



**A MORAL PANIC AS THE IMPACT OF PSYCHOSEXUAL DISORDER
AS PORTRAYED IN ALICE SEBOLD'S
*THE LOVELY BONES***

**a final project
submitted in partial fulfillment of the requirements
for the degree of Sarjana Sastra
in English**

by
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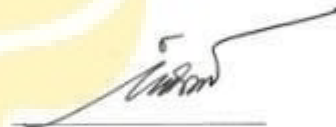
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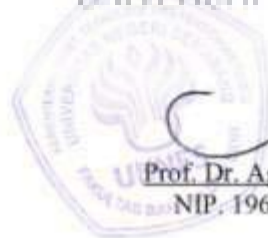



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Menyatakan dengan sesungguhnya bahwa skripsi/*final project* yang berjudul:

**A MORAL PANIC AS THE IMPACT OF PSYCHOSEXUAL DISORDER
AS PORTRAYED IN ALICE SEBOLD'S *THE LOVELY BONES***

merupakan karya saya sendiri yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana sastra. Karya ini saya hasilkan melalui penelitian, bimbingan, diskusi, dan pemaparan/ujian. Semua kutipan, baik yang langsung maupun tidak langsung dari buku, jurnal, artikel serta sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/*final project* ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

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MOTTO AND DEDICATION

In the Confrontation between the stream and the rock, the stream always wins -not through strength but the perseverance.

(H. Jackson)



To:

My beloved father and mother (Istin and Sri Harti)

My beloved sister (Elok Prihatin)

My beloved family

My beloved lecturers

My dearest friends

Students of English Department (Unnes)

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To the most influential people in my life, I would like to express my gratitude to my beloved parents, Istin and Sri Harti, also my sister, Elok Prihatin, for their sincere love and support endlessly to allow me the freedom of pursuing whatever dreams I have. Gratitude may also be given to all my family for their support and encouragement. There is nothing like a support from all my friends, including Comon, Denny Kos, Wasesa, and English Literature '12, the tons of thanks I give to them for giving me the kind of friendship that surely will last a lifetime whether good and worse moments and memories.

At last, I hope that the final project will be beneficial for the readers. I am very pleased to get any suggestions for its perfection. Thank you.

ABSTRACT

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Keywords: Moral Panic, Psychosexual Disorder, Pedophilia, *The Lovely Bones*, Psychoanalysis.

Psychosexual disorder is a mental health problem referring to sexual dysfunctions. In this study, the writer investigates psychosexual disorder (pedophilia) which was suffered by the main character in *The Lovely Bones*. The second issue is a moral panic that was portrayed in the novel as the impact of this disorder on the victim, family, and society. The object of the study is *The Lovely Bones* by Alice Sebold. It is a qualitative descriptive study which applied Psychoanalysis by Sigmund Freud as the approach to analyse the novel. The results of the study show: first, psychosexual disorder was caused by a fixation when the character of Mr. Harvey was in phallic stage, the criminal as illustrated in the novel could not pass psychosexual development perfectly. As the result, he becomes a pedophile and raped and murdered children. Second, the impact of the crime caused by someone who suffers psychosexual disorder causes a moral panic towards the victim, family, and society. This is due to anxiety and fearful feeling which are felt by them. According to Welsh (2011), the moral panic reaction of the neighbour is the fear of extinction caused by unconscious fixation. The 'panic' is caused by the psychosexual disorder's body represented by human, while the sense of morality is caused by the blurring of boundaries between the self and other.

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CHAPTER I

INTRODUCTION

The first chapter provides an introduction of the study. The writer presents background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and outline of the study.

1.1 Background of the Study

Psychosexual disorder is a term referring to psychological sexual dysfunction. It relates to the mental or emotional attitudes about sexuality such as sexual fantasies. In addition, the symptoms of psychosexual disorder vary for every individual and differ with gender. They are categorized into several disorders.

A psychosexual disorder which has a sexual attraction to children is called pedophilia. The word 'pedophilia' comes from the Greek (*paîs, paidós*) that means "child", and (philia) "friendly love" or "friendship". Based on American Psychiatric Association (1994), pedophilia is considered a psychiatric disorder, which is characterized by statistically abnormal sexual urges and behaviours in adults directed towards pre- pubescent children. Then, a doer of pedophilia, so called a pedophile is defined as someone who has a primary or exclusive sexual interest in children or very young adolescents.

Pedophiles have a strong, almost irresistible, desire to have sex with children. They are usually men, and can be attracted to either or both sexes. Their

victim is someone they know as a friend, acquaintance or relative other than strangers before the crime. Generally, they are at least five years older than the victim. The statement is strengthened by American Psychiatric Association, (2000).

“Pedophilia as a sexual paraphilia, stating that the offender has to be at least 16 years of age as well as being at least five years older than the victim; that the victim is not older than 12 or 13 years; and that the offender has serious sexual urges/fantasies that are causing them distress or that they have acted on.”

Critcher (2003) categories various phases of the term pedophilia. Firstly, in the late 1970s and early 1980s the term was introduced in relation to child pornography and the notion of organized pedophilic rings. By the later 1980s, pedophiles became associated with the abduction and murder of children, illustrated by the police investigation ‘operation stranger’ into 14 children who were murdered or missing between 1978 and 1986. It peaked in the 1990s, raised by the media coverage of sexual offences against children in Ireland and Belgium. The Irish context involved the publicity over Roman Catholic priests who were accused of sexual offences against children; while a ‘bigger surge in coverage’ concerned the case of the Belgium paedophile, Marc Dutroux. He kidnapped, tortured and sexually abused six girls aged between 8 and 19, four of whom died. Consequently, he was in prison about a thirteen and a half year, and released in 1992.

