



PSYCHOLOGICAL ASPECTS OF CHARACTERS
FAYE TRAVERS AND OLD SHAAWANO IN
THE PAINTED DRUM BY LOUISE ERDRICH

A THESIS

**In Partial Fulfillment of the Requirements
for Strata-1 Degree
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VALIDATION

The writer states truthfully that this thesis is compiled by her without taking the results from other research in any university, both in S-1 degree and in diploma. In addition, the writer ascertains that she does not take the material from other publications or someone's work except for the references mentioned in bibliography.

Semarang, June 2010

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Motto

Be a first rate version of yourself, not a second rate version of somebody else.

-Judy Garland-

“Sesungguhnya segala kesulitan itu pasti ada kemudahan dan jika kamu telah selesai dari sesuatu urusan maka kerjakanlah urusan yang lain dan hanya kepada Allah SWT-lah hendaknya kamu sekalian berharap”.

Qs. Al-Insyiroh 6-8

Waktu terus berputar, berbagai bentuk peristiwa memberi efek pasang surut dalam jiwa. Namun semangat, haruslah selalu baru, segar setiap saat dan tak boleh mati.

Anonim

DEDICATION

I dedicate this thesis for:
My great family
My beloved boyfriend
My friends
and
everybody who knows
me

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ABSTRACT

Post-Traumatic Stress Disorder atau yang lebih dikenal dengan sebutan trauma, adalah suatu gangguan kejiwaan yang ditimbulkan oleh adanya pengalaman buruk di masa lalu. Sedangkan *self defense mechanism* atau mekanisme pertahanan diri ialah mekanisme yang dibentuk oleh seseorang untuk mereduksi perasaan tertekan atau tidak nyaman dalam suatu keadaan yang tidak diinginkan. Salah satu contoh dari pengalaman traumatis dan mekanisme pertahanan diri dalam menghadapi trauma dapat ditemukan pada karakter Faye Travers dan Old Shaawano dalam novel *The Painted Drum* karya **Louise Erdrich**. Penelitian ini bertujuan untuk menganalisis dan menjelaskan bagaimana kehilangan yang dialami kedua karakter dalam novel dapat menyebabkan trauma dan membentuk pola pertahanan diri sehingga mereka mampu melewati trauma. Metode yang digunakan merupakan metode penelitian kepustakaan yaitu metode yang menggunakan bahan-bahan penelitian yang berasal dari literatur-literatur dan menggunakan pendekatan psikologi yang berkenaan dengan konflik dan sisi kejiwaan karakter dalam novel. Dengan menggunakan metode kepustakaan dan pendekatan psikologi dalam menganalisis novel tersebut, maka dapat diperoleh sebuah benang merah berupa penjelasan analitis mengenai kehilangan seseorang yang berdampak pada keadaan jiwa karakter-karakternya.

CHAPTER I

INTRODUCTION

F. Background of The Study

Trauma is not only understood as bad experience but also fixated of past that gives a big impact in memory. When trauma leads to *post-traumatic stress disorder* (PTSD), it may damage personal's ability to cope with stress or influence someone's behavior. Every change of behavior is caused by a mechanism and it is known as self defense mechanism. Some people who are stuck in traumatic events consciously or unconsciously will form defense mechanism to reduce stress, anxiety, or conflict. The self defense mechanism can appear in many ways. People who experience a traumatic event may face the trauma by telling different story when suddenly remember and retell it, allowing them selves drown in the past submissively. They blame them selves, or even pretend that there is no bad event happening. This symptom is labeled as a denial. Those mechanisms are created in order to make everything acceptable or unfixated of past. Although people with traumatic event inside their psyche finally can accept the event, they still do not understand the whole of the events. This happens because they do not fully experience the traumatic event.

The examples of traumatic experience can be seen in *The Painted Drum* through its characters Faye Traver and Old Shaawano, the one who makes the mystical drum. Those characters are important characters in the

story because what Faye and Shaawano have experienced seem dominate and give an effect in the story. Both of Faye and Shaawano ever deal with loss that makes them experiencing *post-traumatic stress disorder*. Faye lost her beloved sister when she was a child while Shaawano lost his beloved daughter years ago. Either Faye or Shaawano tries to cope with trauma by forming self defense mechanism. Trauma and self defense mechanism are an integration. It means that the writer can not explain trauma without giving further a explanation about defense mechanisms because people with trauma will form some defense mechanisms consciously or unconsciously.

