

**JILLY'S DEFENSE MECHANISM AS SEEN IN PHYLLIS A.
WHITNEY'S**

THE SINGING STONES

A GRADUATING PAPER

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the Bachelor Degree in English Literature



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A FINAL PROJECT STATEMENT

I certify that this graduating paper is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in this graduating paper are quoted or cited in accordance with ethical standards.

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Kami menyatakan bahwa skripsi tersebut sudah dapat diajukan pada sidang Munaqasyah untuk memenuhi salah satu syarat memperoleh gelar Sarjana Sastra Inggris.

Atas perhatiannya, kami ucapkan terima kasih.

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ABSTRACT

The Singing Stones is a novel which tells about Asche Family. In Asche family, there is a child named Jilly who afraid of strange person. She feels anxious after the tragedy which happens when she and her father, Stephen, look around in his construction. From that condition, she often avoids a person whom will ask about how the tragedy happens. Due to that problem, this novel portrays children personality problem which focus on children's anxiety. Since she feels anxious, a theory of anxiety which is introduced by Sigmund Freud is used. By using Freud's theory, it analyzes what Jilly's anxiety type and Jilly's defense mechanisms that are used to overcome the anxiety.

The method that is used to analyze this data is qualitative research. It focuses on library research. The first step that is used is by reading the novel repeatedly. After the writer gets the data that relates to the topic, the theory of anxiety and defense mechanism is applied. After finding many proofs that supports the analysis, the writer makes a conclusion.

The result of the analysis gives the conclusion that Jilly suffers three types of anxiety: neurotic anxiety, moral anxiety, and realistic anxiety. Jilly suffers from neurotic anxiety after she gets bad experience. she becomes afraid of revealing the truth. The moral anxiety is suffered by Jilly because her mother obsession and the realistic anxiety occur because she is anxious about losing her father. Since the anxiety occurs, Jilly uses defense mechanism to cope it. She withdraws from neurotic anxiety by using repression and regression. She overcomes moral anxiety by using denial and projection. In overcoming the realistic anxiety, she uses intellectualization. In the end of story, the factor of the moral and realistic anxiety is disappeared. This is why neurotic anxiety will still influence Jilly's personality character.

Keyword: children anxiety, defense mechanism, psychoanalysis.

INTISARI

The Singing Stones adalah sebuah novel yang menceritakan tentang keluarga Asche. Di keluarga Asche, ada seorang anak bernama Jilly yang takut terhadap orang asing. Dia merasa cemas setelah kejadian yang terjadi ketika dia dan ayahnya, Stephen, melihat sekeliling di konstruksi bangunannya. Dari kondisi tersebut, dia sering menghindari seseorang yang akan bertanya tentang bagaimana kejadian tersebut terjadi. Oleh karena masalah tersebut, novel ini menggambarkan masalah kepribadian anak yang memusatkan pada kecemasan anak. Semenjak dia merasa cemas, teori tentang kecemasan yang diperkenalkan oleh Sigmund Freud digunakan. Dengan menggunakan teori Freud, skripsi ini menganalisa apa tipe kecemasan Jilly dan mekanisme pertahanan yang digunakan untuk mengatasi kecemasannya.

Metode yang digunakan untuk menganalisa data ini adalah penelitian kualitatif. Penelitian ini fokus pada penelitian kepustakaan. Langkah pertama yang digunakan adalah dengan membaca novel berulang-ulang. Setelah penulis mendapat data yang berhubungan dengan pokok pembicaraan, teori tentang kecemasan dan mekanisme pertahanan di gunakan. Setelah menemukan banyak bukti yang mendukung analisis, penulis membuat kesimpulan.

Hasil dari analisis memberi kesimpulan bahwa Jilly mengalami tiga tipe kecemasan: kecemasan neurosis, kecemasan moral, dan kecemasan realistik. Jilly menderita kecemasan neurosis setelah dia mendapat pengalaman buruk. Dia menjadi takut untuk mengungkapkan kebenaran. Kecemasan moral diderita oleh Jilly karena obsesi ibunya dan kecemasan realistik muncul karena dia cemas kehilangan ayahnya. Semenjak kecemasan muncul, Jilly menggunakan mekanisme pertahanan untuk mengatasinya. Dia menarik diri dari kecemasan neurosis dengan menggunakan penahanan dan regresi. Dia mengatasi kecemasan moral dengan menggunakan penolakan dan proyeksi. Dalam mengatasi kecemasan realistik, dia menggunakan pikirannya. Di akhir cerita, faktor dari kecemasan moral dan kecemasan realistik hilang. Inilah mengapa kecemasan neurosis akan masih mempengaruhi karakter kepribadian Jilly.

Kata kunci: kecemasan anak, mekanisme pertahanan, psychoanalisis.

MOTTO

I cannot change yesterday.

I can only make the most today, and look with hope toward tomorrow.

(Anonymous)

DEDICATIONS

My father and my mother, Thank you for never ending love and support.