There are many cases of pedophilia; for example, in English, eight years old Sarah Payne was killed by 41 year old Roy Whiting who lived in the nearby town of Littlehampton. Five years earlier he had abducted and seriously sexually

attacked an 8 year old girl in the nearby village of Langley Green. The murder of Sarah Payne caused a national outcry because of perpetrator Roy Whiting's. Also, in America, Earl Bradley, a pediatrician who perpetrated what some called "one of the worst cases of child sexual abuse" by sexually assaulting dozens. More than 1.400 patients filed claims against Bradley, who was convicted in 2011 of raping or abusing 86 patients over 11 years. The average age of the victims was just 3 years old, and one alleged victim was just 3 months old. In Indonesia, the sexual assault tragedy which had taken place at the Jakarta Internaional School caused massive attention in the middle of 2014. It involved western teachers and some cleaners in the school. Some parents whose children were the victims of the crime reported it to the police. Since the tragedy was announced, it made headlines all over the country.

The topic of psychosexual disorder which is the mental health problem can be portrayed through literary works. These forms of literary works represent two dimensions; the idea and the works itself. By reading literature, the readers automatically can read the situation in the works in detail. In addition, they can feel the situation by their own imagination. In this way, they will be aware of the problems of one life or society that have never known and seen before in their life. It goes without saying that the literary works mostly take factual issues portraying the real life.

The Lovely Bones is a novel of an American writer named Alice Sebold that published in 2002. The novel draws from the writer's personal experiences when she was raped during her freshman year at Syracuse University. The novel

received a great deal of critical praise and became an instant bestseller by telling a story of a teenage girl after being brutally raped and murdered by a man who lived near her house. It is Mr. Harvey, a thirty-six years old man who has raped and murdered a fourteen years old girl named Susie Salmon. Through the novel, Sebald focuses on the impacts of the case of Susie's murdering, and its aftermath on the victim, family and society.

According to Stepakoff in 1998, the victim/survivors have feelings of low self-esteem, self-blame, and guilt; shock, confusion, and denial; self-harm, suicidal ideation. They who have been raped or otherwise sexually assaulted can grow up to feel unsafe in the world, and to feel that everyone is going to hurt. In addition, they can feel powerless, fear losing control, and lack respect for elders. In traumatic situation, it is common for survivors to dissociate. It is happened because they do not fully express the horror of rape and sexual abuse. They commonly suffer intrusive memories, vivid flashbacks so real like terrifying nightmares.

Furthermore, non-perpetrator family members, partners, friends and children of victim/survivors are affected by a sexual assault and its aftermath (Daane, 2005). They often experience the effects of trauma as well, sometimes with similar symptoms to those victims. The abuse causes clinically significant distress or impairment in social, occupational, or other important areas of functioning. As the result, it breaks the normal bonds that hold by society together.

Relating to the pedophilia and its impacts on the victim, family, and society, the writer would like to analyse the phenomenon through the story written by Alice Sebold, *The Lovely Bones*. The writer would like to analyse psychosexual disorder through the main character named George Harvey by using psychoanalytic approach. Moreover, the writer would like to reveal a moral panic as the impact of the crime caused by someone who suffers psychosexual disorder in the society.

1.2 Reasons for Choosing the Topic

In the research, the writer discusses the topic of *A Moral Panic as the Impact of Psychosexual disorder portrayed in Alice Sebold's The Lovely Bones*. The writer chooses psychosexual disorder or well-known as pedophilia because psychosexual disorder is mental illness of an individual that can be the phenomenon in the society. Its problem has great impacts not only to the victims, but also the family and society. The writer also concerns with children. Children are vulnerable to violence. They should be protected, instead of getting violence; for example, child sexual abuse.

The Lovely bones is a novel written by Alice Sebold that impresses the readers. The writer chooses the novel because it is interesting to read and gives an imaginative description. It can be a matter of the reflection of those who have psychosexual disorder to know and understand the impacts of their actions. The character in the novel named Susie Salmon is a fourteen year old girl. She has been brutally raped and murdered by Mr. George Harvey who suffers psychosexual disorder. She narrates the story after her death from her own

heaven. She tells her feeling as the pedophilia's victim, and the condition of her family, and acquaintances after passing away.

The pedophilia symptoms has happened for years ago around the world, but people do not put their concern more about it. Sebold said that the book for people who were no familiar with rape and had no experience of it. Through analyzing the story, the writer will deliver Sebold's messages about psychosexual disorder and its impacts to the victim, family and society.

1.3 Statements of the Problem

In order to focus on the study, the writer formulates the research questions as follows:

1. How is psychosexual disorder portrayed in Alice Sebold's *The Lovely Bones*?
2. In what ways do the impacts of psychosexual disorder (Pedophilia) on the victim, family, and society cause a moral panic portrayed in Alice Sebold's *The Lovely Bones*?

1.4 Objectives of the Study

Dealing with the research questions above, the objectives of the study can be stated as follows:

1. To describe psychosexual disorder as portrayed in Alice Sebold's *The Lovely Bones*.
2. To describe the impacts of psychosexual disorder (Pedophilia) on the victim, family, and society that cause a moral panic portray in Alice Sebold's *The Lovely Bones*.

1.5 Significance of the Study

Through this study, it can be taken as an opportunity for the writer to enhance the knowledge about the impacts of psychosexual disorder (pedophilia)'s phenomenon on society. The writer expects that the study will bring a lot of understanding about the impacts of psychosexual disorder which portrayed in the novel *The Lovely Bones* as well as life presented in the reality.

The result of the study is expected to be useful for the readers and given the readers lesson that is related to the psychosexual disorder, in this case is pedophilia on society. Hopefully, it can help them to understand the story *The Lovely Bones*. It gives a depiction that psychosexual disorder has any effects not only for the victim, but also the family and society. Furthermore, it will be useful for the students of English Department, especially those who majoring in English Literature as a reference to conduct another researches in the future.

1.6 Outline of the Study

In order to easily present a clear description of the study, this study is divided into five chapters, they are:

Chapter 1 is introduction that consists of the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and outline of the study.

