

CHAPTER I INTRODUCTION

A. Background of The Study

Literature is simply a written work that contains certain qualities. Literature's primary aim is to tell a story. The subject of the story is particularly human, describing and detailing a variety of human experience. Not starting facts or bits and piece of information. Literature concretizes an array of human values, emotions, actions, and ideas in story form and it is this concretization that allows to experience vicariously the stories of a host of characters. Through these characters can observe people in action, making decisions, struggling to maintain humanity in often human circumstances, and embodying for a variety of value and human characteristic that can be embraced, discarded, enjoyed and detested (Blessner, 1993:11-12).

The phasic view of femininity development is more in accord with the observed speaking of sex-typed, interest and traits in adolescence than is the traditional view of the irreversible and stable internalization of parental traits. For example, showed that sex-typed interests are highest during the eighth grade for women and during the eleventh grade for boys (Terman and Miles, 1936). Many scales for masculinity-femininity have been developed, and many continue to be used. There is however considerable disenchantment with these instrument by responsible psychometricians (Tyler, 1968).

Femininity refer to the dominant sex role pattern in the vast majority of both traditional and modern societies: that of male assertiveness and female nurturance (Hofstede, 1980). Sex role similarities in terms of feminine traits are more likely to be found in feminine than in masculine countries. Until (1983) demonstrated that couples in which both partners were high on feminine traits (androgynous and feminine). This empirical fact is not inconsistent with the emerging trend of feminine traits to be significantly positively (rather than negatively) associated with measure of positive affect (Arrindell, 1997).

Femininity refers to societies decisions about what implications the biological differences between the sexes should have for the emotional and social roles of the genders (Hofstede, 2001:279). Masculinity / femininity (MAS) represent one of the major dimensions that describe basic problem of humanity with the biological fact of the existence of two sexes, and in particular in the social roles that are attributed to males. In Hofstede's formulation (Hofstede, 1980).

Hofstede described feminine (vs masculine) countries as respectively characterised by the following societal norms:

1. Sex roles in society should be fluid (vs sex roles in society should be clearly differential).
2. Differences in sex roles should not imply differences in power between the sex vs men should dominate in all settings.
3. Unisex and androgyny as ideal vs machismo-ostentations manlines as model.
4. Both father and mother are used as models by boys and girls vs father is used as model by boys, mother by girls.
5. Quality of life and of environment are important performance and growth are crucial (Hofstede, 1980).

These conditions in subject in optimal mood give rise to better performance in experiments related to helping behavior and to grater participation in experiments related to helping behavior and to greater participation in voluntary organizations. Happiness also seems to reduce aggressive and competitive tendencies (Veenhoven, 1989). A macro-level effect could be that were existence of feminine values in a country creates greater opportunities for combining multiple social roles (employment, marriage, parenthood). The possibility of combining multiple roles is likely to make life more satisfying, in particular for women (Barnett& Baruch, 1987).

In addition to the effects of feminine in a notion may also influence the endorsement of feminine values. At the micro-level, happiness has been found to facilitate various forms of pro-social behavior, which in turn could

increase the individuals in good mood are also more emphatic, more perceptive and more active than their equivalent in less optimal mood. These conditions in subjects in optimal mood give rise to voluntary organizations. Happiness also seems to reduce aggressive and competitive tendencies (Veenhoven, 1986).

Hofstede himself did not predict an association between femininity and subjective well-being (SWB), an important component of positive mental health (Diener, 1995). Which may be defined as the degree to which an individual judges the overall quality of her or his life as a whole in a favorable way (Veenhoven, 1984). Identifying individual as it offers them the working hypothesis they need to follow. It is at this point that all objective determinants, such as cultural norms, familiar norms, biological factors, and the person's past history become relevant to the person's idea of goal, they certainly shape the person's perception about the processes in which they need to be engaged (Ansbacher, 1967).

The name that Adler gave his theory in English, individual psychology, has long been a source of misunderstanding in the therapeutic community. In fact, some experts consider this naming to be a mistake of Adler's. This is believed to have taken place due to the loss of meaning in translation. In German the name individual means indivisible unit and needs to be understood as a total being and not individually and separate from other units (Carlson, 2009).

(Adler, 1992:141) believes that major of personality theory should be to serve as an economical and fruitful guide for therapist and ultimately for everyone in effecting change toward more psychologically healthy behavior. Adler as quoted by (Ryckman, 1985:95). Argued that individual psychology is a science that attempts to understand the experiences and behavior of each person's fundamental attitudes toward life.

Individual psychology insists on the fundamental unity of personality. All apparent dichotomies and multiplicities of life are organized in one-self consistent totally no definite division can be made between mind and body

between conscious and unconscious or between reason and emotion. All behavior is seen in relation to the final goal of superiority or success. This goal gives direction and unity to the individual (Adler in Feist, 1985:64).

Adler's individual psychology depicts human being as single, indivisible, self-consistent and unified (Adler, 1992:139). Adler makes consciousness the center of personality, which makes him a pioneer in the development of an ego-oriented psychology. Human being is a conscious being, he or she is conscious of his or her inferiorities and conscious of the goal for which he or she strives. More than that, he or she is self-conscious individual who is capable of planning and guiding actions with full awareness of their meaning for his or her own self-realization (Hall and Lindzey, 1981:121).

