

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this research, the researcher uses two theories to analyze the thesis. They are personality and sexual abuse. It is important theory to be analyzing this data. The theory is correlate with contain of the story. So, this theory is used by researcher. The first is personality, it is relate on the characteristic of the main character in this novel. The second is child abusing because it is the main topic of the story especially child sexual abusing.

A. Personality

Personality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual¹. Another said that personality is a person's unique behavioral and cognitive pattern, or a person's unique consistent pattern of thinking, feeling, and acting. For example some people's personality tends to be shy and introspective while others tends to be outgoing and extrovert².

Because personalities, by definition are stable pattern which cannot be changed easily, there has been great debate between personality theorist and social psychologist about the actual impact of personality on behavior, thought, and emotion. In here researcher wants to presence the definition of

¹ <http://en.wikipedia.org/wiki/Personality> [accessed on August 3, 2013]

² <http://www.alleydog.com/glossary/definition.php?term=Personality> [accessed on August 3, 2013]

personality, types of personality, defense mechanism and conflict, and emotion classification.

1. Definition of Personality

According to Gordon Allport personality is the dynamic organization within the individual as psychophysical system that determines the unique way in adapting to around. The explanation is, the statement "dynamic organization" emphasizes the fact that the personality is always evolving and changing, although in the meantime there is an organization or system that binds and connects the various components of the personality. The term "psychophysical" indicates that personality is not exclusive (solely) nor mental and neural. Body of work encompasses the organization's personality and soul (not separated) in the unity of personality. The term "Determine" indicates that personality tendencies-tendencies containing determination that play an active role in the behavior of individuals.³

According to the Hilard quote by Dr. Albertine Minderop in his book (Psikologi Sastra: Karya Sastra, Metode, Teori, dan Contoh Kasus, 2010) personality refers to the characteristic pattern of behavior and ways of thinking that determine person's adjustment to his environment. Personality is shaped by inborn potential as modified by experiences common to the culture and subcultural group (such as sex roles) and the unique experience that affect the person as an individual.

³ Agus Sujianto, et.al., *Psikologi Kepribadian*. (Jakarta: Bumi Aksara, 2008), P 94

The major theoretical approaches to an understanding of personality include trait, psychoanalytic, social learning, and humanistic theories.⁴

Krech *et.al* quoting Baughman & Welsh (1964), concludes personality is a complex hypothesis construction. Personality becomes construction because we develop hypotheses through observation of behavior. Personality said to be complex because we assume that the personality consists of the quality of reasoning or the id, ego, and superego.⁵

2. Type of Personality

Sigmund Freud in his theory identified an individual's personality into four types. The first is an oral-passive personality, people with oral-passive character tends to always depend on others. They tend to always want things that are always associated with the mouth, such as eating, drinking, smoking, and so on. The second is an oral-aggressive personality, people with this kind of personality has the desire is always biting, such as pencils, eye glass handles, chewing gum or others. They tend to be aggressive, argumentative, sarcastic, and so on. The third is anal-aggressive personality, people with this personality tends sloppy, careless, and reckless. Some even up on stage cruel and destructive. The last is anal-retentive personality, people with this personality tends to be a bit crazy for cleanliness, perfectionist, stubborn and somewhat

⁴ Dr. Albertine Minderop, *Psikologi Sastra: Karya Sastra, Teori, dan Contoh Kasus*. (Jakarta: Yayasan Pustaka Obor Indonesia, 2011), p 4

⁵ *Ibid*, p 6

dictatorial. In other words, the anal-retentive personality is very stiff in all things.⁶

Meanwhile Adler with psychological types present four types based on energy. The first type is the type of ruler, the people of this type of childhood they have a tendency to dominate and aggressive towards others. Their energy-power that they grow in their personalities- so large that force other people or the things around him to always follow what he wants. The most striking examples are those actors who likes to torture and sadism, while less conspicuous are the ones who hurt turned hurting themselves, such as alcoholics, drug addicts and people who commit suicide. The second type is the type of dependency this type is owned by sensitive people who are always trying to fortify themselves by relying on other people. The energy they have is not how and therefore become very dependent on others. When they feel oppressed, they will develop a mindset that can be called neurotic symptoms; phobias, obsessions and compulsions, protracted anxiety, hysteria, amnesia, and so forth, depending on their lifestyle. The third type is the type of denial, the people of this type has the smallest energy and can only survive by denying life-especially, denying the existence of others. When they reach the point limit, they tend to be a psychopath, imprisoning himself in his own world. Last one are the types of socially beneficial, the people of

⁶ C. George Boeree, *Personality Theories: Melacak Kepribadian Anda Bersama Psikolog Dunia*. (Jogjakarta:Prismasophie,2008),p 54-55

this type are those who are psychologically healthy, caring and have the social energy.⁷

Katherine Briggs and her brother, Isabel Briggs-Myers considers the type and functions of personality put forward by Carl Gustav Jung is very useful in expressing one's personality. For the two decided to develop a paper and pencil test. The test is then called the Myers-Briggs Type Indicator. Each type is identified with 4 letters as ENJF, this method is very popular.⁸

ENFJ (Extroverted feeling with intuiting): feeling extrovert through intuition. This is the talkative type. They tend to overestimate his friend. They will be good parents, but tend to let themselves be used by another person. They are suitable as a therapist, teacher, corporate executive and sales.

ENFP (Extroverted intuiting with feeling): extroverted intuition through feeling. This type of person likes new things and surprise. They are very controlled feeling and expression. Their very peak with changes body and has a good sense of self. They are suitable become sales, politicians, and actors.