Chapter II is review of related literature. The first subchapter contains of the previous studies which discuss about the same novel *The Lovely Bones* by Alice Sebold, the related topic such as psychosexual disorder, pedophilia, a moral panic, and also the use of psychoanalysis approach. The second subchapter is the

review of related literature includes the definition of novel, elements of novel, psychoanalysis, Sigmund Freud's psychoanalytic theory, psychosexual disorder, and a moral panic. Lastly, the third subchapter is theoretical framework which describes the psychoanalysis approach and how to apply it.

Chapter III is research methodology. It consists of the research design, research instrument, procedures of collecting data, and procedures of analyzing data.

Chapter IV is findings and discussions. In this chapter, it discusses the result of the analysis about the object of the research. The data is represented in descriptive. The writer presents the findings, as well as the answers of the research problems provided in the first chapter.

Chapter V consists of conclusions and suggestions dealing with the subject matter of the research. The chapter based on the analysis which has been explored in the previous chapters.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature that supports the topic being discussed. It consists of three subchapters namely review of previous study, review of related literature, and theoretical framework.

2.1 Review of Previous Study

The writer found some previous studies related to the topic about a moral panic and psychosexual disorder, and psychoanalysis aspects are described in this subchapter.

Deirdre Arlene Milonis in 2010 conducted a study entitled *Writing Rape, Reading Rape: The Replication of Trauma in Survivor Narratives*. In this study, the writer discusses basic themes of rape that the survivor experiences, such as a sense of powerlessness due to the rapist's violation of her body through physical and mental manipulation. The writer uses a theoretical approach that fuses sources from the fields of psychology and philosophy on the same object. The writer formulates a comprehensive description that ranges from the legal explanation of rape to the "little rapes" of Medea and Thompson. The study argues that the author can recreate rape through the voice of a narrator that replicates the effects of trauma for the reader: the initial shock, post-traumatic stress disorder, stages of recovery, and the complexities of memory.

Novi Yanti Hutahaeen in 2010 conducted a research entitled A Study of Psychological Disorder through the Leading Character in Alice Sebold's Novel *The Lovely Bones*. The research examines the abnormal psychology owned by Mr. Harvey who is a pedophile. The aim of the research is to know the abnormal psychology, pedophilia, and factors influencing the condition of Mr. Harvey. The method of this research is descriptive qualitative. The writer finds that in its development, Mr. Harvey inherited genes from their parents and the condition of its environment in his childhood.

Nurul Hikmah Maulani in 2011 conducted a research entitled An Analysis of Esther's Psychopath Problem in *Orphan* Film Viewed from Psychoanalysis Theory by Sigmund Freud. The writer analyzes the main character in *Orphan* film as the character that has psychopathic problem. Psychopathic problem viewed from Sigmund Freud's psychoanalysis concept is used as the theoretical framework of the research. The method of the research is descriptive qualitative, which tries to explain about the intrinsic and extrinsic element of the film. Through observation of the scenes and the dialogues those filmmaker gives Esther's characterizations as the main character of *Orphan*, the writer reveals specific of psychopathic character and the causes of it viewed from Sigmund Freud's psychoanalysis.

Scott Stewart Welsh in 2011 conducted a study entitled Needle Fixation and Moral Panic. The writer focuses on the fixation of the needle-fixator and it is her contention that the cause of moral panic is a fear of extinction. The writer's intentions in the study are two parts. Firstly, the writer intends to establish that for

some addicts, transgressive non-medical self-injection is best understood as a needle fixation. Secondly, the writer examines the notion of ‘moral panic’ with specific references to intravenous use, recently identified in relation to addiction by Loose and Gatson. The writer has claimed that self-injection is caused by needle fixation, a real fixation with an unconscious cause. This claim is based on Freud’s concept of fixation as ‘detained at an unconscious stage’ and the libidinal encounter at Lacan’s ‘mirror stage’ is the moment at which the self-injector is unconsciously detained. Moral panic is particularized and profound in relation to transgressive intravenous use and self-injection.

Ian Marsh and Gaynor Melville in 2011 conducted a research entitled *Moral Panics and the British media – A Look at Some Contemporary ‘Folk Devils’*. The research examines that the term moral panic has been widely adopted both by the mass media and in everyday usage to refer to the exaggerated social reaction caused by the activities of particular groups and/or individuals. Such activities are invariably seen (at the time at least) as major social concerns and the media led reaction magnifies and widens the ‘panic’ surrounding them. It then considers some historical and contemporary examples of moral panics surrounding some quite different activities (and perpetrators of them) – in particular, garotting in mid-Victorian England, ‘hoodies’ and paedophilia. It concludes that there are key elements to moral panics and that these panics are the result of real events and actual behaviour and cannot be dismissed as myths.

Karen Knoph-Bjornevoll in 2015 conducted a study entitled *Who’s Afraid of the Big Bad Wolf?*. This study aims to connect three different versions of the

fairy tale *Little Red Riding Hood*, namely Charles Perrault's *Little Red Riding Hood*, the Brothers Grimm's *Little Red Cap* and Paul Delarue's documentation and publishing of *The Story of Grandmother*. These narratives acts as a framework to compare two contemporary novels, namely Alice Sebold's *The Lovely Bones* and Margaret Atwood's *The Handmaid's Tale*, which display many of the same recognizable elements as in *Little Red Riding Hood*. The writer has chosen these texts because they represent varying aspects of extreme forms of patriarchy and consequently its inherent hierarchal ideology. The writer argues that the stereotypes are more restrictive towards women than men because women are viewed as the inferior passive side of every binary.

From the studies above, the writer decides to choose "A Moral Panic as the Impact of Psychosexual Disorder in Alice Sebold's *The Lovely Bones*" as the main point of this study. In this study, firstly the writer analyzes the novel using psychoanalytic approach to find psychosexual disorder towards George Harvey, the main character. Moreover, the writer relates the phenomenon of psychosexual disorder to a moral panic.

2.2 Review of Related Literature

There are theories related to the topic of the final project.

2.2.1 Definition of Novel

Novel is one of the literary works. The term for the novel in most European languages is *roman*, which suggests its closeness to the medieval romance. The English name is derived from the Italian *novella* that means "a little new thing." This statement is strengthen by Haryanti (2007: 67).

