

CHAPTER I

INTRODUCTION

A. Background of the Study

In this chapter the growing body of work on the nature of autism is discussed. Research at the biological and behavioural levels is reviewed, but it is the level which connects brain to behaviour that is the focus here - that is, the level of cognition. One particular cognitive theory of autism is presented, which suggests that the fundamental deficit in autism is a failure to represent mental states, and to attribute these propositional attitudes to self and others. After looking at some of the issues involved in postulating such a deficit, the challenge posed to this theory by the most able autistic individuals (considered further in chapter 2) is discussed - framing the research question addressed in the experimental work which follows.

Autism is a developmental disorder affecting between 4 and 10 in every 10,000 children born (Lotter, 1966; Bryson, Clark & Smith, 1988; Steffenberg Gillberg, 1986). Kanner (1943) first described and named the disorder, and then, as now, autism was defined on the basis of behaviour. For Kanner, the essential and defining symptoms of autism were the child's "autistic aloneness" and "obsessive desire for the preservation of sameness" (Kanner & Eisenberg, 1956). Although Kanner's early descriptions were very evocative, and many of the autistic children we see now conform exactly to the picture he drew, the diagnosis of autism has changed in a number of ways as more has been learnt about the disorder.

Similarly, while some children with autism avoid social contact, like Kanner's cases, others are merely passive, or even actively social in a peculiar fashion (Wing & Gould, 1979; Wing, 1988). The manifestation of autism has been found to vary across and even within individuals, according to intellectual ability and age. The picture that autism presents, then, varies greatly, and Wing (1988) introduced the concept of a spectrum of disorders in autism. However, there is an

obvious problem with such heterogeneity of presentation in a disorder diagnosed on the basis of behaviour. This problem has been overcome by an appeal to the level of cognition. A whole array of different and diverse behaviours may be equated at the level of cognitive deficit, just as a number of very different physical reactions may be the result of a single underlying disease (eg. chicken pox). Similarly, the very different patterns of features presented by people with autism, have been explained as springing from one core cognitive deficit. In some sense, then, diagnosis of autism is behavioural, with insight from the level of cognition; autism is seen as a biologically caused but cognitively defined disorder (Frith, Morton & Leslie, 1991).

Since autism was first described, independently and almost simultaneously, by Leo Kanner (1943) and Hans Asperger (1944), many theories have been proposed to account for this enigmatic condition. One infamous example is Bettelheim's (1967), now completely discredited, 'Refrigerator mother' theory. In his book, *The Empty Fortress*, Bettelheim stated that an emotionless parenting style caused the child to develop autism. In contrast, other theories, which did not try to explain the disorder, were nevertheless influential in developing interventions. For example, Lovaas derived techniques from operant conditioning to create behaviour therapy (e.g., Lovaas, Schaeffer, & Simmons, 1965) and training to use language (e.g., Lovaas, 1966).

Theories of autism have tended to mirror the Zeitgeist of their times, and so with the dawn of the Cognitive Era came the search for more cognitively based explanations through experimentation. The earliest, and most influential work of this kind came from researchers such as Frith, Prior, Rumsey, and Hermelin and O'Connor who investigated cognitive abilities including perception, memory and language (these studies from the mid-60s were reviewed by Prior, 1979).

All people with autism spectrum disorders display difficulties with social interaction and behaviour, but the extent and type of difficulty varies. Some individuals may be withdrawn, while others may be overly active and approach people in socially-awkward ways. They may demonstrate selective attention, resistance to change, limited interests or obsessive behaviours. They often respond

to sensory stimuli in an atypical manner and may exhibit unusual physical behaviours, such as hand flapping, spinning or rocking. They may also use objects in unconventional ways and demonstrate an unusual attachment toward specific objects. Although people with autism spectrum disorders may share common features, no two individuals share an identical profile. In addition, the pattern and extent of difficulties may change as individuals grow older. There are common characteristics associated with autism spectrum disorders but it is important to combine this information with knowledge of the specific interests, abilities and personality of each individual. (American Psychiatric Association, 1994)

The cause or combination of causes of autism spectrum disorders is not fully known. There is growing evidence that autism spectrum disorders is a genetic condition and that there are likely several different genes involved. The mode of genetic transmission appears complex, and scientists are focusing their work on discovering which genes may be involved and how these genes are affected. So far, it appears that for at least a significant subgroup of people with autism spectrum disorders, there is a genetic susceptibility that differs across families (that is, different genes may be responsible in different families). Early life events, e.g., complications during the pregnancy, and environmental factors are believed to interact with genetic susceptibility. (Journal of Autism Spectrum Disorders Alberta. Alberta Learning. Special Programs Branch. Teaching students with autism spectrum disorders)