ENTJ (Extroverted thinking with intuiting): extroverted-intuitive thinking. This is the type of person who loves home and family gatherings. They favor an orderly organization and structure. This type is very suitable for corporate executives and administrators.

⁷ *Ibid*, p 147-148

⁸ *Ibid*, p 123-126

ENTP (Extroverted intuiting with thinking): extroverted intuition with thinking. This is the type of people who live and passionate is not cool and not too neat. As a couple they are a little unpleasant, especially economically. They are suitable become the analysis and entertainer. They also tend to promote themselves.

ESFJ (Extroverted feeling with sensing): extroverted by perceiving feelings. This is the type of person who likes harmony. They can be assertive to state yes or no. They tend to depend primarily on the parents and then the family. They devote heart and life to others.

ESFP (Extroverted sensing with feeling): extroverted sensing with feeling. These people are impulsive they can not stand the anxiety. They fit as a figure so please come forward as public relations and very happy with the phone. They will never please the academic stuff, especially science.

ESTJ (Extroverted thinking with sensing): extroverted thinking by perceiving. They are a responsible partner, a good parent and loyal workers. They are realistic, down to earth, neat, and enjoys the prevailing tradition.

ESTP (Extroverted sensing with thinking): extroverted sensing with thinking. This is the type of action-oriented, sometimes sophisticated, sometimes is reckless. As a pair, these people are very nice and warm but weak in the matter of commitment. They can be a good businessman or artist.

INFJ (Introverted intuiting with feeling): extroverted intuition with feeling. This is the type of serious students and workers who really want to have a hand. They are reclusive and irritable. They can be a good partner and physically very enjoyable. They are able to understand other people's mental aspect. They can be a therapist, community servant, and a good minister.

INFP (Introverted feeling with intuiting): Introverted feeling with intuition. They are idealists, willing to sacrifice himself, extremely cold and able to stop myself. They are more concerned with the family, but in a relaxed way. They are more easily found doing business in the field of psychology, architecture, religion, but not in business.

INTJ (Introverted intuiting with thinking): introverted intuition with thinking. This is the most independent than other types. They favor logic and new ideas and willing to plunge into scientific research. But not infrequently among them tend to be narrow-minded people.

INTP (Introverted thinking with intuiting): introvert-intuitive thinking. These people can be trusted, always think carefully, and forgiving and very loving books. They tend to be very frugal with spoken language, enjoys logic and mathematics. They are suitable be philosophers or theoretical scientists, but not the right to be a writer or sales.

ISFJ (Introverted sensing with feeling): Introverted sensing with feeling. This guy enjoys serving and hardworking. They do not enjoy free

time and will try looking for trouble if nothing gets done. They fit be nurses, teachers, secretaries, librarians, middle managers and housewives.

ISFP (Introverted feeling with sensing): Introverted feeling with sensing. They are people who are shy and tired do not like to talk but love physical work. They are suitable to be a painter, sculptor, composer and dancer-art general-and they love nature. They are not concerned with commitment.

ISTJ (Introverted sensing with thinking): Introverted feeling with thinking. They are the backbone of the force. They often try to change your spouse or someone else. They fit be practitioners of banks, auditors, accountants, tax analysts, supervisors and hospital libraries, businesses, and so on.

ISTP (Introverted thinking with sensing): Introverted thinking by perceiving. This guy like do action, have no fear and always wanted to be happy. They will be very impulsive and dangerous if stopped. They favor utensils, tools, and weapons, and usually fit into a technical expert. They do not like to communicate and often diagnosed as being hyperactive. Usually this person is not very smart school.

The times of ancient Greece have also addressed the issue of personality types in a systematic and conclude the existence of two-dimensional temperament which gave birth to the four personality types

based on four kinds of fluids in the human body. This theory is still used until the middle ages. Here the kind of type.⁹

The first is Sanguine types. Sanguine types are the ones who are always cheerful and optimistic, a very pleasant person and can adjust to whatever he's doing. According to the Greeks, person with sanguine personality type has adequate blood supply in the body and their most striking characteristic is the appearance of a healthy and radiant faces.

The second is Choleric type it is characterized by hasty nature, explosive and often aggressive. This term literally means bile (useful chemicals neutralize toxins found in food). The physical signs of choleric are yellowish face and a muscular body.

The third is Phlegmatic temperament, people with phlegmatic personality trait characterized by slow, lazy and stupid. The term is derived from the word phlegm, the discharge from the nose and mouth when we are cold or cough with phlegm. Physically, these people seem like a cold, his words are not easy to handle, such as holding an eel.

The last is Melancholy temperament personality people tend to always sad melancholy, even depression and possess a pessimistic outlook on life.

3. Defense mechanisms and conflict

Defense mechanism is due to the impulse or feeling objects to find a replacement switch. This is something that automatically happens when

⁹ *Ibid*, p 205

a person has or has problems or conflicts. There are various measures that indicate a defense mechanism when they feel threatened. Krech (1974:585) says that a defense mechanism in which a drive or feeling is shifted to a substitute object, one that psychological more available. For example, aggressive impulse may be displaced, as in scapegoating, upon people (or even inanimate object) who are not sources of frustration but are safer to attack.¹⁰

Hilgrad, et.al., said that in the defense mechanism of ego there are some point needs to be considered. The first, defense mechanisms are psychological construct inferred from observation of the way people behave. They are useful ways of summarizing what we think is going on when we observe behavior. But although some of the mechanisms are supported by experimental evidence, others have little scientific verification. Secondly, labeling a person's behavior (e.g., projection, rationalization, or repression) may provide useful descriptive information, but it is not an explanation of the behavior. A full explanation requires understanding the needs that cause the person to rely on defense mechanisms in dealing with problems. The last, all mechanisms are to be found in the everyday behavior of normal people. Used in moderation, they increase satisfaction living and are therefore helpful modes of adjustment. It is only when mechanisms become the