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Thanks to my beloved one who has given spirit, motivation, and love.

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Khairul Fuad

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CHAPTER 1

INTRODUCTION

1.1 Background of Study

Mostly humans ever feel fear and anxiety. According to *Oxford Learner Pocket Dictionary*, fear is a bad feeling you have when you are in danger, when something bad might happen or when something or someone frightens you (2008:162) whereas anxiety is concern and fear, especially about what might happen (2008:16). From those definitions, it gives comprehension that there is a clear similarity between those feelings. Both of them talk about what may happen. Due to that, it is clear that they talk about future prediction. It is in line with the Freud's statement that the fear and anxiety are in some ways related emotion (as cited in M. Ash 2004:93). In short, fear and anxiety seem to have the same composition. The point is that both of them give the same condition.

In the twentieth century, the definition of fear and anxiety has changed. It must be noticed that they are different. According to Fonseca and Perrin, fears are usually described as reactions, involving avoidance and discomfort, to very specific stimuli whereas anxiety is characterized by a more diffuse type of reaction to less specific stimuli (2001: 26). The example of fear can be seen when a person is frightened by snakes whereas the example of anxiety can be seen from a person who feels that he cannot pass the exam. From those examples, it is clear that fear and anxiety is different. The person is fearful

since the snakes can bite and damage him. The factor which influences the fear is reasonable whereas anxiety is not. The cause of anxiety is weird if anxiety is seen from a confident person. Because of it, the difference between fear and anxiety is clear. The difference relates to the object which influences them.

Anxiety not only occurs in adulthood but also in all ages. From all ages, the anxiety which occurs in childhood is the most important. This is because anxiety that occurs in childhood can influence the children's personality in the future. When the children grow, it is possible if they meet the same condition. They feel anxious again since they have bad experience in the same condition. It is the same as Freud's statement that states:

This early experience sets the pattern for all later life, having been dangerously threatened once. Therefore, the ego tends to assume that the same situation will always be danger to it. Then, the result is when the anxiety appears as warning again in the next children lives. This is a signal for the defense of ego to go into action (as cited in M. Asch 2004: 96).

In short, the factor that influences the anxiety refers to previous experience. The part of the mind called ego assumes the same situation always to be in danger. Then, the ego always does the same defense to overcome it. Since it happens in previous development, it is possible for anxiety to appear again in adulthood.

Since the anxiety occurs, the defense mechanism is activated. Defensive is a kind of the reaction which is used to protect someone or

something against attack (2008:116). In the early period of psychoanalysis, as M. Ach has suggested, Freud formulates that anxiety is reaction to the frustration of sexual orgasm (2004:90). Freud always relates the personality problem to the sexual malfunction. This is why his theory often gets comment from clinicians and psychiatrists. Both of them disagree that every personality problem relates to the sexual problem. In 1923, he made revision and a new insight to anxiety. According to M. Asch, Freud has made a new insight that the anxiety is the signal of danger within. Just as fear calls for the defensive measures of either flight or attack, anxiety is a signal for defense (2004: 93). Therefore, the defense mechanism is used to overcome anxiety. This is why anxiety is an individual problem. The defense that is used to overcome the anxiety is different between each person. In short, what factor influences the personality problem and overcome the anxiety becomes an interesting problem to discuss.

Novel is one of literature works. Since it contains intrinsic element which calls character, novel can give an image of human personality. According to Abrams, characters are the person, in a dramatic or narrative work, endowed with moral and dispositional qualities that are expressed in what they say – the dialogue – and what they do – the action (1957:21). Therefore, character can give an image of human's personality. This is why it can find a novel which tells about human's psychological problem such as anxiety.

In nineteenth century, the types of the novel grow widely. One of the examples is psychological novel. The psychological novel is a work of fiction in which the thoughts, feelings, and motivations of the characters are of equal or greater interest than is the external action of the narrative (Kuipper 2012:38). Since the literature can be related to psychology, some criticisms use psychological approach in analyzing this type.

Because of that, here, the writer chooses the novel written by Phyllis Ayame Whitney entitled *The Singing Stones*. The novel was published in 1990 by Ballantine book. The novel tells about a psychiatrist, Lynn McLeod, who cannot ignore to help a ten-year-old child, Jilly Asche, the daughter of her ex-husband. The novel tells that Jilly Asche gets dying on her own way, become anxious to meet strange persons. She ignores the people who ask information about the accident. They ask what has happened when she and her father got accident in the White Moon. Because of that, it can be understood that after her father gets accident, the anxiety has been built in Jilly's personality. She becomes afraid of the strange persons who want to know how the accident happened. This condition appears because it tells that Vivian threatens Jilly by saying that her father will be imprisoned if Jilly says that she sees Vivian in White Moon.