G. Scope of The Study

In order to make the analysis is clearer; a researcher should formulate the scope of analysis. Therefore, the writer limits the object of research and determines the theory to analyze the data. This limitation has a purpose to get a specific and valid result. In this research, the writer focuses on the post-traumatic stress disorder and self defense mechanism of Faye Travers and Old Shaawano.

H. Purpose of The Study

The purposes of the study are to explain and analyze how loss someone could trigger traumatic disorder and create the defense mechanism in the character Faye and Shaawano. The mechanism will help them to cope with trauma.

I. Methods of The Study

3. Methods of Research

Method of research is a method that is used to find out, develop, and test the truth of knowledge empirically based on the fact and data. The writer uses a library research to find data that correlate with the thesis so the thesis can be more accurate. Library research is undoubtedly an important equipment of almost every students of literature, since the majority of students can find their source materials in libraries, and familiarity with their catalogues as well as other reference books. (Wellek and Warren, 1977:58)

4. Methods of Approach

Related to the scope of the thesis, the writer uses two methods of approach. They are exponential and psychological approaches. Exponential approach is commonly used in literary research comes from structural approach. It focuses on some intrinsic aspects of literary work. The approach moves up from an assumption that literature as a creative work has an autonomy that is separated from the elements outside of it (Harsono, 1999:48). It means the study of exponential approach should be focused on analyzing some intrinsic aspects of literary work.

Meanwhile, psychological approach is focused on analyzing some extrinsic aspects. Basically, this approach is used to reveal problems inside character's psyche. This approach uses psychology references as device to help the writer translating the discussion into literature. According to

Wellek translated by Budianta, psychology in literary works can be used to give evaluation psychologically to the elements of literary works, such as character, plot, and theme (1989:106).

Theory of psychology in literary works can give explanation about character and situation in the story because psychological phenomenon can be seen through the character's attitude.

J. Scheme of The Study

From the analysis with methods of approaches above, the thesis will be arranged in chapters and sub chapters as follows:

CHAPTER I Introduction. It contains the background of the study, purpose of the study, scope of the study, methods of the study, and the scheme of the study.

CHAPTER II Biography and Summary of the Novel. Those tell about biography of the writer of *The Painted Drum* and summary so that the reader who has not read the novel yet can get a short description about the story.

CHAPTER III Literary Review. It consists of the theoretical Review that can support the writing of the thesis. The theories deal with the definition of character, characterization, setting, plot, symbol, themes and psychological approach in the novel.

CHAPTER IV Discussion. This part becomes the main part of the thesis since it reveals the discussion of the theoretical review

above connected with the story in the novel. The discussion lifts an analysis of intrinsic and extrinsic aspects of a literary works.

CHAPTER V Conclusion. It serves the outline of the analysis result in the previous chapter.

CHAPTER II

BIOGRAPHY AND SUMMARY

C. Biography

Louise Erdrich was born to Ralph Louise Erdrich and Rita Joanne Erdrich in Little Falls, Minnesota and raised in Wahpeton, North Dakota. Her mother was French and Anishinaabe (Ojibwe), while her father was German-American. Since she was a child, her mother and grandfather who was a tribal chair of the Turtle Mountain Reservation often told some stories about life on the reservation during the Great Depression of the 1930's. Not only her mother and grandfather who told her many stories, but also her father. He told Erdrich about his families and town where he grew up. He also introduced Erdrich to the works of William Shakespeare and supported his children to write. Erdrich's mother played a role in supporting the writing by creating cover for her daughter's manuscript. The story of families became a significant inspiration in Erdrich's writing. As Erdrich attended school in Wahpeton, Patrick Gorneau (her grandfather) taught her about culture, religion, and tribal chair on the Turtle Mountain Reservation.