¹⁰ Dr. Albertine Minderop, *Psikologi Sastra: Karya Sastra, Teori, dan Contoh Kasus*. (Jakarta: Yayasan Pustaka Obor Indonesia, 2011), p 29

dominant modes of problem-solving that they indicate personality maladjustment.¹¹

According to the Krech in personality theory, defense mechanisms are highly pervasive characteristics of the individual. They not only reflect his general personality, but also, in an important sense, may influence the course of its development. The failure of this mechanism to fulfill their defensive functions contributes to mental disorder. Moreover, the quality of the disorder may mirror the person's characteristic defense mechanisms.¹²

Krech said that the source of the conflict from which anxiety is said to arise very widely among different personality theories: opposing force among id, ego, and superego (Freud); inferiority feelings versus striving for perfection (Adler); incompatible neurotic needs simultaneously driving the person to seek to be with others, to aggress (Horney); conflicting requirements of complex impersonal relations (Sullivan); psychosocial crises in the process of identity formation (Erickson). Despite this diversity in assumed sources of anxiety, personality theories seem to agree on the presence of a large number of defense mechanisms that can to some extent protect the individual against anxiety, but the price of a certain degree of denial of distortion of reality.¹³

¹¹ *Ibid*, p 30-31

¹² *Ibid*, p 31

¹³ *Ibid*, p 32

Santrock (1988:438) says that according to Freud's view of the desires of conflicting personalities structures produce anxiety. For example, when the *ego* to resist the urge to reach pleasure of *id*, anxiety of the felt. It spread and leads to uncomfortable conditions when the *ego* feeling that *id* could cause disruption to the individual. Anxiety alert *ego* to resolve the conflict through *ego* defense mechanism, protect the *ego* while reducing anxiety produced by the conflict. Here the kind of defense mechanisms.¹⁴

a. Repression

Clark (1997:44) said that Freud himself said that the concept of unconscious mental activity, repression, resistant and transference were the fundamental pillars of psychoanalysis. Ask of repression is pushing out the *id* impulses are not being accepted, of the conscious and subconscious back. Repression is the foundation of all the workings of the *ego* defense mechanisms. The purpose of all the *ego* defense mechanism is to suppress (repress) or push impulses that threaten to get out of the conscious mind. According to Freud, our childhood experiences, which many experts believed, derived from the sex drive, very threatening and conflictual to overcome consciously by humans. Therefore, people reducing the anxiety of human conflict through *ego* defense mechanism of repression.

¹⁴ *Ibid*, p 29-39

b. Sublimation

Sublimation occurs when the actions are socially beneficial replacing an uncomfortable feeling. Sublimation is actually a form of vision. For example, an individual has a high sex drive, and then he turned this uncomfortable feeling to the actions that are socially acceptable to be an artist painter for nude models.

c. Projection

Unconscious mechanism that protects us from the recognition of the condition in which we cover the shortages and problems encountered error or delegated to others.

d. Displacement

Krack (1974:585) said that a defense mechanisms in which a drive or feeling is shifted to a substitute object, one that psychologically more available. For example, aggressive impulse may be displaced, as in scapegoat, upon people (or inanimate objects) who are not sources of frustration but safer to attack.

e. Rationalization

Hilgrad, et.al. says that rationalization has two objectives: first, to reduce the disappointment when we fail to achieve a goal, and the second gives us an acceptable motive for behavior. Rationalization examples: first, taste like or dislike as an excuse; the second, blame others or the environment as a reason; the third interest as a reason. Rationalization occurs when the real motive of individual behavior

can not be accepted by the ego. The real motive was replaced by a sort of surrogate motif with the objective justification.

f. Reaction Formation

Repression of strong anxiety-provoking impulse is often accompanied by a counteracting tendency that is exactly opposed to the repressed tendencies: reaction formation. Formation reaction could prevent an individual behaves that produces anxiety and can often prevent it being antisocial.

g. Regression

There are two interpretations of the regression. The first regression is called *retrogressive behavior*, the behavior of someone who looked like a small child, crying and very spoiled in order to gain a sense of safety and concern of others. Second, regression called *primitivation* when an adult posing as people who are not cultured and lose control so it does not shy away from a fight.

h. Aggression and apathy

Angry feelings closely associated with tension and anxiety that can lead to vandalism and assault. Aggression can be shaped directly and transfer (direct and displaced aggression). Direct aggression is aggression that is expressed directly to the person or object that is a source of frustration. For adults, this kind of aggression is usually in the form of verbal rather than physical-offended victim who normally would respond. Aggression is transferred when someone

frustration but can not be satisfied to reveal the source of frustration for not being clear or untouched. The actors do not know where he had to attack, while he was very upset and needed something to rebound. Attacks sometimes drawn to the innocent or look for scapegoats. Apathy is another form of reaction against the apathy by withdrawing and behaving as if resigned.

i. Fantasies and stereotypes

Hilgard said that when we face such problems overlap sometimes we find solutions to enter the imaginary it means we find solutions that are based on fantasy rather than reality. The stereotype is another consequence of frustration the behavior of *stereotype* - show behavior constant repetition. Individual do not always repeat offenses useful and looks weird.

