CHAPTER II

THEORY AND METHOD

2.1. Theoretical Framework

Generally, theoretical framework is the foundation of a study or research consisting of theories or concepts that will be examined further in the discussion. This section is mainly divided into two parts: intrinsic aspects which related to the internal elements of the research object; and extrinsic aspects which related to the external elements that influencing the research object.

2.1.1. Intrinsic Aspects

Intrinsic aspects can be defined as the elements that support the story-building aspect of a novel. These elements are crucial in forming the story, hence these elements serve as the foundation of the story-building aspect of a novel. This section is divided into three parts: character and characterization; settings; and conflict.

2.1.1.1. Character and Characterization

Although correlated, character and characterization have different meaning as the two elements are presented differently in a work of fiction. Hall describes character as "an imagined person in a story, whom we know from the words we read on the page" (Hall, 1981:47). This means characters can be defined as the individuals who influence and are involved in the story-building aspect of a novel. Both the story and the character are influencing each other, in this sense. As the

story drives the characters to keep going forward, they also become the main forces that causes the story to keep going forward according to their respective role and importance in the story. This means not all characters have the same role and importance in a story.

Each character has different roles that influence the story differently, and the story also might influence each character differently as the story progresses. According to the role they have in a conflict presented in the story, Hall divides character into two types: protagonist and antagonist. The protagonist is the "hero or character in the forefront" while the antagonist is the "character or force that acts against the protagonist, denying his or her desires" (Hall, 1981:10). This means that the protagonist and the antagonist are two characters that constantly clash against each other to achieve their respective object that happened to be on the opposite of one another. In this sense, the antagonist does not necessarily have to be a person, as the antagonist can also be some sort of a 'force' against the protagonist's desires (Hall, 1981:10).

The existence of each character is presented in a story through the information provided by the author through a method known as characterization. In relation to this, Hall defines characterization as "ways to present character" (Hall, 1981:47). This means, in forming a character into existence in a story, the author uses a certain method of characterization to present them. There are two ways of presenting a character as the method of characterization. Hall mentions two methods of characterization: showing by "revealing the person indirectly, by showing action" and telling by "describing the person directly" (Hall, 1981:47). In

this sense, characterization is essentially how the author presents the characters indirectly through the interactions with other characters in the showing method, or the author presents the characters directly in more details to help the readers understand them better in telling method.

2.1.1.2. Settings

In most cases, the setting of a novel is mentioned in the beginning of the story to introduce the reader to the world-building of the chain of events that are happening in the story. Kenney describes settings as "the point in time and space at which the events of the plot occur" (Kenney, 1966:38). This means that setting describes when and where the events that are being told in the story are happening. Furthermore, the settings in a novel are not limited to descriptions related to when and where the events are happening but also consist of the environment and background of the story.

Other than the time and place, Kenney also mentions the other two elements of settings: the interaction of the characters and the belief, social, or emotional state of the characters (Kenney, 1966:39-41). Thus, it can be understood that other than the time and place, the settings of a novel should describe the aspects of human interaction and the atmosphere in a certain time and place where the events are happening. Henceforth, the readers may not only understand but also imagine and probably connect emotionally to the story.

2.1.1.3. Conflict

The protagonists of a novel tend to struggle to achieve their objective due to the oppositions from the antagonist. The reason for this is because the protagonist's struggle is essential to create conflict. Hall describes conflict as "some clash between protagonist and antagonist" (Hall, 1981:10). This means as long as the antagonist opposes the protagonist from achieving their desires, a conflict may arise in the story. Further, as the antagonist does not have to necessarily be a person, a conflict can happen not only between a person and another person. Hall mentions that conflicts may happen: between the protagonist and other elements within the environment and surroundings of the protagonist, which is the external conflict; or arises within the psychological state of the protagonist, which is the internal conflict (Hall, 1981:10).

2.1.2. Extrinsic Aspects

Extrinsic aspects can be defined as the elements that influence the creation, interpretation, and reception of a literary work. These aspects go beyond the text itself and include historical, social, cultural, political, and biographical contexts. This section is divided into two main parts: psychoanalysis; and Electra complex.