During her lifetime, Erdrich spent her times by writing some stories, poems and novels inspired from the land and the experiences of her families. Novels that Erdrich wrote have some special characteristics. Her novels were made up of a disjointed but interconnected series of short narratives, each told from the perspective of a different character, and moved backwards and

forward in time between the past and present day (http://en.wikipedia.org/wiki/Louise_Erdrich). She also combined the stories with the local history and usually the setting was on reservation. Her first novel that published was *Love Medicine* about the stories of several families living near each other on a North Dakota Reservation. *Love Medicine* and *The Painted Drum* became the examples of Erdrich's writing with her style of writing. Besides she was active in writing many stories, she also had some unusual interests that may help her to develop her writing such as done a historical research especially family history and local history around North Dakota and collected books or news about strange events, tales, and supernatural happenings. She kept the odd and mystical stories she had heard on her notebooks. *The Painted Drum* is an example of a collection of mystical stories happened on the North Dakota reservation.

Louise Erdrich together with her previous works often compared with William Faulkner. This is because Erdrich using multi-narrations, non-chronological storytelling, and fictional town in her novel same with what Faulkner has done in his writings. If Erdrich had Argus as a fictional town, Faulkner would have Yoknapatawpha County.

D. Summary of *The Painted Drum*

The Painted Drum is a novel that told about a journey of the mystical drum of Ojibwe and how the drum affected the lives of those whose path its crossed. The story was told in three parts from the perspective of several

characters between past and present. The story began with the arrival of Faye who was part of Ojibwe in New Hampshire to appraise the estate of a recently-deceased neighbor where she found an American Indian Drum. The drum attracted Faye's attention because it was beautifully decorated with beads, red tassels, small tin cones, and yellow line. Unconsciously, Faye compelled to steal it. The arrival of Faye did not only bring her to the drum but also to her traumatic experience. The appearance of the drum revived Faye's trauma and helped Faye to pass through her traumatic events about her sister. After keeping the drum for long time with her, she eventually thought that the drum should be repatriated to where it came from, in the North Dakota Ojibwe Reservation.

The second part was narrated by Bernard Shaawano who is an Ojibwe and lived in the reservation. Faye and her mother, Elsie, brought the drum back to its "home". Bernard explained how his grandfather, Old Shaawano, was encouraged by his daughter spirit and guided by dreams, spirit, and visions made the painted drum with its ornaments. The making process of the drum gave Shaawano purpose and strength to pass through the death of his daughter. In this part, the narrator also shifted to Anaquot. Anaquot was Old Shaawano's wife who had an affair with another man and bore a baby. She brought her baby and daughter to leave the house. Along the way, her wagon was followed by starving wolves. Realizing that her beloved mother and sister could be killed by the wolves, her daughter sacrificed herself by throwing her

body to the wolves. Later, Old Shaawano found the girl's bones and used the bones to make the painted drum.

The third story opened with the struggle of nine years old Shawnee, six years old Apitchi, and Alice who starved in their house in winter with there was no food stock and anything to warm themselves except the blankets. They tried to survive by eating toothpaste, cough syrup, and crumbs until Ira, their mother, came back from the town with foods in her hands. Instead of making fire to make themselves warm so they can sleep, the fire burned the house. Shawnee hauled Apitchi and Alice through an icy night by hoping someone can see them. The drum made them awake through the sound that only Shawnee could hear and guided them to Bernard's house.

The final episode was taken over by Faye again. This closing chapter looked like answers for all questions that might rise in the previous chapter. In this chapter, Faye began to open her heart to her trauma and tried to heal it. At last, Faye could accept the death of her sister by visiting the apple orchard and her sister's grave. *The Painted Drum* also had its own ending. Through a letter that was written by Bernard about the tale of the girl's rescue, Faye and Elsie knew that the drum showed its power again. The drum eventually saved the life of Shawnee, Apitchi, and Alice when their house burned and they had to find a help in deadly winter.

CHAPTER III

LITERARY REVIEW

C. Intrinsic Aspects

Intrinsic aspects of literary works are some aspects that come as foundation for its works. Intrinsic aspects include character, characterization, setting, plot, symbol, themes, etc.