“*Novel* is the English term, counterpart of the Italian *novella*. In most European countries the term *roman* is used to replace novel. *Novel* is to designate any extended fictional narrative and almost always in prose. It usually consists of around forty five thousand words or more. Within a novel, the representation of character occurs either in a static condition or in the process of development as a result of the events or actions.”

Since the eighteenth century, the novel has become the most popular of the literary works, perhaps because it most closely represents the lives of people. By no means, the novel captures the human life. The fact that the story inside them comes from the authors’ idea, experience, and imagination.

In addition, the novel appears to the influence of senses or sight, different imagination, and also contains entertainment. According to Boulton (1975: 1) “people love story mostly for two reasons which are their readiness to comfort and entertain themselves with fantasy and their curiosity and desire for insight about reality”. Therefore they are drawn to fiction not only by the fun of fantasy, but by their interest in reality.

As we know, the novel is a part of literature which has some genre. Some genre are such as mysteries, science fiction, fantasy, westerns, horror, thrillers, romance, and historical. The novel can be various events intertwined causing a more complex problem. Thus, Sumardjo (1998: 29) defines that a novel is a story with the prose form in long shape, this long shape means the story including the complex plot, many character and various setting.

2.2.2 Elements of Novel

In order to appreciate *novel*, the complete comprehension towards everything about *novel* is needed. According to Koesnosoebroto (1988:28), “novel, as a piece of literary work, can only be enjoyed and understood in totally, not each part

separated from the other". Therefore, the elements of the novel should be understood by the readers. Basically, the elements of novel are as follows:

1. Theme

According to Stanton (1965:20) and Kenny (1966:88), theme is the meaning of the story which especially explains a big part of its elements in the simple way. It is the main idea that the writer expresses. It reflects experience, live, death, sanity, love, society, etc.

2. Plot

Plot is the serial arrangement of incidents, ideas or events. According to Forster (1970: 93), plot is events in the story that has pressure to causal relationship. There are five essential parts of plot:

a. Introduction

The beginning of the story where the characters and the setting are revealed.

b. Rising Action

This is where the events in the story become complicated and the conflict in the story is revealed.

c. Climax

This is the highest point of interest and the turning point of the story.

d. Falling action

The events and complications begin to resolve themselves.

e. Denouement

This is the final outcome or untangling of events in the story. It is helpful

to consider climax as a three-fold phenomenon: first, the main character receives new information; second, accepts this information; third, acts on this information.

3. Characters and characterization

Characters are the people who are told and the people who act in the story. Also, Abram (1981: 76) says that characters are people who are appeared in a narrative prose or novel and it is interpreted by the readers as a person who has moral quality and certain tendency such as being expressed in what they say and what they do. Types of the characters are flat characters and round characters. A flat character is built around a single idea or quality and presented in outline and without much individualizing detail. A flat character can be fairly adequately described in a single phrase or sentence. While a round character is complex in temperament and motivation. It is represented with subtle particularity.

4. Setting

Setting directs to the definition of place, time, and social environment where the event happens. Based on Rene and Austin (1982: 131) is concerned with the places where story take a place. Setting refers to geographical location of the story, time period, daily lifestyle of the characters and climate of the story. It is important to give realistic impression to the readers, so they feel easier to image and participate in criticizing the story.

5. Point of View

The point of view discusses about who is telling story, or from which position

the events are perceived Point of view refers the angle do the readers see the action. In addition to point of view Morris as quoted by Tarigan (1986:140) divides point of view into five:

a. The omniscient point of view

In this point of view, the author knows everything, and even what is being thought and felt by the characters. He can see all the character's behavior from every angle.

b. The first point of view

The author talks as one of the character. The author involves the story using "I" as the first person.

c. The third person point of view

A person outside the story acts as a narrator. This point of view is characterized with the use of pronouns: "he", "she", or "it".

d. The central intelligence

The story is presented through one of the characters' eyes, although there is a relationship with what is done by the omniscient narrator.

e. The scenic

The narrator is taken out from the story, and the story is presented in a conversation or dialogue, as seen in drama or play.

6. Conflict

Every work of fiction must have conflicts inside the event of story. Conflict is something that dramatic, referring to the struggle between two forces are balanced and imply action and retaliation (Wellek & Warren, 1989:285).

Kenny (1966:104) states there are four kinds of conflict. That conflict as a follow:

a) Man vs. Man (physical)

The leading character struggles with his physical strength against other men, forces of nature, or animals.

b) Man vs. Circumstances (classical)

The leading character struggles against fate, or the circumstances of life facing him/her.

c) Man vs. Society (social)

The leading character struggles against ideas, practices, or customs of other people.

d) Man vs. Himself / Herself (psychological)

The leading character struggles with him/ herself; with his/her.

2.2.3 Psychoanalysis

Psychoanalysis is one of those rare intellectual achievements that has the effect of radically transforming human self-understanding. Indeed, Freudian notions have so thoroughly permeated human culture that psychoanalysis is accessible to even the most untutored observers of human behaviour. By Freud's own estimation psychoanalysis effectively completed the intellectual revolution begun by Copernicus, and advanced by Darwin (Encyclopedia of Human Behavior: 2011).

Sigmund Freud (1856-1939) was well-known as the father of Psychoanalysis, said that human psyche has a central role in human's life. Also, he described that human's personality is like an iceberg which its peak

represented as the conscious mind is too small if we compare it with the part is invisible under the ocean represented as the unconscious mind.

The psychoanalytic approach focuses on the importance of the unconscious mind. In other words, it is said that behaviour is determined by one's past experiences that are left in the unconscious mind. This approach is based on Freud's psychoanalytic criticism about early experiences have effects on current behaviour.

Apparently, the assumptions of psychoanalysis are, first psychoanalytic views psychological problem as rooted in the unconscious mind, second manifest symptoms are caused by latent (hidden) disturbances. Typical causes include unresolved issues during development or repressed trauma. Treatment focuses on bringing the repressed conflict to consciousness.