In essence, this theory states that individuals with autism fail to “impute mental states to themselves and others” (Premack & Woodruff, 1978, p. 515) and that this deficit manifests as inability to mentalise, or failure to take into account others’ mental states. The most widely used test of Theory of Mind is the unexpected transfer test of false belief, which was devised by Wimmer and Perner (1983). In the task the participant watches a sequence of events, usually enacted by dolls. The story unfolds so that one doll has a belief about the location of an object that is incongruous with its real location. The participant then makes a judgement about where the doll will look, and in order to give the correct answer the participant has to infer the mental state of the doll (I think he thinks). Baron-

Cohen, Leslie, and Frith (1985) found that 80 percent (16/20) of children with autism failed the unexpected transfer task and concluded that these children had a deficit in their theory of mind. These seminal results have been widely replicated with that task as well as other tests of false belief, such as the deceptive box (Perner, Frith, Leslie, & Leekam, 1989).

Happé (1994), however, stated that it was problematical for the Theory of Mind Hypothesis that 20 percent of autistic individuals actually passed tests of false belief, and so the deficit seemed not to be universal. There are at least three ways of explaining this: (1) passing a test of false belief requires multiple skills and although some individuals pass the test, they do so in a way that is very different from that of individuals without autism; if so, then passing or failing a test is not as important or revealing as the way in which the participant goes about tackling the test. (2) The diametrically opposed position is that being able to pass a test of false belief is only possible for anyone who has a representational theory of mind; if this line of argument is followed, then the Theory of Mind Hypothesis of autism is untenable because it cannot account for the possibility that some individuals pass tasks when autism is identified as an impairment in theory of mind. (3) In between these two positions, it could be argued that the Theory of Mind Hypothesis may explain some of the cognitive impairments seen in autism, but that it does not fully explain all facets of the disorder.

Autism spectrum disorders are associated with a number of biological causes, however none is unique to the syndrome. For instance, autism spectrum disorders has been associated with prenatal exposure to rubella, chromosomal abnormalities, such as Fragile X, as well as brain abnormalities, such as hydrocephalus. Many consider autism spectrum disorders to be a “final common pathway” as there are many different possible causes. Recently, various types of investigations, including imaging studies, electro-encephalographic studies, tissue studies on autopsy samples and neuro-chemical studies, have provided further evidence of a biological basis for autism spectrum disorders. The brains of individuals with autism spectrum disorders appear to have structural and functional differences from the brains of other people. Anomalies in the brain

stem and cranial nerves have been found. Ongoing research may one day pinpoint the exact genes and other conditions that combine to cause autism spectrum disorders. All individuals with autism spectrum disorders avoid eye contact and social contact. Besides that, people with autism spectrum disorders possess extraordinary skills or talents, e.g., are able to memorize facts, complete complex mental calculations or compose music. (Journal of Autism Spectrum Disorders Alberta. Alberta Learning. Special Programs Branch. Teaching students with autism spectrum disorders)

Asperger's syndrome shares many of the features of autism spectrum disorders. People with Asperger's syndrome demonstrate significant difficulties with respect to social interaction. Students with Asperger's syndrome often display many of the characteristics associated with autism spectrum disorders. The Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (American Psychiatric Association, 1994) criteria stipulate that students must display a qualitative impairment in social interaction, and restricted, repetitive and stereotyped patterns of behaviour in order to be diagnosed with Asperger's syndrome. In addition, the student must possess at least average cognitive abilities and adaptive functioning skills. People with Asperger's syndrome may have problems communicating with others because they do not naturally learn the rules of conversation. (Centre for Developmental Disability Health Victoria)

Literature, in its broadest sense, is any written work; etymologically the term derives from Latin *litteratura/litteratura* "writing formed with letters", although some definitions include spoken or sung texts. More restrictively, it is writing that possesses literary merit, and language that foregrounds literariness, as opposed to ordinary language. Literature can be classified according to whether it is fiction or non-fiction and whether it is poetry or prose; it can be further distinguished according to major forms such as the novel, short story or drama; and works are often categorized according to historical periods or their adherence to certain aesthetic features or expectations (genre). Literature has a close relationship with human life, Swingewood and Laurensen (1972: 13) argue that literature is reflecting various fact and social phenomena and problem in society,

like: class structure, conflict family, relationship, a possibility divorce, friendship and population phenomena that actually happened in society.