The writer chooses this novel because the events of the novel relate to the discussion. The discussion of children's problem is still an interesting problem in the daily life. The cause of children's problem is not only because of their personality but also because of children's abuse. Data in the national

commission of children protection state that, in Indonesia, there are 1032 cases of violence to the children through 2013. From all of the cases, about 203 cases or 20% are psychological violence (2013:1). Most of psychological violence comes from their parents. It can be the basic foundation that the problem of children is caused by the bad parenting. The parents can be a factor that causes children's personality problem.

This research focuses on children anxiety narrowly. Since the object in this research is not a human but a novel, the study focuses on the character that plays a child; here the child character is Jilly Asche. The novel is used as the object because a novel can be used as the interpretation of life. The novel not only is just a fiction that has function to entertain the readers but also can give the interpretation of life, propaganda, agent of change in thought and language (Levy 2012:14). Therefore, it can be used instead of study about human itself. As the term that is used of this study is psychoanalysis, Freud's theory about the structure of the mind is used to analyze the characterization of Jilly Asche. How the structure of the mind that is divided into id, ego, superego draw the character of Jilly. Those are used to find in which part that causes Jilly's anxiety.

1.2 Problem Statements

As this research focuses on the psychology of the character, the main problems can be seen as follows:

1. What are the types of Jilly's anxiety?
2. What are types of Jilly's defense mechanisms in overcoming the anxieties?

1.3 Objectives of the Study

Since this research focuses on Jilly character, the objectives of the study are:

1. This study intends to know how psychoanalysis draws the Jilly's anxiety.
2. This study intends to find what defense mechanisms are used by Jilly.

1.4 Significances of Study

Since the research must have significance, the writer hopes that this kind of research will give the readers significance that is useful or give beneficial. Here, the writer divides the significance into two categories, practically and theoretically

Theoretically, this research will hopefully give the reader a deep comprehension of psychoanalysis theory that can be used to analyze a literary work. The theory truly can be applied and prove that the theory is scientific and objective. It not only can be used to analyze the literary work but also can be applied in reality.

Practically, this research hopefully can give the readers a term that can be used by parents to solve what causes children anxiety, give the comprehension to the parents, and provide an action that can be taken to the children anxiety problem. Furthermore, this research will find the types of the

anxiety and defensive reaction that has been undergone by children. It can give knowledge that the recent anxiety can be tracked from the early development of children.

1.5 Literary Review

After surfing the internet and looking for in the university library, the writer does not find previous research which analyzes the same object and the same theme that has conducted. The writer just finds the comment on the novel. This comment is written by Lorace in epinions.com. She states that this novel is easy to read. Mrs. Phyllis has figured the description very well; the room, scenery and clothing. The novel revolves in New Age thought and ideas like guides and other world power. Besides, she also states that there are many situations which are outlandish and she cannot connect those kinds of situations.

1.6 Theoretical Approach

As explained above that this research analyzes the child personality, the psychoanalysis theory about anxiety is used in this research. The term of psychoanalysis is introduced by Sigmund Freud. He introduces the theory as a result of his studies on neurosis illness such as hysteria.

Here, the theory that will be chosen is Freud's theory about how structures of the mind influence the human personality. He distinguishes the structure of the mind becoming two systems: conscious and unconscious.

After throughout his studies on the third period of the psychoanalysis development, he replaces unconscious, conscious, and system to be the terms of agency. It should be viewed in properly dynamic view (as cited in Thwaites 2007:34). He narrows his idea about conscious and unconscious to be three categories; they are id, ego, and superego (Rennison 2001:38).

Realizing that the anxiety comes from the part of the mind, he divides anxiety based on which part of the mind causes the anxiety. According to him, he divides anxiety depending on where parts of the mind provide the signal of danger. Furthermore, Freud divides that there are three types of anxiety based on where part of the id, ego, and superego are the source. They are:

1. Neurotic Anxiety

The first type of anxiety is neurotic anxiety. Neurotic anxiety is an effect when the instinct is pressed. This feeling is located in the ego part but the source comes from the id. This is part where the drive is being built. The id is the unconscious reservoir of the libido, the psychic energy that fuels instincts and psychic processes. It is a selfish, childish, pleasure-oriented part of the personality with no ability to delay gratification (2012:69). This type usually occurs when the ego is still weak. Therefore, this type is usually found in children because they are still in the early development. The neurotic anxiety happens because there is something which will attack the instinct. Since the ego is still weak and cannot do anything, the defense that usually offers to overcome it is withdrawal reaction. Therefore, this neurotic anxiety occurs because the danger signal will attack the id. According to M. Asch, the

signal forces within the id are in dangerous proportions and the result is the anxiety (2004: 96).

2. Moral Anxiety

The second type of anxiety is moral anxiety. The moral anxiety happens because there is a conflict between ego and superego (Hidayat 2011:31). Superego is the internalized voice of parents, careers, and society which provide the individual with the rules and regulation (Rennison 2001:40). Usually this anxiety appears because the personality development is being controlled by the superego. The superego is formed in the early personality development; when the age of 3 until 5 years old (Thwaites 2007:8). That age is the early development of children when they start recognizing and contacting to the society and environment. Being aware or not, the society builds a demand on the children with rule and standardization. They were born to the condition when the world has been standardized. Therefore, the harshness of the superego builds the anxiety.