4. Emotion Classification

Excitement, anger, fear, and sadness often regarded as the most basic emotions (primary emotions). Situation that evokes feelings were highly correlated with the resulting actions and result in increased tension. Here the classification of emotion.¹⁵

a. Concept of guilt

According Hilgard guilt could be caused by a conflict between the expression of impulses and moral standards (impulse expression versus moral standards). Sex and aggression are the two areas that

¹⁵ *Ibid*, p 39-45

always lead to conflict that faced with moral standards. Violation of moral standards is a cause of guilt. Guilt can also be caused by the neurotic behavior when individuals are not able to cope with life problems solve problems of life while avoiding over defensive maneuvers that resulted in guilt and not happy. He failed to deal directly with a particular condition, while others overcome easily.

b. Guilt unresolved

Especially in cases of ill-defined guilt feeling a person tends to perceive the guilt as deep within herself; it is not so much that any of her acts is bad that she is a bad person.

c. Punishing yourself

Krech said that the most profound and agitating guilt emotion-like those found in the fanatically self-punishing or in the insane- are of this sort; the self is seen as the focal is of course implicated in the development of personality disturbance; it is discussed further in the various units that deal with personality, mental illness, and psychotherapy.

d. Shame

According to the Krech, at the other extreme the fact that guilt can be experienced as objectified and not basically related to one's real self- conception helps to explain the distinction between guilt and shame. There can be feelings of shame without associated feeling of guilt; indeed this is perhaps the more common.

e. Sadness

Krech said that sadness or grief associated with the loss of something important or valuable. Depend on the intensity of sadness, usually extreme grief when losing a loved one. Deep sadness at the loss could be a very valuable cause disappointment or regret. Parkers found evidence that prolonged grief can lead to depression and despair that leads to anxiety; consequently can cause insomnia, has no appetite, feeling of annoyance arise and become angry and withdrawn. Parkers also found chronic grief, which is followed by a prolonged sadness self-blame (blame yourself); inhibited grief (sadness which is hidden), consciously denying something is missing then replace it with a direct emotional reaction for weeks or even years.

f. Hatred

According Krech hatred or feelings of hate (hate) is closely related to feelings of anger, jealousy and envy. A characteristic that marks the emergence of feelings of hate is lust or desire to destroy objects that become targets of hatred. Feelings of hatred is not just feelings of dislike or aversion / reluctant to want to avoid the impact and did not intend to destroy. Instead feelings of hatred are always inherent in a person, and he will never be satisfied before crushing. Instead feelings of hatred are always inherent in a person, and he will

never be satisfied before destroying them; when the object is destroyed he will be satisfied.

g. Love

Krech said that feeling of love varies in some form; intensity also has a range of experience from the softest to the most profound, the degree of tension of the quietest affection until the surge of lust that rude and provocative. If so the essence of love is a feeling attracted to others with opposite expectations. Love followed by a feeling of faithful love and affection. Nothing found selfless love, if not so mean not true love. There is also a so-called selfish love, such love of a mother who is very demanding and possessive of his daughter.

B. Child Abusing

Actually there are many aspects of child abusing which is including child sexual abuse. Here, I describe about definition of child sexual abuse, type of child abuse, assessment of child abuse, symptoms and effect of child sexual abuse, and treatment of child sexual abuse. The explanation is presented below :

1. The definition of child abuse.

Child sexual abuse is not a clinical disorder or diagnosis in itself. It is rather a variety of event or experience to which there may be a wide range of behavioral and emotional response. In this sense, sexual abuse is best conceptualized as a life stressor rather than as a distinct clinical entity.

A common operational definition of sexual abuse is sexual exploitation involving physical contact between a child and another person. Exploitation implies an inequality of power between the child and the abuser, on the basis of age, physical size and /or the nature of the emotional relationship. Physical contact includes anal, genital, oral, or breast contact.¹⁶

It can conclude that sexual abusing happen with a forcing from the abuser to the child who has not a power to refuse sexual activities. The sexual contact between child and adult is wrong. Some people called the abuser pedophilia. The majority of sexual abuse happens in childhood, with or without our conscious.

2. Type of child abuse.

Based on sources which adapted from Alpert & Green there are 4 types of child abuse. The explanation is presented below:¹⁷

- a. The first is physical abuse, it is physical injuries in children is not due to an accident caused by the actions of a parent or caregiver. The wound may vary from the scratches on the surface until the broken bones, burns, or serious injuries, which can be fatal in some cases.
- b. The second is physical neglect, it is intentionally fails to hold, food, rides, clothing, hygiene, medical care, or supervision is adequate and necessary to enable the growth and development of children.

¹⁶ George Fink , *Encyclopedia of Stress*.(USA: Academy Press,2000), p 450

¹⁷ Jeffrey S. Nevid, *Psikologi Abnormal Edisi Kelima Jilid 2*.(Jakarta: Erlangga,2005), p 221

- c. The third is sexual abuse, it is sexual exploitation of children, including actions that range from unpleasant actions that do not involve such a touch up on the manipulation of genital exhibitionism, promiscuity, or involved in the production of child pornography. In addition there are 3 types of child sexual abuse taken from Wikipedia :
- 1) The first type is sexual assault it is a term defining offenses in which an adult touches a minor for the purpose of sexual gratification ,for example, rape (including sodomy), and sexual penetration with an object.
 - 2) The second is sexual exploitation it is a term defining offenses in which an adult victimizes a minor for advancement, sexual gratification, or profit; for example, prostituting a child, and creating or trafficking in child pornography.
 - 3) The last type is sexual grooming it is defines the social conduct of a potential child sex offender who seeks to make a minor more accepting of their advances, for example in an online chat room.¹⁸
- d. The fourth is emotionally mistreatment, it is the use of abusive criticism continuously against children, including the use of verbal languages that are persecuted, or emotional neglect, which is characterized by the arrest of contacts needed physical and emotional development of the child to allow normal emotional, and in some cases extreme to support physical development.