Sigmund Freud, was the founder of psychoanalysis and psychoanalytic theories. These theories are based on the belief that developmental changes occur because of the influence of internal drives and emotions on behavior. From Freud's psychoanalysis theories psychologists were given one possible insight as to how the conscious and unconscious mind works. Freud believed that there is a constant unconscious drive in humans to seek pleasure, which he called the libido. He argued that the human personality can be divided into three different parts. The conscious mind includes everything that we are aware of. This is the aspect of our mental processing that we can think and talk about rationally. Preconscious is our memory, which is not always part of consciousness but can be retrieved easily at any time and brought into our awareness. The unconscious mind is a reservoir of feelings, thoughts, urges, and memories that outside of our conscious awareness. Most of the contents of the unconscious are unacceptable or unpleasant, such as feelings of pain, anxiety, or conflict. According to Freud, the unconscious continues to influence our behavior and experience, even though we are unaware of these underlying influences.

The original title of the Jodi Picoult novel is *House Rules*. This story tell us about children who have Autism Spectrum Disorders especially Asperger's Syndrome. People who have Asperger's syndrome are feel difficult to interaction or communication with others. In this novel the child is Jacob, he is 18 years old and he has one brother, his name Theo, he is 15 years old. Jacob likes to come to the place which crime scene to analyzed and solve what happened. Oneday in state highway man dead with half dressed and frozen. Detective Rich begin to analyzed how can he dead, does he killed or not. His pants are pooled around his ankles. Jacob listen this news and go very fast riding his bycicle, then he tell to Rich, it is a hypothermia because around the man only his footprint and no hit from others. Rich suspects Jacob who did it and noone belive Jacob and his mom too, because many fact lead to him, then her mom bring him to Rich to investigation but his mom regret then she called Oliver (lawyer) to take Jacob out.

The other hand Theo has unique activity, he come to others house when nobody home, just to sleep in the bed and sit in the sofa. Their parent are divorce so they live with his mother, her name Emma. She really worry about Jacob so she get a private tutor to come home to teach Jacob about social interaction. The tutor is Jess. Oneday Jess come to Jacob's house with Mark (her boyfriend), and her boyfriend get jealous with Jacob, so they have a fight. The next day Jess is gone, its too mistery, no one knows where is she. Automatically Jacob try to find her and come to Jess's house to identify what happened, but he finds Theo's footprint, so he really surprise and think if his brother kill Jess. He worrying, so he delete Theo's footprint to avoid accusation and make crime scene Mark who killed Jess, because he remembered her mom rules. Her mom said that take care your brother, that is one of the rule of their house. (Picoult, jodi.2010.*House Rules*.Atria International:NewYork)

There are the reason why the writer chose this novel. The first is because this novel is interesting. The story about family and rule, the rule to take care each other. The second reason is the story make the writer curious, this novel have a mysteri that should be solve. The last because the major character has Asperger's syndrom or you can called it autism, so the researcher want to know how to interaction with people who has Aspergr's syndrome.

Jodi Picoult's books are fast and controversial. Is the woman behind the books as provocative? Find out more about the popular author in this Jodi Picoult. Jodi Lynn Picoult was born on May 19, 1966, in Nesconset on Long Island in New York.Picoult's family moved to New Hampshire when she was 13. Although she left New Hampshire for college and her early jobs, she settled there again as a married woman.She currently lives in Hanover, New Hampshire with her husband, Tim Van Leer, and their three children, Sammy, Kyle and Jake.Picoult studied writing at Princeton University, where she earned her bachelor's degree. She also earned a master's degree in education from Harvard University.Picoult wrote her first story, "The Lobster which Misunderstood," when she was five. While at Princeton, she published two stories in *Seventeen* magazine. She wrote her first novel, *Songs of the Humpback Whale*, while she was pregnant with her

first child, and published it in 1992. Picoult's novels usually deal with ethical issues and are told from a variety of viewpoints, with each chapter written in a different character's voice. (bestsellers.about.com/od/.../p/jodi_picoult.htm on Monday, November 30 2015 at 12.35 pm)

B. Literature Review

As long as the researcher knows, this novel has not been studied yet in Muhammadiyah University of Surakarta. But, the researcher found similar author but different title was already analyzed by Linda Ratna Susila (2014) *My Sister Keeper*. Besides that in the PNRI researcher found *House rules* was already analyzed by Heidi Marshall (2010). He focused the research on "Family Dynamics", he analyzed about family dynamics in *House rules of Jodi Picoult novel*. Then Christina Georgia Minaki (2011), he focused on "Great Responsibility" and she focused in *House rules of Jodi Picoult novel* on how is the responsibility. The other researcher is Laura Ferry Eve (2011) analyzed about interaction young adult, her research focused in *House rules of Jodi Picoult novel* on social interaction.