1. Character and Characterization

Character is one of the important elements in literary works such as a novel. The appearance of character is significance because character influences the story through its personality, motivation, and attitude. In Michael Meyers's opinion in *The Bedford Introduction to Literature* (1990:61), character is important in a fine fictional work because a character helps to develop the plot. Characters are influenced by events just as events are shaped by characters. Character does not only depict human in general but also represents something that author tries to tell. In Taylor's opinion in *Understanding the Elements of Literature* (1981:65-68), character can be major character. It is character that we see more of over a longer period of time, we learn about theme and think of it more complex and frequently.

Character is different with characterization. If character is an imagined person in the story, characterization is the way of author to describe the character in literary works. Characterization is more specific

than character because characterization studies on how the character behaves in the story. In Pickering and Hoeper's opinion as cited by Albertine Minderop in the *Metode Karakterisasi Telaah Fiksi* (2005:6), ways that author used in literary works to characterize the character can be divided into telling and showing method.

a. Telling method (direct method)

Telling method uses explanation of character directly from the author. In this method, author plays very important role because the reader does not have another choice to understand the characteristic except from the author's point and view, temperament, and way of thinking so the reader may be bored. Direct method includes characterization through appearance and the author.

b. Showing method (indirect method)

In the showing method, author places himself outside the story by giving chance to the character to reveal her or his characterization through dialogue and action. The reason of reader's interest to this method is reader guided to understand and comprehend the characteristic through dialogue and action so reader will not feel bored and monotonous.

2. Setting

Setting is information refers to time, place, and situation where the events take place. Setting can be geographical description, detail of place, time of events, social environment, etc. This statement is suitable with

Michael Meyers in *The Bedford Introduction to Literature*, main elements of setting are time, place, environment situation that cover the character (1990:107). In Josephine F. Ablamsky's opinion (1983:45), setting is a vital element in fiction since it has four major roles. Setting makes story credible or believable, aids in establishing a mood or an atmosphere in the reader, develops a source of conflict, and develops the characterization of a performer in a story.

Setting has a relationship with the character because it can influence the personality, motivation, and attitude. As an example that setting can change the personality is someone who used to be spoilt by parents, suddenly has to face the "work world" where he or she is forced to be independent. Someone who lives in city or in village also has different attitude. Those prove that setting can influence character. Setting can be defined as a setting of place, social setting, and setting of time:

a. Setting of Place

Setting of place can be understood as place where the actions or events take place. Setting can be place with special names or even some places without clear name. Place where the events take place in the story may be real but it is possible that it is only imagination of the author. Setting of place should be well described. It means that the details should be clear so the reader can imagine the place and feel the situation.

"Setting is environment; and environments especially domestic interiors, may be viewed as metonymic, or metaphor, expression of

character. A man's house is an extension of himself. Describe it and you have described him." (Welleck and Warren,1977:221)

b. Setting of Time

Besides, setting of time refers to when the action or events take place; it can explain when the literary work wrote. Sometimes, time refers to when the literary work wrote and its time line. On the other side, it refers to the event in the story and time when it happens. Although the time setting may be in particular day, a season, or year, but not all literary works give specific time in telling the story, such as in 1990, on Saturday, etc. The example of unspecific time is these days.

c. Social Setting

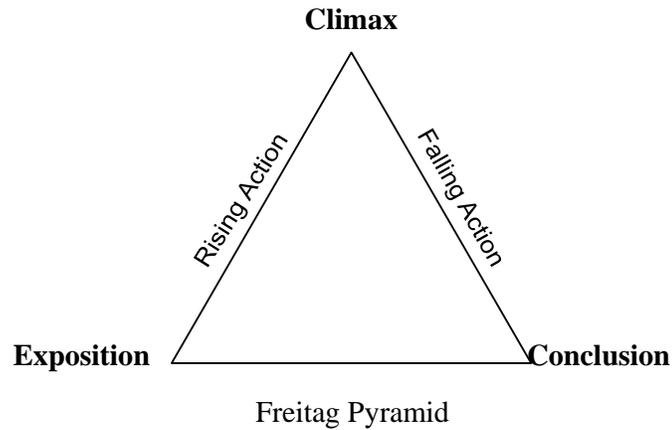
Social setting can be way of life, customs, tradition, belief, way of thinking, etc. In Welleck and Waren's opinion, setting may be the massive determinant environment viewed as physical or social causation, something over which the individual has little individual control (1977:221). Generally, setting serves as background of events in the story includes time, place, and social condition that have influences to the character's life.