3. Realistic Anxiety

The last type of anxiety is realistic anxiety. This realistic anxiety seems similar to fear. Realistic anxiety is fear of danger that exists in reality. It appears suddenly and Freud herself cannot define the causes. The effect of this type of anxiety has a relevance to the dizziness, heartbeat, and hard breathing. Nevertheless, in psychoanalysis development, this type of anxiety comes from the outside structure of the mind. Sullivan and Horney believe that this anxiety

is caused by the individual relation to his environment (2004: 100). Both find that this type comes from the defense system itself. The danger signal that comes from the environment overcomes their personality. This is the foundation when it can be found in a person who is very scared of what will not happen. Their fear is categorized into out of normal. As the defense is out of normal, this anxiety type comes from the ego itself.

Thus, the structure of mind theory will be used to give analysis about anxiety. Then, the analysis will be continued by specifying the types of anxiety and the defense mechanism. Defense mechanisms are used to overcome anxiety. In the development of the defense mechanism, Bonner states that the defense mechanism can be roughly classified in term of three fundamental types of adjustment behavior: (1) aggressive reaction (2) withdrawal reaction (3) compromise or substitute reaction (as cited in Siswantoro 2005:100). Due to that, the writer will describe those classifications that can be taken by a person who suffers from anxiety one by one.

1. Aggressive Reaction

Most of the aggressive reaction refers to Freud's theory about displacement. Displacement is strong and troubling emotion that is detached from its real cause and placed on another, often the trivial one (Rennison 2001: 85). Because of the explanation above, the ego of the child reacts as the impact of anxiety. Aggressive reaction will be divided into many sub-types. They are projection, denial, and reaction formation.

a. Projection

According to Straker, Projection is a feeling when a person has uncomfortable thoughts or feelings, they may project these onto other people, assigning the thoughts or feelings that they need to repress to a convenient alternative target (2000:3). As Bowins has suggested, projection alters experience such that it is believed that unacceptable impulses and attitudes arise not from the self but from an outside object. Hence, aggressive urges are perceived and reacted to as coming from someone else when they are really your own (2004: 1). Therefore, this kind of reaction is blaming other person as the impulse of anxiety. The person projects his feeling toward other selves.

b. Denial

Denial is the common defense mechanism in the daily life. The definition of denial is to blockade events that come from outside which make danger. Denial is simply refusing to acknowledge that an event has occurred. The person affected simply acts as if nothing has happened, behaving in ways that others may see as bizarre (as cited in Striker 2000:2). It is common in everyday life when something or someone gives damage. For some people, they will confront the situation by denying the information. The action gives a treat that the damage does not exist and give impulse to the brain to deny the information.

c. Reaction Formation

This type of aggressive reaction can be understood by knowing the definition first. Lundin in the book *Psychology Analysis* states that the reaction formation happens when the ego brings the desire but if the desire is being realized, it will give a threat even directly or not toward the person. The ego can be bending the threat by changing the desire into the opposite (2005:110). The example of this reaction can be seen when a person who really hates someone. The person changes that feeling into a different type because if the anger is released toward the person, the person will be afraid that it will be given a bad impact. The ego then makes a defense mechanism by changing the feeling into the opposite. Here, the opposite of the feeling is by loving the person. Therefore, by doing this reaction formation, the feeling becomes changed into the opposite or blaming the opposite subject. From that definition, the feeling or thoughts displace into the person who contrary has it. The person blames the other in terms of avoiding the pain. The definition also gives the example when it happens to the students who blame the teacher as the reason why the students get a bad score. The students believe that the bad score they get as the result of the teacher who dislikes them.

2. Withdrawal Reaction

The second reaction when the pleasure cannot be accomplished is to forget it. Then, the cause of anxiety represses into the unconscious system. This kind of reaction could be in physical or psychological. The term of this reaction will be divided into three types of reaction which next the writer will discuss it one by one.

a. Repression

In the book entitled *Freud and Psychoanalysis* which has been written by Nick Rennison, repression is the process by which unacceptable impulses, ideas, memories and emotions, product of the conflict between the pleasure principle and the reality principle, are forced into the unconscious (2001:89). By that meaning, it can be taken an understanding that sometimes, when a person has an ashamed condition or bad experience, he or she is inclined to forget that moment and start remembering a happiness moment even though it just works for a while.

b. Regression

The meaning of regression is taking the position of a child in some problematic situation, rather than acting in a more adult way (Straker 2000:5). For example, a student becomes crying when the student cannot pass the exam. Crying itself is child behavior when the student's pleasure has not been fulfilled. By crying, he makes a shield to forget the causes of pain. This reaction can be found not only in the children phase, but also in all ages. The person who has lost something can give this reaction to decrease the pain.