2.1.2.1. Psychoanalysis

Psychoanalysis is originally a scientific/medical discipline found and developed by an Austrian neurologist, Sigmund Freud. For years, psychoanalysis has been implemented in many sorts of fields and referred to in all sorts of studies. Essentially, the core concept of psychoanalysis is based on the attempt to

understand human psychics through the state of their unconscious mind. Freud states that psychoanalytic theory is "built up on the perception of the resistance exerted by the patient when we try to make him conscious of his unconscious" (Freud, 1933:97). Thus, it can be implied that psychoanalysis is initially a discipline practiced to attempt understanding the human mind in the unconscious state, and heavily depends on the person's state of unconsciousness.

2.1.2.2. Electra Complex

In the phallic phase of psychosexual development, the child (typically from three to six years old) becomes fixated on their genitalia and engages more in sexual activities because of their growing curiosity upon the discovery of their sexual identity (Freud, 1963:29). Because of this, the child might experience the Oedipus phase. In this phase, the child faces a conflict: they have the tendencies of imagining engaging in sexual activities with the parent of the opposite sex to satisfy their sexual impulses, which mainly manifests because they perceive them as their first love-object.

In the female version of Oedipus phase, the girl perceives the mother, as the same sex parent, as a rival to compete over the father's ultimate love and affection. However, Freud did not further elaborate regarding the female counterpart of Oedipus phase, as he considers separate definition as unnecessary. In response to this, Carl Gustav Jung, a Swiss psychiatrist who was also the colleague of Freud, coined the term 'Electra complex' in 1913. Hence, Jung

introduces Electra complex as the feminine form of the conflict between the child and the parent in Oedipus phase as follows.

> The conflict takes on a more masculine and therefore more typical form in a son, whereas a daughter develops a specific liking for the father, with a correspondingly jealous attitude towards the mother. We could call this the Electra complex. (Jung, 1961:154)

The concept derives from the Greek mythology about Electra, a princess of Argos. She faces familial turmoil under her father King Agamemnon and mother Queen Clytemnestra. Electra's sister, Iphigenia, was sacrificed before the Trojan War, and she has to send her twin brother, Orestes, away to protect him from their mother's wrath. Upon King Agamemnon's return from war, he discovered Clytemnestra's infidelity with his cousin, Aegisthus, which led to his murder (Khan & Haider, 2015:2). The devastated Electra prayed for Orestes' return to avenge their father's death and claim the throne. When Orestes returned as an adult, with Electra's support, he killed both his mother and her lover, reclaiming Argos' sovereignty.

Similar to the myth, Electra complex emphasizes the daughter's attraction towards the father and resentment towards the mother. Though the daughter might be closer to the mother in certain phase of psychosexual development, Khan and Haider believe that in phallic phase, the daughter acknowledges the father as the object of desire as he is the parent of opposite sex while resenting the mother whom the daughter perceives as her rival in possessing the father's affection (Khan & Haider, 2015:2).

2.1.2.2.1. The Symptoms of Electra Complex

Symptoms refer to observable indicators or manifestations of a particular problem or condition. In the context of Electra complex, there are several symptoms that indicates the daughter has Electra complex but the most apparent symptoms are the daughter's attachment towards the father and sense of rivalry against the mother.

2.1.2.2.1.1. Attachment to the Father

The main symptom of Electra complex is the daughter's attachment towards the father. Freud believes that though the daughter's first love-object is the mother, her love-object will shift to the father during the course of psychosexual development (Freud, 1931:228). During phallic phase, the daughter realizes her lack of having a penis, thus, she perceives the father who has a penis "as a figure of strength and power in her life" (Khan & Haider, 2015:2). The daughter then has a strong desire for the father's attention and affection, often leading the daughter to seek out ways to please him or gain his approval.

One of the strongest behavior that the daughter exhibits in Electra complex is she becomes possessive of the father's time and attention, viewing any other relationships or individuals (including the mother) as threats to her bond with him (Khan & Haider, 2015:2). This could manifest in possessiveness, jealousy, or frustration when the father focuses on other people. As the libido raises during this phase, the daughter also possesses sexual fantasies towards the father (Freud, 1963:98-99). This attraction, often unconscious, can take the form of fantasies in

which the father is the central figure. The daughter may engage in behaviors such as initiating physical contact in an attempt to attract attention. These actions may not be consciously sexual but are symbolic expressions of the unconscious desire for intimacy with the father.

2.1.2.2.1.2. Rivalry to the Mother

The daughter, unconsciously aware that the father's attention is divided, may view her mother as a rival as the daughter believes that the mother stands in the way of her relationship with the father. The daughter shows a sense of rivalry and "an irritated, antagonistic attitude" against the mother and to ultimately possess the father's affection (Jung, 1961:155). The daughter may resist the mother's attempts to bond with her, particularly when the mother assumes a more authoritative or protective role in the family. The daughter may express this through emotional distance or even defiance.