3. Plot

An author creates a work of fiction that makes a reader accept it as real world in the novel although it is something new for the reader. Readers are brought into the author's fictional world by the plot. Plot is the author's arrangement of incidents in a story. Through plot, author or writer

has a right to select and determine the events that she will use to shape the story. Events can be arranged in chronological arrangement begins with what happens first, second, so on, until how the story is related and end. Not every author chooses to use a chronological arrangement, for example, Louise Erdrich's *The Painted Drum* that she told the nonchronological stories. She moves back and forth between the past and the present to give information to the readers that guide them to the end of the novel. Flashback can also become another choice used to inform the events. It usually opens the stories by telling what happen in the past before the stories move further.

In James L Potter's opinion in *Elements of Literature*, structure of plot can be divided into five structures that consist of exposition, raising action, climax, falling action, and conclusion (1967:33-36). Exposition is a situation in which a potential conflict can be perceived. After the conflict is perceived, the built up actions are brought to the climax (raising action). Climax is a point in a narrative in which the conflict comes to a head, is strikingly intensified for a time. In order to solve the conflict that appear and reach its climax, some actions are done so the conflict is let down. This part is called falling action. Finally, the story is closed with a resolution of the conflict. Based on <http://web.cocc.edu>, those structures can be made in Freitag Pyramid contains exposition, rising action, climax, falling action, and conclusion.



4. Symbol

Symbol is something that stands for or suggest to something besides its literal meaning. Symbol can be form of words, objects, setting, and events that usually used to give a strong impression and reinforce meaning. In Pickering and Hoeper's opinion as cited by Albertine Minderop in the *Metode Karakterisasi Telaah Fiksi* (2005:56), a symbol may be private (its meaning understood only by one person), original (its meaning defined by its context in a particular work), or traditional (its meaning defined by our common cultures and heritage). In Michael Meyer's opinion in *The Bedford Introduction to Literature* (1990, 174), symbols can be grouped into conventional symbol and literary symbol.

a. Conventional symbols

Conventional symbols are symbols that are widely recognized by society or culture. For example, lion is a symbol of braveness, gold is a

symbol of glamorous, and an American flag is a symbol of nationality and patriotism.

b. Literary symbols

Literary symbols can include traditional, conventional, or public meanings, but it may also be established internally by the total context of the work in which it appears. The many walls in Melville's "Bartleby, the Scrivener" are symbols of the deadening, dehumanizing, restrictive repetitiveness of the office routine, as well as of the confining, materialistic sensibilities of Wall Street.

5. Theme

Theme is a central idea of the story to develop the whole story. In Hugh Holman's opinion in *A Handbook of Literature* (1980:443), theme is the control or dominating idea in a literary work. In poetry, fiction, and drama, it is the abstract concept made through its representation in person, action, and image in the work.

Theme can reveal the era when literary works are written or even sometimes moral value inside the works. Theme may not sum up each story but theme may describe a central idea in each. To get valid theme, the statement of theme should be responsive to the details of the story and based on evidence within the story. In Nurgiyantoro's opinion in *Teori Pengkajian Fiksi* (1993:88), major theme is a central idea in general and includes the whole story.

D. Extrinsic Aspects

1. Post-Traumatic Stress Disorder (PTSD)

No one ever imagine that he or she must lose someone in life. Losing someone in life can make trauma. Experiencing trauma with its symptoms make someone re-enactment and re-experience the traumatic events. This process will be last as long as the one can not solve the psychological conflict.

Post-Traumatic Stress Disorder is a psychological damage caused by deep recollection of past (traumatic event in past) that comes into intrusive images and thoughts repeatedly and makes the one who lived through them feels overwhelm. The sense of being overwhelming could be happened in weeks, years, or even decades when someone struggles to cope with this traumatic disorder. The damage may involve physical changes inside the brain and brain chemistry, which damage the person's ability to cope with stress. Traumatic recollection is not a simply memory of past because it comes anytime without the one can control when or what part should be appear.