3. Compromise Reaction

The last reaction of the defense mechanism is based on compromising with the condition which represses the desire. The person cannot face the situation which makes anxiety. He or she prefers to surrender rather than struggle to gratify the pleasure. The person gives compromise reaction to face

the disability condition. Then, he replaces it into positive energy which can decrease the pain. The energy of fulfilling the id is changed into other energy that replaces the purpose to fulfill the id into other purposes. The terms of these reactions are rationalization, sublimation, and intellectualization.

a. Rationalization

Rationalization is explaining the way of unacceptable behavior into acceptable way. According to Straker, he states that something happens that we find difficult to accept, then we will make up a logical reason why it has happened (2000:4). This reaction can be meant by avoiding the true explanation for the behavior. Then, this defense mechanism believes such kind of behavior felt by the other too. A child that receives a poor grade on a school test may assume that it not only happens to himself but also happens to the others, the child believes that his grade is not because of his own lack of preparation. Therefore, it will give us understanding that a person reacts like this to refuse the reality that he has made a mistake.

b. Sublimation

According to *Freud and Psychoanalysis* book, sublimation is meant by the unconscious mental process by which instinctual, socially unacceptable energy or libido is transferred to a non-instinctual, socially acceptable (2001:89). Then, it means that the pleasure changes into a more acceptable form because if the pleasure is released, it will confront the superego. The example can be found in a person who has big anger at someone else. He will

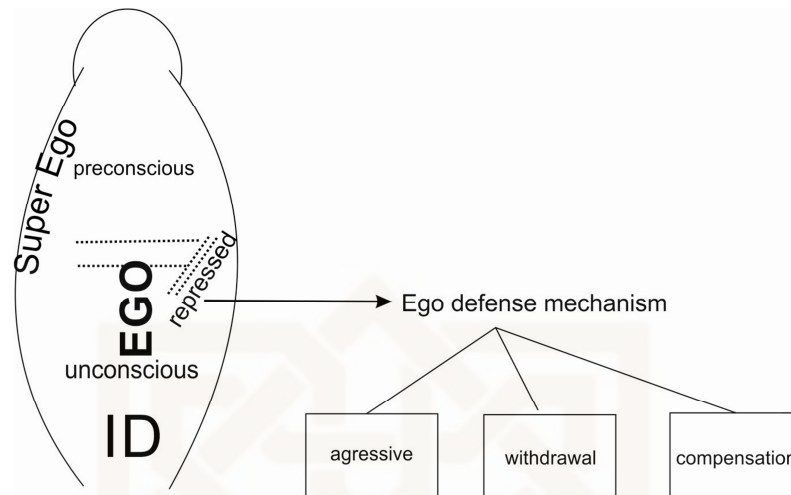
feel anxiety if the anger moves to the person whom he angers. Then he becomes anxious that he will get punishment or even be jailed by the police. Finally, he releases the anger into something that is acceptable such as a plate or other things.

c. Intellectualization

Intellectualization is a kind of withdrawal reaction in which the individual chooses the logical way to confront the situation that causes damage. Straker states that intellectualization is a 'flight into reason', where the person avoids uncomfortable emotions by focusing on facts and logic (2000:3). It can be understood that this reaction prefers to use the brain to the emotion.

As seen from many explanations above, the ego does a defense to avoid pain. The person will not feel it if making a defense mechanism to what the person despairs at. Sometimes the person attacks the cause and sometimes he withdraws it. By reading and understanding those kinds of reaction, the writer makes a figure of how the defense mechanism works based on the figure in *Psychoanalysis as Cultural Study* below (2007: 40).

Figure 1.1 The Dissection of the Psychical Personality



1.7 Method of Research

1. Type of Research

In this research, the writer uses qualitative research. This research is called qualitative research since this research presents the descriptive data, in forms of words, spoken or written by people and analyzed attitudes (as cited in Moeloeng, 1995:3). Qualitative research can be done in two ways: field research and library research. Because this research will not focus on the reader response, it will use library research as the way by finding the books, journals, comments that contain or support the data that are needed by the researcher.

2. Data Sources

The data sources that are taken in this research will be divided into two categories. They are:

a. Main Data Source

The primary data is the main data that are used as the source in the research. Here, the primary data is the novel *The Singing Stones*.

b. Supporting Data Source

The second data is the data that is used to support primary data.

The secondary data taken from the other sources are such as the previous research, essay, comments, article, journal and other relevant information.

3. Data Collection Technique

The method of collecting data which is used in the study is documentation. It is done by reading the novel itself repeatedly and taking a note of the novel and the secondary data that are relevant to the topic. Here the writer divides it into some necessary steps. The necessary steps are:

- a. Reading the novel repeatedly.
- b. Taking a note of the important parts in both primary and secondary data sources.
- c. Classifying the data into some categories.
- d. Selecting them by rejecting irrelevant information that does not support the topic of study.