Thus, psychoanalytic approach emphasizes the unconscious mind. The unconscious mind also controls the phenomena of repressed feelings, automatic skills, subliminal perceptions, thoughts, habits and automatic reactions as well as possibly holding emotional complexes, phobias, and desires. Psychoanalytic theory holds that these unconscious processes can come to the surface as symbols in dream, automatic thoughts.

2.2.3.1 Tripartite System

Freud proposed tripartite system of the mind's structure. All as part of a new conceptual for understanding of human psychological development. This theory known as Freud's structural theory of personality which emphasizes on the role of the unconscious psychological conflicts in shaping behaviour and personality.

According to Freud, our personality develops from the interactions among what he proposed as the three fundamental structures of the human mind that is the id, ego, and superego. Each of them has their own functions and principles, but they cannot be separated so that they can make a totality in human's behavior. Conflict among these structures, and our efforts to find balance among what each of them "desires," determines how we behave and approach the world. What balance we strike in any given situation determines how we will resolve the conflict between two overarching behavioral tendencies: our biological aggressive and pleasure seeking drives vs. our socialized internal control over those drives.

a. The Id

The id is the original system of the personality; it is the matrix within the ego and the superego become differentiated. The id consists of everything psychological that is inherited that is present of birth, including the instinct. The instinct provides the psychic energy that powers the entire. Thus, the id is the energy source for the ego and the superego (Iman Arif Setiadi, 2006)

There are two broad types of instinct in the id. They are Eros and Thanatos. Eros is defined as the constructive life instinct that responsible for survival, self-propagation, and creativity. It also includes the need for food, warmth and sex. The energy of Eros is generated by what Freud called libido. The second one is Thanatos, or the death instinct. It is really opposed to Eros. The instinctive attraction to death gives rise in each individual to aggressive tendencies directed at the self. Since self-destruction is opposed by the life-preserving energy of libido, aggression against the self usually is redirected

outward against the world, motivating human being to compete, to conquer, and to kill. Aggression can take many forms; for examples, angry attacks, verbal insults, and self-punishment.

Furthermore, the id has two steps in order to reach its goal. The first process is known as a reflection act. It is kind of act that is done immediately by an individual when the id receives stimuli from the external world. Second, it is called as a primary process which involves complicated psychological reactions. In this process, the id tries to decrease the tension which is caused by the external world. By imagining the object can help the id to decrease the tension. Thus, the id needs another physical apparatus as intermediary which is called the ego.

b. The Ego

The ego has a central role which intends to make interaction between internal and external world. It means that it performs its function based on reality principle. Based on Yustinus Semium (2006 : 61) stated that ego was “I” which grew out of the id in infancy and changed from the source of an individual to communicate with the world outside.

Since the ego grows out of the id, the ego appears to reach the goals of the id, not to disappoint the id, by any means. Moreover, all power comes from the id. The main difference between the id and the ego are the id only knows subjective reality referring to the soul, while the ego distinguishes between things that are contained in the mind and the things contained in the outside world.

Basically, the ego follows the principles of reality and operates according to secondary process. The secondary process is the process of the ego to make plans satisfying the needs and then test these plans. Through an act to see whether the plan success or not. Furthermore, its goal is to find an object that is suitable for satisfying the needs.

c. The Superego

The last one is superego which grows out of the ego. It does not relate to the outside world. The demand for perfection is realistic. It is concerned with social rules and morals. The internalized voice of parents, carers and society which provide the individual with the rules and regulations that guide it. It provides us with our sense whether it is right or not.

Based on A. Supratiknya (1993 : 67), the function of the super ego are; first, to inhibit the impulses of the id, particularly those of a sexual or aggressive nature, since these are the impulses whose expression is most highly condemned by society, second, to persuade the ego to substitute moralistic goals for realistic ones, and third, to strive for perfection.

According to *A General Selection from the Works of Sigmund Freud* (1989) said that the Id, Ego, and Superego are in constant conflict that adult personality and behavior are rooted in the result of these internal struggles throughout childhood. Freud (1911) believed that a person who has a healthy personality and that imbalances in this system can lead to depression and unhealthy behaviors.

2.2.3.2 Psychosexual Development

According to Freud (1905), our sex causes us to seek pleasure in different parts of our body during the various stages of psychosexual development. This sex drives our psychosexual energy or libido, which people use to experience pleasure in our erogenous zones (are of the body associated with sexual pleasure) during the five different stages of psychosexual developments. They are as the following:

a. Oral stage

The first stage of psychosexual development is the oral stage. It begins from birth until the age of a year. The libido is centered in a baby's mouth. At this stage in life are oral, or mouth oriented, such as sucking, biting, and breastfeeding. The mouth is vital for eating, and the infant derives pleasure from oral stimulation through gratifying activities such as tasting and sucking. Too much or too little gratification can develop an oral fixation later in life, for examples, thumb-sucking, smoking, fingernail biting and overeating.

b. Anal stage

The second stage of psychosexual development is the anal stage. It is within the age of a year to three years. The libido becomes focused on the anus. The major conflict in this stage is toilet training. The child has to learn to control his or her needs. The success at this stage depends on the ways of parents approaching toilet training. The style of parenting influences the resolution of the Id and the Ego conflict which can be both gradual and psychologically

uneventful. Too much pressure from parents can result in an excessive need for order, perfection and cleanliness later in life. On the other hand, too little pressure from parents can lead to messy or destructive behavior in life.

c. Phallic stage

The third stage of psychosexual development is the phallic stage. It is within the age of three to six years. In this stage, children are getting aware of the differences between male and female. Freud suggested that the primary focus of the id's energy is on the genitals. Unresolved psychosexual competition for the opposite-sex parent might produce a phallic stage fixation leading a girl to become a woman who continually strives to dominate men, either as an unusually seductive woman (high self-esteem) or as an unusually submissive woman (low self-esteem). In a boy, a phallic stage fixation might lead him to become an aggressive, over-ambitious, vain man. Therefore, the satisfactory parental handling and resolution of the Oedipus complex and Electra complex are most important in developing the infantile the superego.

d. Latent stage

The fourth stage of psychosexual development is the latency stage. It is within the age of six years until puberty. The libido is dormant. No further psychosexual development takes place during this stage. Whether or not the child has successfully resolved the Oedipal conflict, the instinctual drives of the id are inaccessible to the ego because his or her defense mechanisms repressed them. During this stage, the superego continues to develop.