Traumatic events for someone with PTSD may come in the form of impair thoughts, nightmares, or flashbacks. Those insist someone to reexperience and reenact the past where he never fully experience as it occurs.

“There are a number of temporal paradoxes that occur in patients with PTSD....[One is that] recall of the trauma may often be impaired, whereas patients may reexperience aspects of the trauma in the form of intrusive thoughts, nightmares, or flashbacks.” (John Krystal, 1990:6)

PTSD or trauma has some characteristics that usually found in someone with this disorder. PTSD does not only serve as records of the past but also precisely registers the force of an experience that is not yet fully owned. The images of traumatic reenactment are precise and accurate but they are out of control because the one can not predict when the images will appear. When the vivid and precise event of the past appear, it accompanied by an amnesia of past. For example someone who was in childhood experienced sexual abuse, can not remember how that happened although her family has told her.

“Pathologies of memory are characteristics features of post-traumatic stress disorder (PTSD). These range from amnesia for part or all, of the traumatic events to frank dissociation, in which large realms of experience or aspects of one’s identity are disowned.” (Greenber and van der Kolk, 1987:191)

Ability to recover the past paradoxically tied up with incapability to have access to it because the occurrence can come anytime without someone can control. The event is not a narrative memory that is integrated into a complete story of the past. It is because the one can not precisely remember the event that he was not fully experienced in the past and can not fully be understood in the present. If trauma transforms into a narrative memory that allows story to be verbalized and communicated, it may lose the precision and insistent that characterizes the traumatic recalls.

Someone with PTSD may have dilemma about what has happened in the past that he keeps inside for weeks, years, or decades. He may choose to talk or not to talk about the occurrence to another. If he decides

to talk about it, the person may be understood or not because the one who experiences the event is him.

“People have said that only survivors themselves understand what happened. I’ll go step further. We don’t....I know I don’t....
So there is a dilemma. What do we do? Do we not talk about it? Ellie Wiesel has said many times that silence is the only proper response but then most of us, including him, feel that not to speak is impossible. To speak is impossible, and not to speak is impossible.” (Schreiber Weitz, 1990)

Based on <http://en.wikipedia.org/wiki/Psychological-trauma>, people who go through traumatic experiences often have certain symptoms afterward. How severe these symptoms are depends on the person, type of trauma, and emotional support they receive from others. The symptoms may be varied and differ from person to person. After a traumatic experience, a person may re-experience the trauma mentally and physically. This can be uncomfortable and even painful. They may turn to alcohol to try to escape the feeling. The traumatic experiences can also cause anxiety and other associated emotions such as panic attacks. They often feel angry in very inappropriate or unexpected situations as danger may always seem to be present. Upsetting memories such as images, thoughts, or flashbacks may haunt the person. Although they have these memories, they may not remember what actually happened. In time, emotional exhaustion may set in, leading to distraction, and clear thinking may be difficult or impossible. Dissociation can frequently occur because they feel not ready to face reality. Some traumatized people may feel permanently damaged when these symptoms do not go away and they do

not believe the situation will improve. This can lead to feeling of despair, loss of self-esteem, and depression.

In facing post-traumatic stress disorder, people may give different response toward the stressor. The behavioral response can be reactive response. Reactive response occurs after the stress and trauma has occurred, and is aimed to minimizing the mental and physical damage of PTSD. The one who is more reactive often experience more effects from trauma.

2. Self Defense Mechanism

Another mechanism that can influence human behavior except id, ego, and superego is self defense mechanism. Someone to reduce stress, anxiety, tension, or conflict creates this mechanism. Besides defense mechanism has a purpose to reduce unpleasant feeling, it also can prevent unacceptable gratification or even solve conflict by allowing impulses revealed in a form that can be accepted socially. Based on Freud in *www.e-Psikologi.com*, such defense mechanisms are put into operation whenever anxiety signals a danger that the original unacceptable impulses may reemerge. Term of defense mechanisms are made to show unconsciously process that protects someone from threatening moment such as when traumatic events emerge through reality distortion. Basically, these mechanisms only change the perception of someone seeing what has happened.