4. Data Analysis Technique

Since this research will analyze a literary work, actions that can be taken are criticisms. According to Siswantoro, there are two methods of criticisms: evaluative criticism and descriptive criticism (2005:46).

Because this research will not judge whether the literary work is good or not, it will use the descriptive criticism as the method.

Because the descriptive criticism does not give judgment, it focuses more on the content rather than the structure and style. Content is one element besides the structure and style, the three of them are unity that cannot be separated (as cited in Siswanto 2005:49). Content analysis is used because it focuses on the conflict or event rather than the style that focuses on the syntax, phonology or structure elements that focus on elements that build the literary work. By content analysis, the conflict can be observed using psychological, social, cultural, historical view. Because this research focuses on children's personality problem, the content unit that will be chosen of this research is dialogue of the character, narration, and setting which can represent the anxiety in children. Here, the character that has been chosen is Jilly. It is because Jilly has suffered anxiety after her father got accident. After finding the content that give an image of Jilly's anxiety, then by using the structure of the mind, this research will find the types of Jilly's anxiety first. This is done for knowing which part among id, ego, and superego that clash. The analysis then is continued by knowing the defense mechanisms that Jilly uses to decrease her pain.

1.8 Thesis Organization

This paper consists of four chapters. The first chapter is Introduction. Here, this chapter gives an overview why anxiety is an interesting subject to be discussed. By giving example of the anxiety that can be found in daily life, it will give an explanation to the reader of what actually causes the anxiety. Since the background of this study is about the anxiety problem, this study will scope into the human personality. It also includes the reason why anxiety is chosen, problem statements that have to be answered, the theory that will be used, and the method of analyzing the data.

The second chapter is about theoretical review. This chapter will give the reader brief information about the psychoanalysis theory and the approach used. This chapter will provide some subtopics which relate from the first until the last to make the reader understand about the theories which are started from the types of anxiety then types of defense mechanisms.

The third chapter is analysis of Jilly's personality and the defense mechanism that she uses to face her anxiety. The analysis starts from knowing the type of Jilly's personality first. It is done to know which parts of structure of the mind clash. After the type is known, the analysis then is continued by knowing what term of defense mechanisms she uses to decrease her pain is.

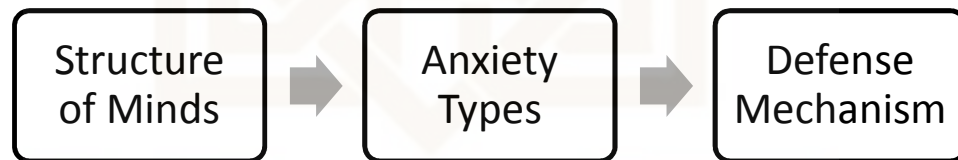
The last chapter of this research is conclusion which the writer make based on the documentation that has been done.

CHAPTER IV

CONCLUSSION AND SUGGESTION

4.1 Conclusion

From the previous discussion above, it can be concluded that we can know the types of Jilly's anxiety by recognizing the symptom first. By knowing the symptom, it will give a clue of what types of anxiety has been undergone. Based on that, it will also relate to the defense mechanism that she uses to overcome the anxiety. Therefore, the analysis is done by this method. For more understanding, the analysis can be seen in the steps below.



Based on those steps, it is found that Jilly suffers from the three types of anxiety. It is also found that she uses different defense mechanism to overcome the anxiety.

First, neurotic anxiety has been undergone by Jilly. She feels anxious if she reveals the truth when the tragedy has happened. She represses the memory into the unconscious mind. This is where it relates into *id*. Since it attacks the *id* of Jilly, this anxiety is categorized into *Neurotic Anxiety*.

Due to Freud's theory, this type will call again if anyone meets the condition. Apparently, this theory is right. It is also found that Jilly feels anxiety again when she and Lynn have gotten tragedy in the Singing Stones. She is afraid and asks Lynn not to tell it to anybody. Then, she represses anything which can remind it. The signal is hidden very deep. This is why she uses repression to cope this anxiety. It is proof that she withdraws the anxiety by repression. Since Freud believes that this types will set the pattern of anxiety during the patient. Then, it will also be possible if Jilly gets tragedy again, she will be anxious.

The second anxiety which has been undergone is Moral Anxiety. Oriana has obsession toward Jilly. She wants Jilly to be like her. She forces her demand. She forces it by sending Carla as the dance teacher. It is because Carla is her protégé. This is why Jilly is afraid if she refuses Carla's task. She believes that it will disappoint her mother. This is where the *ego* gets pressure. Since there is conflict between her ego and superego, this anxiety is categorized into *Moral Anxiety*. It is found that the ego of Jilly becomes strong. That is why she cannot accept her mother's obsession anymore. She gives an aggressive reaction to overcome this anxiety. She starts to deny Carla's command. She also refuses to meet her mother. Because Carla is dead and Oriana has divorced with Stephen, the anxiety has been resolved. This anxiety has not influenced Jilly's personality anymore.