¹⁸ http://en.wikipedia.org/wiki/Child_sexual_abuse#Types [accessed on April 16,2013]

3. Assessment of Child Abuse

According to the Verhulst and Koot(1992), assessment is the process of diagnosis which essentially identification the different images of each individual case, such as behavioral and emotional functioning of children who look and function of their cognitive and perceptual motors. Assessment also includes physical measurements such as the electrical activity of the brain, for example.¹⁹

Assessment includes instrument-instrument and procedures for measuring these images. Assessment results can be expressed in various ways, such as through a continuous scale or formulation of discrete categories, for example.

Lindsay and Powell (1989) mention three major usability of assessment, i.e :²⁰

- a. Diagnosis - determine the nature of the problem child.
- b. Design - obtain information relevant to treatment.
- c. Evaluation - obtain information to evaluate the effectiveness of a given treatment.

There are some varieties of approaches in assessing (Verhulst & Koot,1992), for example :²¹

¹⁹ Siswanto. *Kesehatan Mental; Konsep, Cakupan dan Perkembangannya*.(Yogyakarta: ANDI,2007), p 127

²⁰ *Ibid*, p 127

²¹ *Ibid*, p 128

a. Psychodynamic approach.

Assessment that uses this approach is usually not standardized, the procedure lacks operational definition, and high symbolic significance.

b. Behavioral approach.

This approach is based solely on the direct observation of behavior. The weakness of this approach is that many important issues that can not be observed directly, such as stealing, suicidal ideation, for example. With so many problems that can not be understood with this approach.

c. Approach to medical tradition.

This approach is characterized by using a clinical interview based on the experience and expertise of clinicians in performing an accurate diagnosis. Clinicians are people who gather information from parents and children as well as interpret their importance. Experience and expertise in the interviewing of clinicians concerned is a factor that reduces the error in the measurement. C/: DSM & ICD -looking for a collection of symptoms or syndrome as a sign to distinguish the expected interference.

d. Psychometric approach.

An approach derived from efforts in psychology to measure psychological traits (such as intelligence, academic ability, etc.) by using standardized tests and statistical analysis.

Based on the approaches known four methods to collect data for the assessment of child. The fourth method is a method of observation, interview method, questionnaire method, and the method of testing. Other data can be obtained from the results of referrals or other expert.

a. Method of Observation

Observation is the systematic observation and aiming. So the observation is not just any watch but have a certain way and purpose. Observation is useful to understand what is behind something that is observed. Observation is collecting data through observation. So the observation is recorded in the data. Important things to consider in the observation:

- 1) Behavior that is displayed, including:
 - facial expression (subject, eye gaze, facial movements)
 - body language (position, hands, legs, body, body movements)
 - sound (intonation, stress, volume, speed)
 - distances (far, near)
- 2) Background or setting behavior

It is a condition about the behavior of the background the behavior occur, include:

- place: home, school, market, seating
- time: morning, noon, afternoon, evening
- others: there are (a lot or a little, alone)

3) Sequences of behavior

It is observed behavior and the overall unity of the behavior before it appeared, during behavior that occurred, and after the behavior. This is important to understand the behavior and possibilities for intervention.

b. Interview Method

As well as observation, any question on this method aims to obtain the desired data. Question was made in such a way that the subjects were questioned as possible give an honest and open answer. Therefore interviews, especially interviews with children, partly a science and partly an art that must be mastered.

There are several stages in conducting interviews (Bourg,dkk.1999), i.e.²²

1) Early stage

At this stage of the interview aimed to build rapport (a good relationship and close) with clients, assessing stages of child development, and an understanding of the later work. At this stage the interviewer needs to create an atmosphere of acceptance and understanding so that children feel safe, protected, and then expected to be able to provide information honestly and openly. Another thing to do is to conduct an assessment of the ability of

²² *Ibid*, p 130

children to the relevant concepts such as addition, time, place, and others as well as the need to assess language skills of children.

2) Stage of asking about abuse experienced

This stage focused on gathering information about abuse experienced. At this stage the interviewer should be careful and use the questions that are open about everything to do with the events experienced by child abuse. At this stage the interviewer should use the information obtained in the early stage the interview, such as what concepts can be understood and which are not so do not need to be asked during this stage. At this stage the interviewer also needs to check the risk factors (substance abuse, domestic violence, pornography, etc.) that may exist. In addition the interviewer should be sensitive to the needs of children's emotions.

3) Final stage

This stage occurs when the interviewer is to get the information needed or if the meeting will be continued at a later time. The core at this stage is on the emotional needs of children who may be impaired due to the child having to remember and retell events of abuse in the previous stage.

c. Questionnaire Method

The method of questionnaire data obtained in the form of writing, so using the questionnaire method for cases of abuse must be

careful, because the language used in the questionnaire are not always understood by readers alike especially when used in children. Therefore, this method should be used as a companion in the interviews and observations and used to obtain the data of a general nature only.

d. Method of Testing

According to the Suryabrata quote by Siswanto in his book (Kesehatan Mental:Konsep,Cakupan dan Perkembangannya,2007) test is a task or series of tasks in the form of questions and or orders given to the client and then the behavior of the client in performing the test compared to something like the standard or the behavior of the other test participants.²³

Test can be distinguished into projective test and non projective test. Projective test is a test based on the use of the mechanism of projection. Test material consists of objects that have not or are less clear structure. Temporary, non-projective tests did not consider the projection mechanism.

In cases of abuse, to explore the data and the dynamics of abuse, projective tests are usually very helpful, especially if the client difficult to tell the events experienced abuse. Whereas the non-projection test can be used to obtain data that may be directly or indirectly related to abuse, such as intelligence tests.