Different with the researcher, here the researcher tries to conduct the research paper on the autism that appears in major character, Jacob's personality and the ego defense mechanism, which appears by using psychoanalytic approach. The researcher used Sigmund Freud's psychoanalytic theory. The researcher employs the descriptive qualitative research as a type of the research. The data sources are divided into two, namely primary data source and secondary data source is biography of character. From the structural analysis, it shows that each of the structural elements is interrelated to each other.

C. Problem statement

Based on the title and background of the study, the main problem in this research is, "How to interaction with people who has Asperger's syndrome in major character reflected in Jodi Picoult's novel?"

D. Limitation of the Study

The writer will focus this research on the analysis of Autism on a major character reflected in Jodi Picoult's *House Rules* (2010): Psychoanalytic Approach.

E. Objective of the Study

The objective of the study are as follows:

1. To analyze structural elements of the novel by finding character and characterization, setting, plot, point of view, style and theme.
2. To analyze the novel based on individual psychoanalytic approach.

F. Benefit of the Study

The benefits expected from the studies on Jodi Picoult's *House Rule* novel are as follows:

1. Theoretical Benefit
 - a. By this study, the researcher hopes, it will be useful to add the knowledge, especially dealing with literary studies of autism on Jodi Picoult's novel, *House Rules*, psychoanalytic approach.
 - b. To give some information which can be used by the other researchers who are interested in analyzing this literary work.
2. Practical Benefit

This study is hoped to enrich knowledge, experience of the writer and others. It can develop the researcher's ability in applying psychoanalytic approach and gives deeper understanding about autism and how to appreciate them.

G. Research Method

The research method of this research paper is broken down into five aspects, there are: (1) Type of Research, (2) Subject of the Study, (3) Type of Data and Data Source, (4) Technique of the Data Collection and (5) Method of the Data Analysis.

1. Type of the Study

The method used in this research is descriptive qualitative study which takes the source data from words and other written text. Qualitative

study is concerned with providing description of phenomena that occur naturally. This study attempted to present the data from perspective of the observed subject.

2. Object of the Study

The object of this study is *House Rules* novel written by Jodi Picoult in 2010 with analyzed using a psychoanalytic approach.

3. Type of the Data and Data Source

Type of the data is a text that consists of words, sentences, paragraphs. Whereas the data sources in this study namely the primary data source and the secondary data source.

a. The Primary Data Source

The primary data source of the study is the novel *House Rules* by Jodi Picoult.

b. The Secondary Data Source

The secondary data sources consist of the other data beside the novel *House Rules* by Jodi Picoult which has relationship with the study, such as the biography of the author, the book of fiction, virtual references and the other relevant information that support this research.

4. Technique of the Data Collection

The researcher uses the technique of the data collection in this study by library research which is conducted by collecting both the primary data and the secondary data. There are some steps of collecting data applied in this study are as follows:

- a. Reading the novel comprehensively.
- b. Identifying the topic of the novel.
- c. Determining the major character that will be analyzed.
- d. Reading some related books to find out theory, data, and information required.
- e. Taking note of information in both primary and secondary data source.

- f. Arranging the data into several parts based on classification.
- g. Analyzing the data of the research on Adler theory of an individual psychological. Drawing conclusion based on the analyzed data.

5. Method of the Data Analysis

The method of the data analysis used in this study is descriptive analysis. The structural elements of the novel and the collected data will be described and analyzed in detail through psychoanalytic theory to show how autism reflected in Jodi Picoult, *House Rules* 2010 psychoanalytic approach.

H. Research Paper Organization

This research consists of five chapters. Chapter I deals with introduction which explains the background of the study, literature review, problem statement, limitation of the study, objective of the study, benefit of the study, theoretical approach, research method and research organization. Chapter II deals with review of underlying theory that is psychoanalytic theory. Chapter III is structural analysis, in this chapter the researcher explains the structural element of the study and discussion. Chapter IV is data analysis, which deals with major character's problems based on psychoanalytic theory. Chapter V is conclusion of the analysis and some suggestions.