2.1.2.2.2. The Causes of Electra Complex

Causes are the underlying factors or conditions that give rise to the symptoms observed. The causes or root factors of Electra complex are mainly due to the penis-envy issues which happen during phallic phase, and certain parental dynamics which influence the daughter's development.

2.1.2.2.2.1. Phallic Phase and Penis-Envy

The concept of Electra complex is intricately linked to the concept of psychosexual development. In psychoanalysis, Freud introduces the five phases of

psychosexual development: oral, anal, phallic, latency, and genital (Freud, 1963:28-30). Among the five phases of psychosexual development, the phallic phase, which typically occurs between ages of three and six, is the critical period during which the Electra complex develops. In this phase, the manifestation of sexuality becomes evident as the child's interest in genitals is increasing—acknowledging those body parts as their erogenous zone. Freud believes Electra complex happens during phallic phase because of the girl's inability to overcome her penis-envy (Freud, 1963:97).

According to Freud, the term 'penis-envy' refers to the sense of disadvantage after the girls recognize their lack of penis (Freud, 1963:29-30). The appearance of their breasts and clitoris as their most sensitive erogenous zones are likely unable to compensate for the lack of penis. After acknowledging her lack of penis in the phallic phase, the girl tends to blame the mother for her lack of penis and 'castrating' her. Freud believes that the girl might be in dilemma as she wants to 'possess' the mother but lacks a penis to do so (Freud, 1963:97). Thus, the girl fixates the 'love' towards the father instead because she acknowledges the father as a powerful figure, considering that he possesses a penis which she lacks. The girl's fixation took form in imageries of having a baby with the father, while perceiving the mother as her rival.

Once the girl acknowledges her lack of penis, she is most likely reacts in certain way. Freud suggests three potential outcomes when a girl becomes aware of her perceived castration (Freud, 1931:4). The first scenario involves her

abandoning the phallic phase due to dissatisfaction with her clitoris, leading to a halt in her sexual development and potentially manifesting masculine traits in other aspects of her life. In the second scenario, she may react by strongly asserting her masculinity, which could lead her to form homosexual relationships. The third possibility is the emergence of Electra complex.

2.1.2.2.2.2. Parental Dynamics

The development of the Electra complex is deeply influenced by family dynamics, particularly the parents-daughter relationships. When the father is physically absent or emotionally distant, the daughter may feel a sense of abandonment and lovelessness, which can intensify her longing for affection from a father figure (Inayat, 2024:66). Similarly, if the father is overprotective, the daughter may develop unresolved emotional conflicts due to excessive attachment. The mother's role is equally pivotal; if she is emotionally unavailable, distant, or overly controlling, the daughter may seek validation from the father, increasing the feelings of rivalry and competition.

2.1.2.2.3. The Effects of Electra Complex

Effects refer to the consequences or outcomes that arise as a result of the symptoms, which in turn are influenced by the underlying causes. In the context of Electra complex, the effects can be seen in the daughter's behavior in relationships, such as phallic phase obsessions and tendencies of forming relationships with older men.

2.1.2.2.3.1. Phallic Phase Obsessions

The effect of Electra complex can lead to phallic phase obsessions, where unresolved desires or conflicts manifest in extreme behavioral patterns later in life. In some cases, unresolved penis-envy during phallic phase may result in women who either overcompensate as a "curiously enchanting lady (high respect toward oneself)" or undercompensate as a "bizarrely easygoing lady (low respect toward oneself)" in their future interactions with men (Khan & Haider, 2015:3). The first type typically occurs with the girl attempting to control men and assert dominance in relationships, compensating for the perceived inferiority of not having a penis by becoming excessively alluring or assertive. Meanwhile the latter type typically occurs if the girl internalizes feelings of inferiority and becomes excessively passive in relationships with men. This can manifest as a lack of assertiveness or the tendency to form unhealthy, submissive relationships, where she seeks approval or validation from male figures.

2.1.2.2.3.2. Relationships with Men

In later phases of psychosexual development, Electra complex can be seen in women who have the tendency of having a relationship with men of older age. They will seek for men who possess father figure characteristics to accommodate their sense of "acknowledgement from the father figure" (Khan & Haider, 2015:2). This will drives the daughter to form relationships with men that she perceives as a father figure or has father figure characteristics to fulfil the lack of parental love the daughter receives from the father.