²³ *Ibid*, p 132-133

4. Symptom and effects of child sexual abuse.

APA Public Interest Initiatives (2002) and Hwang (1999) mention the symptoms or signs of abuse, among others such as poor self-image; sexual acting out; aggressive behavior, disruptive, and sometimes illegal; angry and upset, or feelings of sadness or other symptoms that are signs of depression; self-destructive behavior or self-blame, suicidal thoughts; passive behavior or withdraw; and fear of certain people or places²⁴

According to the American Academy of Pediatrics (2000) and Hwang (1998) children usually do not tell parents or other adults about sexual abuse they experienced. Therefore one should be aware about changes in the child's behavior such as fear of certain people or places; reactions are not usually on the question of whether they have been touched by someone; unwarranted fears of the physical examination; made pictures showing sexual behavior; changes in behavior, such as bedwetting back or low achievement in school; excessive awareness of the behavior and words of sexual; physical signs associated with sexual abuse, such as sexually transmitted diseases, bruises, or abrasions; and try to invite other children to exhibit sexual behavior.

The American Psychiatric Association's Diagnostic and Statistical Manual (DSM IV) identifies three clusters of symptoms that characterize PTSD(post traumatic stress disorder): persistent reexperience of the traumatic event, persistent avoidance of stimuli associated with that trauma

²⁴ *Ibid*, p 133-134

and numbing of general responsiveness, and persistent symptoms of increased agitation. Reexperience may be manifest as recurrent and intrusive recollections or flashback of the event, recurrent distressing dreams of the event, and psychological or psychological distress when exposed to internal or external cues that resemble an aspect of the traumatic event. Avoidance and numbing are seen as efforts to avoid thinking, feeling, or talking about the trauma, to avoid activities, people, or places associated with traumatic event, and to be unable to recall certain aspect of that event. The traumatized individual show decrease interest in significant activities, feels detached from others, and has a restricted range of affective responses and the sense of a foreshortened future. Increased arousal takes the form of difficulty in falling or staying asleep, irritability and outbursts of anger, difficulty in concentrating, hypervigilance, and an exaggerated startle response.²⁵

A diagnosis of complex post-traumatic stress disorder proposed for DSM V emphasize that chronic abuse and abuse in childhood result in addition symptoms. These include difficulty with regulation of emotion, dissociative symptoms, and somatization or related physical complaints. Such individuals experience a damaged sense of self, chronic guilt and shame, feeling of ineffectiveness and a chronic sense of despair and helplessness. They may idealize the perpetrator, have difficulty in establishing and maintaining trusting relationships, and display a tendency

²⁵ Edward L. Rowan . *Understanding Child Sexual Abuse*. (USA: University Press of Mississippi,2006)P 29

to be revictimized or to victimize others. Harvard psychiatrist Judith Herman, M.D., summed this up by noting that such traumatic events may produce profound and lasting changes in psychological arousal, emotion, cognition, and memory as well as in the integration of all these functions. Survivors are "disconnected from the preseny" and continue to react to life experience ad if they were anticipating, experiencing, or responding to the earlier trauma. The nature and severity of symptoms may vary depending upon the age at which the trauma occurred. Younger children with fewer defenses and underdeveloped coping strategies are more susceptible to negative aftereffect and may even show significant impairment in personality development. More frequent or severe abuse, especially the trauma of penetration, sadistic abuse for the arousal of the perpetrator, extended time of abuse, a close relationship to the abuser, and the experience of multiple abusers may all increase the negative impact²⁶.

According to Steele & Alexander , long-term effects of sexual abuse victims include deep feelings of inferiority, identity is not being integrated, basic security is poor, repressed anger, identification, and fixation that can not be resolved, severe difficulties in establishing and maintaining the warmth, the relationship between the successful adults, a variety of sexual dysfunction and sexual behavior clear that arise in the future basically provides a maladaptive efforts to compensation or some way to adapt created distortions in the development of the soul by suffering sexual

²⁶ *Ibid*, p 30

exploitation and emotional neglect . Shame, guilt, and fear of social disapproval make the patient more difficult to cope with the deepest feelings of helplessness and fear²⁷.

5. Treatment of sexual abuse

See the long-term effects on victims of sexual abuse are not only on the victim but also the potential for harm to the surrounding environment, then seek the treatments for victims of sexual abuse and the environment is a must. Just as in the treatment assessment should be carried out also involves multidisciplinary professionals associated with physicians, psychologists, social worker (if any) and family. The focus of treatment is also not only the victim but also involve parents and the surrounding environment. There are many different kinds of treatment that required, among other things such as medical, when the child has physical injuries; Psychological treatment through counseling and psychotherapy. This form of counseling and psychotherapy assortment, customized with the child's condition, for example, the child can use the form of play therapy (dolls, evening, and images); Parents and families also need to be involved to provide the required training, provide new skills in order to be able to do the coping; Sometimes based on the circumstances, the child needs to be separated from family and then just get adequate treatments.²⁸

²⁷ Siswanto. *Kesehatan Mental: Konsep, Cakupan dan Perkembangan*.(Yogyakarta: ANDI,2007), p 139-140

²⁸ *Ibid*, p 140

According to the Dr. Judith Herman in her classic book *Trauma and Recovery* discussed three stages of recovery from any traumatic experience: safety, remembrance and mourning, and reconnection. It is important to remember that the recovery process is not always a straight-line progression; overlap and falling back are common. Recovery cannot begin until the trauma is identified, acknowledgment and particularly in the case of child sexual abuse, ended. Herman stresses the importance of a supporting and trusting relationship with therapist as critical for the recovery process to take place. Telling the truth and establishing clear boundaries are integral parts of the therapeutic relationship.