Children develop social skills, values, and relationships with peers and adults outside the family.

e. Genital stage

The fifth stage of psychosexual development is the genital stage. It begins at the start of puberty to adult life. The primary focus of pleasure is the genitals. The psychological difference between the phallic and genital stages is that the ego is established in the latter. During this stage, the individual develops a strong sexual interest in the opposite sex. If the other stages have been completed successfully, the individual should now be well-balanced.

Across these five stages, the child is presented with different conflicts between their biological drives (id) and their social and moral conscience (superego) because their biological pleasure-seeking urges focus on different areas of the body. The child's ability to resolve these internal conflicts determines their future ability to cope and function as an adult. Failure to resolve a stage can lead one to become fixated in that stage, leading to unhealthy personality traits; successful resolution of the stages leads to a healthy adult.

Freud stressed that the first five years of life are crucial to the formation of adult personality. The id must be controlled in order to satisfy social demands; this sets up a conflict between frustrated wishes and social norms. Meanwhile, the ego and superego develop in order to exercise this control and direct the need for gratification into socially acceptable channels.

From the explanation above, we can conclude that we must successfully complete each stage. Mental abnormality can occur if a stage is not completed

successfully and the person becomes “fixated” in a particular stage. This particular theory shows how adult personality is determined by childhood experience.

2.2.4 *Psychosexual Disorder*

Psychosexual disorder is a term which may simply refer to a sexual problem that is psychological. Psychosexual disorder relates to the mental or emotional attitudes about sexuality such as sexual fantasies. The DSM-IV states that sexual dysfunctions are characterized by disturbance in sexual desire and in psychophysiological changes that characterize the sexual response cycle and cause marked distress and interpersonal difficulty.

It may arise due to guilty conscience, stress, anxiety, nervousness, worry, fear, depression, physical or emotional trauma, abuse, rape and so on. The other factors causing sexual problems are based on psychosocial and cultural aspects. Ignorance or improper sex education can be a reason. Conflict of values between sexual feelings during adolescence and that which is represented by family or religion. Relationship aspects, like power, trust or anger at partner and lack of communication and commitment to one’s partner or peer may also lead to psychosexual disorders.

Psychosexual disorder symptoms vary for every individual and differ with gender. They are categorized into sexual dysfunction, gender identity disorders, and paraphilia.

Sexual Dysfunction is a sexual problem characterized by decreased desire, arousal or orgasm and lack of enjoyment or satisfaction derived from sex. It may

also display dyspareunia or experience of more pain during the act. Sexual aversion is associated with fear, anxiety and dislike. Impotence (male erectile dysfunction), premature ejaculation, inhibited male orgasms and vaginismus (involuntary contraction of the vagina in female) are the visible symptoms of sexual problems.

Gender identity disorders exhibit variation between one's sense of sexual identity and the biological one. Gender identity encompasses each individual's personal emotional-intellectual appreciation of his or her own gender role. The sufferer shows doubt about one's own sexual orientation, difficulty to adjust to the normal lifestyle, and a desire to modify the sexual orientation to become a member of the opposite sex.

Paraphilia or the disorder of sexual preference is the unusual or abnormal sexual behavior that does not follow the normal standards. This category of sexual disorder exhibits abnormal preference of sexual. Persons with such disorders are often also incapable of adult two-way relationships and display an obsessional element in their behaviour disorder. Paraphilia is often also associated with a personality disorder. The characteristics of paraphilia including an unusual or bizarre behaviour is required for sexual stimulation and gratification, and excessive amount of imagination (virtually obsessional) *must* be present for sexual arousal and orgasm to take place.

2.2.4.1 Pedophilia

Pedophilia, also spelled paedophilia is psychosexual disorder in which an adult has sexual fantasies about or engages in sexual acts with a prepubescent child of

the same or opposite sex. Pedophilia is reinforced by the World Health Organisation (WHO, 2007) which defines pedophilia, as a mental and behavioural disorder, describing it as a disorder of sexual preference indicating that it is ‘a sexual preference for children, boys or girls or both, usually of pre-pubertal or early pubertal age’.

A pedophile is generally defined as a person who gains sexual gratification from contact with pre-pubescent children (La Fontaine, 1990; Howitt, 1995; Leberg, 1997; Silverman & Wilson, 2002). By diagnostic criteria of the *Diagnostic and Statistical Manual of Mental Disorders Fourth Edition*, a pedophile is an individual who fantasizes about, is sexually aroused by, or experiences sexual urges toward prepubescent children (generally <13 years) for a period of at least 6 months.

Pedophilia may be distinguished from hebephilia (sexual preference for individuals who typically are between ages 11 and 14) and ephebophilia (sexual preference for late-stage adolescents,, typically ages 15 and 16). In many countries an individual who is convicted in a court of law for child sexual abuse, which involves sexual abuse of a prepubescent or postpubescent individual up to age 18, is known as a sex offender; some of those individuals also are later clinically diagnosed with pedophilia.

In many cases pedophilic behaviour appears to be associated with sexual abuse or neglect experienced during childhood and with a typical emotional or psychological development. Research also has indicated that boys who were sexually abused are more likely to become pedophiles or sex offenders. Girls who

were sexually abused more frequently respond by engaging in self-destructive behaviours, such as substance abuse or prostitution. Most pedophiles are men; the condition is rare in women.