The last type that has been undergone by Jilly is *Realistic Anxiety*. Since the tragedy, she is afraid of being lonely. She is afraid when someone

who cares with her leaves the house. The factor which causes it comes from outside of her personality. This symptom relates to the category of *reality*. She has been separated from the family members. This is why she clings to caregivers. It is found that Lynn and Julian are the caregivers. Julian has taught that she should be born into another parent and Jilly accept the idea. She uses her mind to cope this anxiety. She believes that the idea of reincarnation is acceptable. This defense mechanism is categorized into the *Compromise Reaction*. The type of the defense mechanism is called *Intellectualization*. Since Stephen has recovered and Lynn comes, the condition has changed. At the end of the story, Lynn and Stephen reunite again. In short, this anxiety disappears from Jilly personality because Jilly has found a person who cares about her.

Based on that, the conclusion can be shown in this table.

Table 4.1 The Existence of Jilly's Anxiety

Source	Anxiety types	Defense Mechanisms	Existence
Id	Neurotic anxiety	Withdraw	√
Superego	Moral anxiety	Aggressive	-
Reality	Realistic Anxiety	Compromise	-

4.2 Suggestion

a. Suggestion for Further Researches

This research hopefully will invite the future researches to analyze the children development by using Holy Qur'an or Moslem literature as the basic data. Therefore, it can give Moslems understanding of how to behave with their children. The personality development of the children will be discussed in the Islamic perspective.

As it can be seen in the discussion, children behavior relates to the attachment from the parents. The parents are two main factors beside the environment which influences children personality. They are the first persons to whom children communicate. Therefore, the parents should give the good example and teaching as the attachment. The parents should accompany them in the learning process.

Jilly is the person who gets separation from her parents. Due to that separation, it builds the pattern of her anxiety. The danger signal persuades her that parents will not care anymore. It will continue if Jilly will get separated again from the parents. Therefore, the attachment should give the understanding of independent behavior. The children should be aware that their lives cannot depend on their parent continually. It should be ended but it should be given to the children by using an appropriate manner, not by alienating them or separating them. It is in line in the children parenting as stated in Al-Baqarah verse 233 as follows:

﴿ وَالْوَالِدَاتُ يُرْضِعْنَ أَوْلَدَهُنَّ حَوْلَيْنِ كَامِلَيْنِ لِمَنْ أَرَادَ أَنْ يُتِمَّ الرَّضَاعَةَ وَعَلَى الْمَوْلُودِ

لَهُ رِزْقُهُنَّ وَكِسْوَتُهُنَّ بِالْمَعْرُوفِ لَا تُكَلَّفُ نَفْسٌ إِلَّا وُسْعَهَا لَا تُضَارَّ وَالِدَةُ بَوْلِدِهَا وَلَا

مَوْلُودٌ لَهُ بِوَلَدِهِ وَعَلَى الْوَارِثِ مِثْلُ ذَلِكَ فَإِنْ أَرَادَا فِصَالًا عَنْ تَرَاضٍ مِّنْهُمَا وَتَشَاوُرٍ

فَلَا جُنَاحَ عَلَيْهِمَا وَإِنْ أَرَدْتُمْ أَنْ تَسْتَزِعُوا أَوْلَادَكُمْ فَلَا جُنَاحَ عَلَيْكُمْ إِذَا سَلَّمْتُمْ مَا

ءَاتَيْتُم بِالْمَعْرُوفِ وَاتَّقُوا اللَّهَ وَاعْلَمُوا أَنَّ اللَّهَ بِمَا تَعْمَلُونَ بَصِيرٌ ﴿٢٣٣﴾ ﴾

The mothers shall give such to their offspring for two whole years, if the father desires to complete the term. But he shall bear the cost of their food and clothing on equitable terms. No soul shall have a burden laid on it greater than it can bear. No mother shall be Treated unfairly on account of her child. Nor father on account of his child, an heir shall be chargeable in the same way. If they both decide on weaning, by mutual consent, and after due consultation, there is no blame on them. If ye decide on a foster-mother for your offspring, there is no blame on you, provided ye pay (the mother) what ye offered, on equitable terms. But fear God and know that God sees well what ye do. (Q.S. al-Baqarah, 2: 233)” (from Al-Qur’an in Word ver 1.3, translated by Yusuf Ali).

b. Suggestion for Readers

This research hopefully will give the understanding to the readers of how to solve a problem of children anxiety. By knowing the symptoms and then the types, it can give a clue of the defense mechanisms that are used to overcome it. After the defense mechanisms are found, they will give the direction to what treatment that should be taken.