Safety requires that the actual threat of danger is over and that the abuse has ended. For the abused child, this means an end to the relationship with the abuser and social support for the termination of that relationship. For the adult survivor, it means that society assign responsibility to the abuser and harm to the victim. To restore a sense of order and justice, the perpetrator should be held legally responsible in terms of both punishment and restitution. Unfortunately, the justice system and occurs do not always provide that, and the adversarial nature of the proceedings is not always a positive experience for survivors and may even lead to additional trauma. Victim advocates in the prosecutor's office and with the police can be particularly helpful in preparing and supporting survivors in dealing with system seemingly designed to be traumatic. Cross-examination of a witness, particularly a child, can be brutal. In

additional to control of the environment, control of the body, both physical and psychology, is an integral part of safety. It is helpful at the outset for the clinician to educate the patient as to what the usual aftereffect of abuse may be. Symptoms such as hyper arousal, insomnia, or depression must be addressed specifically and directly. An overstimulated sympathetic nervous system needs to be calmed. If relaxation techniques such as biofeedback, meditation, yoga, strenuous exercise, then a range of medication is available to target anxiety, insomnia, depression, or other overwhelming symptoms.²⁹

C. The Effort

The definition of effort is very large to be discussed. The researcher can assume that the sense of effort will be different in meaning between one to another. Someone must have an effort to get something which important their life, something which they want really. In this fact is no adequate psychology of effort, but only the preliminary of such theory. There are some of the theories of effort.

In the theory of effort, John Dewey explains "There are three distinguishable views regarding the psychical quells experienced in cases of effort. One is the conception that effort, as such, is strictly "spiritual" or "intellectual" unmediated by any sensational element what-ever it being admitted, of course, that the expression or putting forth of effort, in so far as it occurs through the muscular system, has sensational correlates. This

²⁹ Edward L. Rowan . *Understanding Child Sexual Abuse*. (USA: University Press of Mississippi,2006),p 45-44

view shades into the next in so far as its upholders separate 'physical' from 'moral' effort, and admit that in the former the consciousness of effort is more or less sensational in character, while in the later remaining wholly non-sensuous in quality. The third view declines to accept the distinction made between moral and physical effort as a distinction of genesis, and holds that all sense of effort is sensationally determined.³⁰

The other theories of effort increases sense of effort because of sheer exhaustion this theory. The elements introduced which distract attention. Other theories, in other words have to fall back upon an extract-psychical factor and something which is all kinds with the other factors concerned. Moreover, the fail to account for the fact that it the feeling of fatigue is surrendered to, it ceases to be disagreeable.

According to John Dewey, there are may be more of effort in cases of extreme absorption and interest, where no effort is felt, than in cases of extreme sense of effort. Compare, for example, the psycho- physical energy put forth in listening to a symphony, or in viewing in a picture-gallery, with that exercised in trying to fix a small moving speck on the wall, compare the energy, that is, as objectively measured. In the former case, the whole being may be intensely active, and yet there may be, at the time, absolutely no consciousness of effort or strain. The latter may be objectively a very trivial activity, and yet the consciousness of strain may

³⁰ John Dewey, *The Early Works of John Dewey 1882-1892*. (Southern Illinois Press, 1972). Pg 151

be objectively a very trivial activity, and yet the consciousness of strain may be the chief thing in the conscious experience.³¹

D. The Justice

The theories of justice here present two sides, the first side is justice of Child Sexual Abuse and the other side is justice of murdering.

1. Justice of Child Sexual Abuse

The justification of child sexual abusing in United State of America is generally handled by state and local authorities, and not by the federal government. These matters are typically prosecuted in state court under state laws rather than in federal court under federal law. There are many sound reasons for this, including the relationship between the states, which generally have broad authority within their jurisdictions, and the federal government, which has constitutional limitations on its authority.³²

In the United States growing awareness of child sexual abuse has sparked an increasing number of civil lawsuits for monetary damages stemming from such incidents. Increased awareness of child sexual abuse has encouraged more victims to come forward, whereas in the past victims often kept their abuse secret. Some states have enacted specific laws lengthening the applicable statutes of limitations so as to allow victims of child sexual abuse to file suit sometimes years after they have reached the

³¹ *Ibid*, pg 155

³² <http://www.justice.gov/criminal/ceos/report/report.html#reportsexabuse>[accessed on April 16, 2013]

age of majority. Such lawsuits can be brought where a person or entity, such as a school, church or youth organization, was charged with supervising the child but failed to do so with child sexual abuse resulting. Child sexual abuse is outlawed nearly everywhere in the world, generally with severe criminal penalties, including in some jurisdictions, life imprisonment or capital punishment. An adult's sexual intercourse with a child below the legal age of consent is defined as statutory rape, based on the principle that a child is not capable of consent and that any apparent consent by a child is not considered to be legal consent.³³

Child sexual abuse has been recognized specifically as a type of child maltreatment in U.S. federal law since the initial Congressional hearings on child abuse in 1973. Child sexual abuse is illegal in every state, as well as under federal law. Among the states, the specifics of child sexual abuse laws vary, but certain features of these laws are common to all states. The U.S. Supreme Court ruled in *Kansas v. Hendricks* that a predatory sex offender can be civilly committed upon release from prison. The Supreme Court ruled in *Stogner v. California* that California's ex post facto law, a retroactive extension of the statute of limitations for sexual offenses committed against minors, is unconstitutional. The case requires law enforcement to release information about sex offenders. It is a modification of the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act, which specifies that