Individual psychology is the critical piece that can serve as the bridge for collectivism to be able to cross over between the collectivist mentality and the world of individual psyche. It is this piece that makes the Adlerian theory a powerful approach in creating a balance for individuals who struggle with determining when it is permissible to allow their own desire to reign over desire of other individuals in their families and groups. Once the client feels validated for his thoughts and behaviors, he or she develops a rapport with the counselor and realizes that the counseling process is simply a re-framing of priorities and not the dismissal of learned familiar patterns and collectivist ideologies. At this point the client begins his or her self-exploration and embraces the development of a strong insight into his or her own psyche (Adler, 1912).

Adler (1992:142) explains that every person succumbs to disease in that region of the body which has been less well-developed, less successfully functioning and generally inferior from birth. He suggested that process of compensation not only for organ inferiorities but also for subjective feeling of inferiority, those arise from uniquely felt psychology or social disabilities. The feeling of inferiority is not defective organ motivation, inferiority by itself, however, can never produce greatness. It must be combined with talent,

courage, and social interest (Feist, 1985:67), then Adler in Hjelle and Ziegler (1992:141-142) observes that people with severe organic weakness or defect will often try to compensate for them by training and exercise, which often result in the development of the individual's greatness or strength.

Adler in Hjelle and Ziegler described striving for superiority as "the fundamental law of human life, a something without which life would be unthinkable". The striving refers to the human's effort in order to get perfection of life and being admitted by the others. Each person has different ways of efforts in order to achieve perfection. Adler believed that the great dynamic force governing human behavior was a striving to be aggressive. The aggressive impulse was followed by "will to power". These efforts divided into three stages: to be aggressive, to be aggressive, to be powerful, and to be superior (Ziegler, 1992:143).

According to Adler the style of life is so firmly ingrained the age of 4 or 5 that is almost totally resistant to change thereafter. The life style so formed persists and becomes the guiding framework for later behavior (Ziegler, 1992:145). Style of life originally called "life plan" or "guiding image" refers to unique ways in which people pursue their goal (Ryckman, 1985: 98). According to Adler (1992:150) creative power means the influence of heredity and environment toward a person in overcoming the problem of life. This creative power is responsible for the person's life goal, and contributes to the development of social interest. Creative power implies freedom, free to be what we will. The creative self is yeast that acts upon the facts of the world and transforms these facts into a personality that is subjective, dynamic, unified, personal, and uniquely stylized. The creative self gives meaning to life: it creates the goal as well as the means to the goal. The creative self is the active principle of human life (Hall and Lindey, 1970:166).

Based on the background of the study the writer takes the title: "Femininity Reflected in Okky Mandasari's Bound (2013) Novel: An Individual Psychological Approach". The writer takes this novel because the

novel is very interesting for the writer to read because the novel has the good stories about femininity. The Bound Novel tells about sasana life so the writer is interested to reading this novel. And the writer make the proposal about “Femininity Reflected in Okky Mnadsari’s Bound (2013) Novel: An Individual Psychological approach”.

Bound is one of novel written by Okky Mandasari which describes the real life . the story begins with the story of a man named sasana who is trapped in his own body, even since he was still in the womb. Nothing unusual except he heard piano. Later when sasana was born, both sasana’s parent forced him to play the piano. He obeys his parent willingness to play the piano and choose to be bright child, for the parent as well, not for himself. Out of the body is an answer. It is even more terrible turmoil, when sasan enjoys dangdut music accidentally. He feels this is whathe was looking for, freedom and sway along with the music dangdut not it was too old, classical music. This is how the passion of sasana increases visibly.

B. Problem Statement

Problem that the writer would like to analyze is:

How femininityis reflected in the bound novel, the bound novel by Okky mandasari uses individual Psychological approach?

C. Objective of The Study

1. To identify the femininity approach influenced in the Okky Mandasari’s the bound (2013) Novel.
2. To describe Sasana position reflected in Okky Mandasari’s the Bound (2013) Novel.

D. Benefit of The Study

There are two kind of benefit of this study, specifically theoretical benefit and practical benefit. Thus the significance of this research may include this following.

1. Theoretical Benefit

The writer hopes that this research can give the contribution in the development of knowledge, especially in Individual Psychological Approach.

2. Practical benefit

a. Teacher

The result of this research can be useful as additional information for the teacher, especially in Individual Psychological approach.

b. Student

The result of this research can be used as additional knowledge to improve student ability in Individual Psychological approach

c. Other researcher

The result of this study can be used as reference and guidance in conducting research, especially research on individual psychological approach.

E. Paper Organization

The research paper is divided into five chapters. The first chapter is introduction that covers the background of the study, objective of the study, benefit of the study, research method and the research paper organization. The second chapter deals with the theoretical approach, it covers with the notion of individual psychological approach, it covers with the notion of individual psychological theory, the basic assumption of individual psychology by Alfred Adler. Notion of deviation, structural element of the novel and theoretical application. The third chapter consists of the structural analysis of the novel and discussion. The fourth chapter deals with the analysis of individual psychology. And the last chapter is conclusion and suggestion of the research.