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APPENDICES

Jilly's Anxieties

Types	Data on the novel
Realistic Anxiety	Jilly is ten, with a mother too often away, and a father who no longer cares what happens to him or anyone else. Julian believes that you have a connection with this child – perhaps at a mystical level – and that you will come. (p.14)
	Jilly needs him, and he's not there for her (p.35)
	"Jilly adores her mother and wants to be like her, even though Oriana puts her dancing first and has so little time for her daughter". (p.37)
	"so he's completely centered in himself-as Oriana is in herself! And Jilly is being left out by both parents (p.37)
	And Jilly - who could have a wonderful, rich, creative life – will die young because she's without hope, without love from those she loves most. (p.62)
	"mr Forster believes that Jilly is unhappy and she needs help, guidance. Perhaps, more than anything else, she needs a father who cares about her, and a mother who is home more often. (p.83)
	"Oriana's life is her dancing and that's what she's really committed to." (p.129)
	"I only want to help my father – so he'll be well again". (p.164)
	"what is it you need to do Jilly?" she raised her head and looked at me directly. " I need to make him well" (p.188)
	"I'm not sure. Oriana can't take her along tour. She may have to stay with Meryl and Everett for a while, until we find the right school for her". (p.264)
	"and best for Jilly – who needs her mother?" (p.270)
	Jilly's expression went suddenly blank. "my mother's leaving soon, isn't she?" (p.272)
	"yes! And if I tell anyone, the police will find out, and then my father will go to prison for murder. So don't you see Lynn – I can never talk about this. But you said I could trust you." (p.273)
Moral Anxiety	"I don't feel like Amber, Daddy. I only feel like me." (p.170)

	“like her. like that picture upstairs in my room here – where we’re dressed alike and dancing the same way.” (p.227)
	“Lynn, I can’t be copy of my mother. I have to be like me – and that upsets her”. (p.227)
Neurotic Anxiety	Hello, [grudgingly, and for an instant an unaccountable look of fear seemed to touch the child’s eyes and tremble at the corner of her mouth]. (1990:20)
	“Don’t tell her what happened,” she whispered. “Please Lynn, don’t tell anyone what happened.” (1990:197)
	Jilly looked suddenly frightened. “She didn’t mean something that just happened. She meant –“. (1990:91)

Jilly’s defense Mechanism

1. Oriana

Super ego Oriana	Jilly’s withdrawal reaction
	Jilly: “I knew my mother had come. Everybody didn’t need to be mysterious about it and rush me away. If they’d just told me straight out, I’d still have wanted to come here for a little while.” (p.227)
	Jilly: “I don’t want to see her right now. Carla will tell her things about me- about the wrong way I want to dance. And she’ll be sad and disappointed. But I can’t always be the way she wants-not anymore. I really can’t. (p.227)

	Jilly: "Lynn, I can't be a copy of my mother. I have to be like me-and that upset her. then I feel awful when she's sad. She's so beautiful and wonderful, and I love her very much-just the way dad loves her. but she's more like a-a fairy godmother than like a real mother." (p.227)
	Jilly: "Lynn, do you think I could go back to school now? would they let me? I don't need someone new to stay with me, and if I'm going to school every day, then I wouldn't need to live in Charlottesville with uncle Everett and aunt Meryl." (p.272)

2. Stephen

Super ego	Jilly's aggressive reaction
Stephen	"he doesn't care! He doesn't care about me at all". (p.123)
	"oh I don't mean I wasn't born to you and my mother." (p.170)

3. Carla Raines

Super ego	Jilly's aggressive reaction
Carla Raines	"I don't want to go with the dragon," jilly whispered to me. (p.95)
	"if Carla doesn't catch me." (p.124)
	Carla denied her words indignantly. "it's worse than that! Come and see what she's done, Mr Forster. She can be

	excused any longer.” (p.131)
	Nothing had been strewn around or damaged – just rearranged in an appropriate manner. What might have been set on the dressing table had been transferred to the middle of the bed, and pillows from the bed had been placed beneath the mirror of the dressing table. Shoes had been brought from a closet and lined up in front of the windows. Clothes on closet hangers had been moved to the shower rail in the bathroom. Finally, an armchair had been turned around and shoved against the wall, its back to the room, and an emptied suitcase stood on the floor beside it. (p.132)

4. Vivian

Super Ego Vivian	Jilly’s withdrawal reaction
	“yes! And if I tell anyone, the police will find out, and then my father will go to prison for murder. So don’t you see Lynn – I can never talk about this. But you said I could trust you. (p.173)
	“No! if you knew, you’d have to tell – and my father would be in terrible danger.” (p.274)
	“that was the way she looked at White Moon that time when I saw her there.” (p.311)

5. Julian

Super ego	Jilly's compromise reaction
Julian	"I don't feel like Amber," she was protesting unhappily. "how can I know that's who I am?" (p.173)

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Background Study

TK Aisyah Bustanul Atfal	1996-1997
SD Muhammadiyah Menoreh	1997-2003
SLTP N 1 Salaman	2003-2006
MAN 2 Magelang	2006-2009
UIN Sunan Kalijaga Yogyakarta	2009-2014