, it is imperative they do. Women who have been sexually abused are more likely to develop cervical lesions in addition to participating in risky behavior such as drug or alcohol abuse. (http://www.medicaldaily.com)

Therapy can help in a number of ways, including increasing insight into the nature of feelings that are arising, clarifying values and choices, helping with anger management and communication skills, uncovering and working through shame, and facilitating emotional catharsis.
However, Sarah Kelly, training and development manager at the abuse survivors support association, was able to compose a list of steps successfully taken by sexually abused victims to improve their experience. (http://www.medicaldaily.com) These tips include:

a. The survivor having time and space to talk about their fears and anxieties of having the test.

b. A friend or supporter being present during the test.

c. The smear taker having an understanding and insight into the issues of childhood abuse and the legacy of issues that adult survivors can face.

d. A discussion of words/responses which would trigger anxiety or flashbacks for a survivor and finding alternative 'safe' words to replace these. For example, many smear takers would tell the woman to try to relax during the test. The word 'relax' is often used by abusers and can be very frightening for survivors; an alternative is to agree a word in advance to use in discussions with the patient.

e. A private and comfortable environment for undressing and for the smear test to be taken.

f. A clear signal agreed beforehand for the woman to be able to halt the test if she needs to at any stage.