The cases of pedophilia; for example, the sexual murder of Sarah Payne, an 8 year old girl that reaching unprecedented levels attention in Britain.. She has been missing for two weeks. When the police found her body, thousands of people made their way to the field to lay wreaths. She was killed by 41 year old Roy Whiting who lived in the nearby town of Littlehampton. Also, in America, Earl Bradley, a pediatrician, sexually assaulted his young patients. More than 1,400 patients filed claims against Bradley, who was convicted in 2011 of raping or abusing 86 patients over 11 years. The average age of the victims was just 3 years old, and one alleged victim was just 3 months old.

2.2.5 A Moral Panic

According to Cohen (2002), a moral panic as an event/group/situation that has had a greater degree of significance attached to it by society than it actually warrants, either in relation to itself, or, in relation to other events. The other experts, such as Sarah Gatson and Goode et al have their mind about moral panic through their each books. According to their views, a 'moral panic' refers to the event of a human subject's or collective reaction to 'distasteful' phenomena including witchcraft, terrorism and addiction (Weilsh, 2011). In addition, the form of moral panic to which they refer seems to be applicable to a number of emotive social problems.

Based on Lacan's study (2009) entitled *Subject of Addiction*, Loose discusses the extinction of the neighbour as fundamental to the social problem of addiction. He says that the ideas that the outside world loses importance to the addict, and that this is the cause of a particular anxiety in the other, are fundamental to what we call, in conventional terms, the problem of moral panic. The reaction of the neighbour to that extinction provides an explanation for what has been described as 'moral panic'.

Meanwhile Gatson (2007) explained that moral panic as caused by the dissipation of boundaries between the self and other or the self and the 'outside world'. The loss of this distinction result is a concern for the other's body. Gatson described that what the other is doing with his or her body and what consequences these actions might have for us. It creates a situation in which we have become increasingly concerned with the other's body. As the result, the boundaries between the self and the outside world have been dissipated and the quite distinct experiences of panic and moral indignation have been fused. In addition, she also stated that morality has become moral panic through a contemporary phenomenon of what she calls 'replacing good/bad' with 'risk/safety.' The idea of replacing good/bad with risk/safe implies a vested interest in the other's body. Then, the origins of moral panic is in the idea that there is no distinction between your body and the others.

Gatson (2007) also says that moral panic is concerned with the 'productionn and reproduction of innocence'. She explains that in the imagination of human subject call by some the moral panic, there is a great and flourishing

innocence, suddenly and abruptly interrupted or interfered with by the 'body of guilt'. The body of guilt becomes represented such as by the witch, the terrorist, and drug addict. They causes a particular anxiety. The genesis of this anxiety is imagined to be located in the body of guilt, the very existence of which causes the anguished cry of the moral panic. She described the 'moral panic' as a human subject who proclaims, amid the emergence of some evil or perceived evil.

Goode (2007) in his book entitled *Moral Panics*, he said that the human subject of moral panic come to believe that 'evil doing are afoot, that certain enemies are trying to harm some or all of the rest of us'. Harm in relation to moral panic can be actual or potential. The moral panic reaction is based on how the 'enemies' might harm us rather than the harm that has been happened. Some possible threats subject to moral panic include terrorism, refugee, sexual psychopaths, drug addicts and non-medical self-injection.

The components of 'moral panic'. According to Goode et al, are :

1. Fear or concern.
2. The belief that evil doings are afoot.
3. The belief that one/someone/many people are at risk of being harmed.

Furthermore, the moral panic is about proving the existence of a perceived threat as a real threat with the potential to do harm, whether the dangers of drink of drugs, juvenile crime or pedophilia, for instance. The morality component of moral panic is conceived in the prevention of harm, the nullification of the 'evil doings' and therefore the elimination of the fear or concern. For example the

phenomenon of moral panic in relation to drug use is an expression of a fear of extinction caused by the breaking into pieces of the neighbour's body.

The form of moral panic is not a 'consciously created' phenomenon but rather an impulsive reaction on the part of the neighbour to a fear of extinction. Gatson's description of *the* moral panic could refer to an individual or an experience, Goode et al. use the term interchangeably to refer to a historical event, the reaction of a human subject or the collective reactions of a group of human subjects. Moral panic can also manifest itself as a specific and very personal experience of this anxiety.

Also, the social institution of the family experiences a significant dysfunction when addiction is a problem for one or all of its members. In the context of the family, the fear or concern is immediate and primal. The fear of extinction and 'evil doings' are empirically real. The harm that is threatened is harm to oneself and one's immediate intimates.

Another example case is the missing children controversy in the USA of the 1980s. Best's (1990) analysis of the missing children issue is effectively a case study of a moral panic. A national campaign about missing children was boosted by the stranger abduction and murder in Florida in 1981 of Adam Walsh, whose parents became prominent activists. This claimed that 1.5 million children vanished, disappeared or were abducted each year in the USA. Two federal laws set up first (1982) a national system for recording missing persons then (1984) a National Center for Missing & Exploited Children. However, from 1985 onwards, attention to the issue declined, as the media attacked the credibility of excessive

claims. Best stresses first the activities of claims makers and their rhetorical strategies; second, the role played by public opinion; and three, why this issue was so salient.

The strategic groups of claims makers were fourfold: the medical professions; social activists, from feminists to the New Right; grass-roots organisations; and official agencies, local and federal. The media – ‘secondary’ claims makers – seized upon the novelty and drama of the issue. The effects were to privilege accounts from official sources, dramatise specific cases, pathologise and individualise the problem, and suppress argument about the issue or the media’s role in it. Concern over child safety was widespread, though seen to affect others. It was most felt by women, the least educated, and the more religious. Anxiety was in and on the air, projected onto the innocent child victim. The target was the psychopath, whose unpredictability reinforced the sense of imminent danger.