Later in their life, the daughter will seek for a partner who resembles the father, be it physically or personality-wise. Khan and Haider suggests the term "daddy's young lady" for these type of women (Khan & Haider, 2015:1). This is because they transfer their fixation of the father towards the men they form relationships with. A woman who has unresolved Electra complex symptoms may unconsciously seek out partners who resemble her father or attempt to recreate the emotional dynamics of her early family relationships.

2.1.2.2.4. The Resolution of Electra Complex

Resolutions are the proposed or implemented solutions to address the problem at hand. There are no apparent clinical treatment for Electra complex. The resolutions for Electra complex is rather psychic and deeply related to the person related, such as repressing the daughter's attachment to the father while identifying with the mother, and achieving autonomy in life for the daughter to move on from her Electra complex.

2.1.2.2.4.1. Repression and Identification

Khan and Haider suggest two mechanisms to resolve Electra complex: repression and identification (Khan & Haider, 2015:2). In repression, the girl must repress her sexual desires for the father and the associated rivalry with the mother into the unconscious, where they are not accessible to the conscious mind. It is the "restraint, the hindering of memories, enthusiastic motivations, and thoughts from the cognizant personality" (Khan & Haider, 2015:2). This repression does not

mean that the feelings completely disappear, but rather that they are transferred or sublimated into more socially acceptable forms of affection and attachment.

The second mechanism, identification, the girl resolves her initial rivalry with her mother over the affection of the father, begins to identify with her mother. Freud in Khan and Haider believes that once the girl is able to identify with the mother, she will acknowledge "their parts as spouses and moms and to be aloof" (Khan & Haider, 2015:1). The girl begins to learn that femininity is not a competition with the mother but a shared identity that allows the girl to mitigate any residual anxiety or jealousy. This process also helps the girl to transfer the sexual desire she possesses for the father to her husband in a normal marital relationship. If this succeed, as the girl's psychological development progresses, her attachment to the father becomes more secure and less fraught with unconscious desire. She begins to view him as an authority figure or a role model, rather than a sexual partner.

2.1.2.2.4.2. Achievement of Autonomy

Jung suggests that the girl must resolve her Electra complex before reaching adulthood by achieving independence (Jung, 1961:155). The child's sexual impulses and imageries tend to be intense in the phallic phase, but the intensity decreases as they become more mature once the child reaches the genital phase. In this phase, it is essential for the child to achieve independence from the parent in order for their sexuality to develop properly. However, if the child is unable to achieve this—considering the child's attachment towards the parent—

the Electra complex may result in other psychic issues, persists into adulthood, or even murder (Jung, 1961:155). On the other hand, if the girl is able to achieve autonomy, she becomes more capable of regulating her emotions and confidently navigating relationships outside the family.

2.2. Research Approach

Considering that qualitative research requires a specific research approach, this study employs psychoanalytic criticism. Bressler defines psychoanalytic criticism as, "The application of the methods of Sigmund Freud's psychoanalysis to interpreting works of literature" (Bressler, 1994:89). Founded by Sigmund Freud, psychoanalysis refers to a branch of psychology researching on human psychics (regarding psychoanalysis further discussed in the following chapters). However, Bressler also states that other than Freud, there are other experts who further develop psychoanalytic concepts such as Carl Jung who introduces Electra complex (Bressler, 1994:89). Borrowing the concepts of Freud's psychoanalysis and Jung's Electra complex, the method of psychoanalytic criticism employed in this study further assists the research process, especially to identify and analyze the psychological and behavioral aspects of Dolores Haze in Nabokov's *Lolita*.

2.3. Method of Data Collection

In order to analyze the sources required, this study applies library research as the method of data collection. Library research "involves identifying and locating sources that provide factual information or personal/expert opinion on a

research question" (George, 2008:6). This process involves gathering, evaluating, and analyzing information from various sources available to support the study.

Further, this study gathers data from several sources to provide appropriate arguments and evidence. Data sources can be divided into two: primary source, which is "first-hand evidence"; and secondary source, which is an "interpretation" (George, 2008:56). In this study, the primary source is gathered from Nabokov's *Lolita*, in which the data used are the passages in the novel related to the research topic. While the secondary sources include books, journal articles, and other forms of research sources related to the research topic. The chosen secondary sources has been thoroughly reviewed and carefully cited to prevent plagiarism.