There are some kinds of self defense mechanisms commonly happened and done by many people to reduce frustration, conflict, or stress, such as repression, fixation, alienation, fantasy, and rationalization.

a. Repression

Repression based on Benjamin B. Lahey in *Psychology An Introduction: Second Edition* (1983:420) is Sigmund Freud's theory that forgetting occurs because the conscious mind often deals with unpleasant information by pushing it into unconsciousness. Repression can be defined as individual effort to eliminate stress, tension, nightmare that may create anxiety. Sometimes repression can make something that repressed will not come into consciousness but still affects behavior.

Repression may come in many ways, such as not to long recognize something unpleasant, avoid seeing unpleasant scene, more often communicate good things better than bad things, easier to remember positive sides, and happy events. Some kinds of particular amnesia regarded as a proof of repression. Perhaps by repressing conflict or trauma, someone who struggle with it can feel little bit better.

b. Fixation

In facing life, someone is faced in under-pressure situation that make frustrated and anxiety, so he or she can not stand with this

circumstance anymore and make the development stop temporarily or permanently. In other words, someone is fixated in one level of development because the next level is full with anxiety.

c. Alienation

In Rom Harre and Roger Lamb's opinion translated by Ediati Kamil in *Ensiklopedi Psikologi*, alienation is a situation or process when something lost or alienate from people who possess him before (1996:10). This reaction is a common response for someone when face the difficult and unpleasant situation. If someone decides to alienate, it means that he chooses not to do anything. This defense is happened because someone has a great pressure or conflict. Feeling not ready to interact with people, someone regard alienation is a right thing to do. Alienation usually followed with depression and apathies.

d. Fantasy

In Rom Harre and Roger Lamb's opinion translated by Ediati Kamil in *Ensiklopedi Psikologi*, fantasy is a scene or imagination episode and organized dramatically to satisfy conscious or unconscious want with subject appears as the actor. Fantasy refers to conscious construction because it is done consciously. Through fantasy, someone often feel reach the goal and can prevent him from unwanted situation that may cause anxiety or even frustration.

Fantasy often makes someone forget something unpleasant and think that fantasy is more interesting than reality. In fantasy, someone can release everything so he will feel much better but fantasy can not

last for good because someone can not live in fantasy realm. He has to back to real realm.

e. Rationalization

Rationalization is a part of placing the blame by some explanation that makes someone satisfied. Rationalization often regarded as someone's effort to find right reason that can accepted by other people to make the bad behavior right and people do not know his fault. Rationalization also appear when someone try to deceit himself by pretending that something bad is good , or good is bad. For example of rationalization:

- I should not do my core. That is mom's job.
- The meeting may be important but the boss never tries to involve me (in fact, he never try to be involved).
- "Sour grapes", as the fox said of the fruit he failed to reach.

3. The Relation between Post-Traumatic Stress Disorder and Self Defense Mechanism

Bad experience often happens in human's life, but not all bad experiences can trigger PTSD or trauma. Only bad experience in the past that gave fixation can make someone trauma. The person could not accept this bad condition; he could stick in mental and physical disorder or known as *post-traumatic stress disorder* (PTSD). Post-traumatic stress disorder or trauma is an unwanted condition where someone feels

overwhelm because of the past. PTSD can cause anxiety, frustrated, stress, or even psychological conflict. The response to trauma can be wide and varied, and differ from person to person. Some people can be proactive by knowing a stressor before it affects life, reactive by recognizing a stressor after it affects life, and the rest give a passive response by ignoring and allowing a stressor influence life for long time without struggle to cope with trauma.

In order to overcome the PTSD, people form *self defense mechanism*. People consciously or unconsciously form self defense mechanisms to reduce the bad feeling and solve the psychological conflict. Perhaps, through self defense mechanisms, someone can forget the overwhelming situation temporarily or permanently. Self defense mechanism can be shown in many ways, starts from simply defense mechanism until firm defense mechanism, such as repression, alienation, fixation, fantasy, and rationalization. Basically, these mechanisms are forms of deception by changing the perception.