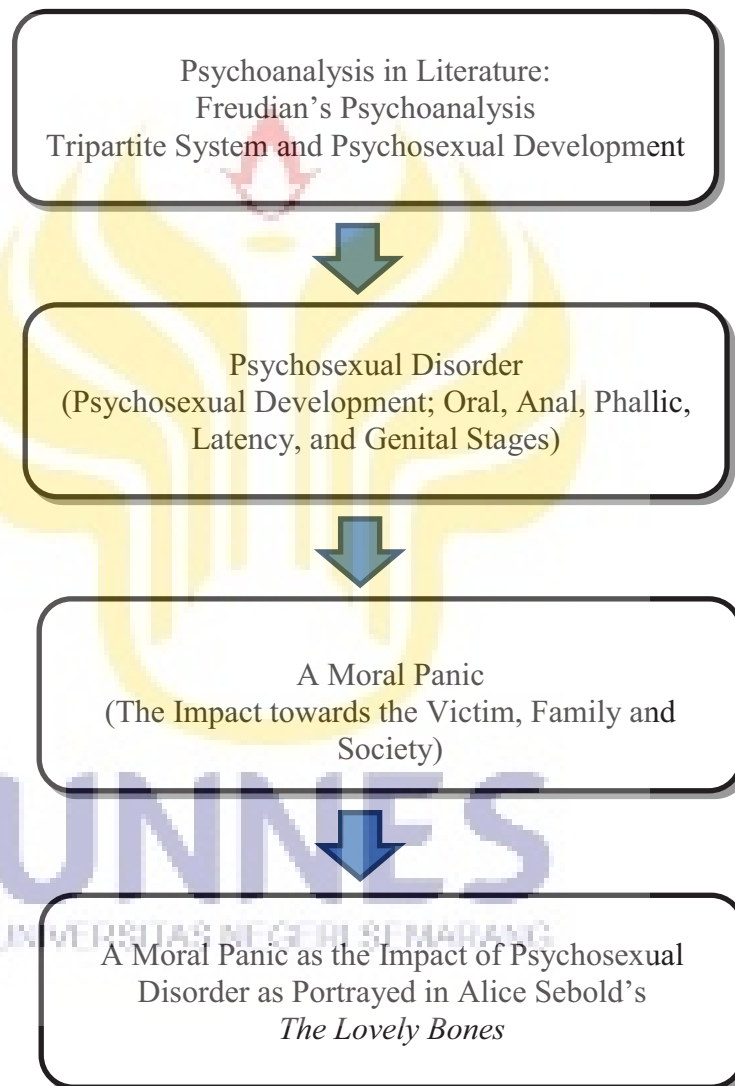
2.3 Theoretical Framework

This study concerns with a moral panic as the impact of the crime caused by someone who suffers psychosexual disorder giving result to the characters of the victim, family and society, and what the impacts to their psychology. As this study discusses psychosexual disorder and a moral panic, the study uses psychoanalysis approach with Freud’s psychoanalysis as the reference of the theory.

By using psychoanalysis approach, the writer can prepare a detailed description of that phenomenon which is going to be analysed, and then make

some research problems that can be answered not only by some explanations of the relevant theories, but also supported with clear evidences from some quotation of the novel. In brief, it can be seen from the diagram in the next page:

Figure 2.1 Theoretical Framework



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The fifth chapter presents conclusions and suggestions. There are two subchapters including the conclusions of the results and some suggestions.

5.1 Conclusions

Through the novel entitled *The Lovely Bones*, firstly, psychosexual disorder as one of the issues in this study is represented by the main character, George Harvey. He suffers pedophilia because of his imperfect psychosexual development. He had a fixation when he was in the phallic stage that is very important to the individual to build his superego. That is why he cannot control his acts to do the worst things like raping and murdering as narrated in the story.

His characters such as aggressive, difficult to control himself, liar, lack of empathy, lack of remorse and guilt feeling, and manipulative are the individual's character indicating a mental problem. Not only one victim as told in the novel, he had already raped and murdered some other young girls. The ages of his victims are about six until fourteen years old.

Secondly, Susie Salmon as the narrator of the story tells from her own heaven. It includes the condition of herself, the family, and the society after she died. By telling the story, the narrator gives detail clues relating to the impacts when those who suffer psychosexual disorder are around the society. The writer finds a moral panic felt by the neighbours around Susie's house; the neighbours,

Susie's school mates, Ray Singh, Artie's family, Mr. Salmon's boss and co-workers also get worried and fearful since Susie's murder case was spread out. By no means, they feel fearful because they believe a pedophile is around them, terrifying things might happen. The 'panic' is caused by the psychosexual disorder's body represented by human, while the sense of morality is caused by the blurring of boundaries between the self and other.

Thus, Susie's death which was caused by the pedophile caused the fear of extinction to her surroundings. According to Welsh (2011), the moral panic reaction of the neighbour is the fear of extinction caused by this fundamental, unconscious fixation. This claim is based on Freud's concept of fixation as 'detained at an unconscious stage'. It means that this form of moral panic is not a consciously created, but rather an impulsive reaction on the part of the neighbour to a fear of extinction. Through the story, it is a fear that arises out of the relationship between pedophile and the society that represents a threat. Eventually, the writer concludes that moral panic occurs as the impact of the crime caused by someone who suffers psychosexual disorder through Alice Sebold's *The Lovely Bones*.

5.2 Suggestions

By doing this research, the writer would like to give some suggestions to the readers, and next researchers as well. The writer hopes that the readers could give their appreciation to literary works as a lesson to get some moral values. There are implied values inside the stories which can be revealed. Alice Sebold, the one who has written the novel gives us experiences which could be taken as lessons.

The family and neighbours should be more cautious in taking care of their children. Furthermore, *The Lovely Bones* teaches us how parents should take good care of their children.

The writer wished that the study hopefully can be useful for students of English Department majoring in literature who want to conduct another study about psychosexual disorder and moral panic by using the theory of psychoanalysis by Sigmund Freud.



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	waitress inside the shack several years before and then bought some new slacks with the tips he'd found in the front pocket of her apron			
78.	The name of another potential victim, Sophie Cichetti, the name of her son, and an alias of George Harvey's	272	1	Len found that Sophie Cichetti who was raped and killed by Mr. Harvey as Mr. Harvey's mother.
79.	Mr. Harvey was a pro, but at that moment I didn't care.	298	2	Susie did not care anymore with Mr. Harvey.