³³ http://en.wikipedia.org/wiki/Child_sexual_abuse#International_law [accessed on April, 16 2013]

information about both sexual offenders and individuals committing crimes against children must be released.³⁴

Between adults, most sexual activity does not constitute a criminal offense, unless one of the adults does not consent to the activity. In contrast, minors are unable to give consent under the law. Indeed, the term "minor" refers to a person who has not yet reached *majority*, the age at which one may give consent in any legal matter (for example, a minor cannot make a valid contract). However, actual laws and the maximum ages that constitute breach of law vary by state. A person engaging in sexual activity with a minor below these proscribed ages (16-18), regardless of that minor's seeming "consent" or compliance, commits an offense (terminology varies). In most states, much more severe offenses and/or sentences exist for cases with young children, approximately under 12-13. Many states include in their penal codes a "Romeo and Juliet" exception for cases where sexual activity occurs between a young adult and a minor whose ages are within a few years of each other. This exception typically bars charging the young adult with a sex offense, if the young adult did not use force or coercion on the minor and the minor is a teenager.³⁵

Penalties for child sexual abuse vary with the specific offenses for which the perpetrator has been convicted. Criminal penalties may include

³⁴ http://en.wikipedia.org/wiki/Child_sexual_abuse_laws_in_the_United_States [Accessed on July 15,2013]

³⁵ http://en.wikipedia.org/wiki/Child_sexual_abuse_laws_in_the_United_States [Accessed on July 15,2013]

imprisonment, fines, registration as a sex offender, and restrictions on probation and parole. Civil penalties may include liability for damages, injunctions, involuntary commitment, and, for perpetrators related to their victims, loss of custody or parental rights. During the last three decades many state legislatures have increased prison terms and other penalties for child sex offenders. This trend toward more stringent sentences generally targets those perpetrators who are repeat offenders, who victimize multiple children, or who stood in a position of trust with respect to their victims, such as a guardian, parent, pastor, or teacher. In Colorado, lawmakers proposed a new law allowing the death penalty for repeat offenders. However, the bill was rejected by the state senate. Social workers argued that in intra-familial abuse, the victims could be intimidated by their abuser into thinking their family member would be killed if they reported the abuse.³⁶

2. Justice of murdering

Taken from Wikipedia there is several explanation of murdering law in United State of America. The question is why United State, because background of setting in this novel is state of United State of America.

In the United States, the principle of dual sovereignty applies to homicide as to other crimes. If **murder** is committed within the borders of a state, that state has jurisdiction. Similarly, if the crime is committed in the District of Columbia (otherwise known as Washington, D.C.), the D.C

³⁶ http://en.wikipedia.org/wiki/Child_sexual_abuse_laws_in_the_United_States [Accessed on July 15,2013]

Superior Court (the equivalent of a state court in the District) retains jurisdiction, though in some cases involving U.S. government property or personnel, the federal courts may have exclusive jurisdiction. States have adopted several different schemes for classifying murders by degree. The most common separates murder into two degrees, and treats voluntary and involuntary manslaughter as separate crimes that do not constitute murder.³⁷

- a. **First degree murder** is any murder that is willful and premeditated. Felony murder is typically first degree.
- b. **Second degree murder** is a murder that is not premeditated or planned in advance.
- c. **Voluntary manslaughter** (often referred to as third degree murder), sometimes called a "Heat of Passion" murder, is any intentional killing that involved no prior intent to kill, and which was committed under such circumstances that would "cause a reasonable person to become emotionally or mentally disturbed." Both this and second degree murder are committed on the spot, but the two differ in the magnitude of the circumstances surrounding the crime.
- d. **Involuntary manslaughter** stems from a lack of intention to cause death but involving an intentional, or negligent, act leading

³⁷ [http://en.wikipedia.org/wiki/Murder_\(United_States_law\)](http://en.wikipedia.org/wiki/Murder_(United_States_law)) [accessed on July 20,2013]

to death. A drunk driving-related death is typically involuntary manslaughter. Note that the "unintentional" element here refers to the lack of intent to bring about the death. All three crimes above feature an intent to kill, whereas involuntary manslaughter is "unintentional," because the killer did not intend for a death to result from their intentional actions. If there is a presence of intention it relates only to the intent to cause a violent act which brings about the death, but not an intention to bring about the death itself.

Modern codifications tend to create a genus of offenses, known collectively as homicide, of which *murder* is the most serious species, followed by manslaughter which is less serious, and ending finally in justifiable homicide, which is not a crime at all. Because there are 53 jurisdictions, each with its own criminal code, this section treats only the crime of murder, and does not deal with state-by-state specifics. At base, murder consists of an intentional unlawful act with a design to kill and fatal consequences.

Generally, an intention to cause great bodily harm is considered indistinguishable from an intention to kill, as is an act so inherently dangerous that any reasonable person would realize the likelihood of fatality. Thus, if the defendant hurled the victim from a bridge, it is no defense to argue that harm was not contemplated, or that the defendant

hoped only to break bones. Under U.S. federal law, murder is the unlawful killing of a human being with malice aforethought. Malice can be expressed (intent to kill) or implied. Implied malice is proven by acts that involve reckless indifference to human life or in a death that occurs during the commission of certain felonies (the felony murder rule). The exact terms of the felony murder vary tremendously from jurisdiction to jurisdiction. Life sentencing for murder in the United States has a mean of 349 months (29 years one month) and a median of 480 months (40 years)³⁸.

³⁸ [http://en.wikipedia.org/wiki/Murder_\(United_States_law\)](http://en.wikipedia.org/wiki/Murder_(United_States_law)) [accessed on July 20,2013]