

**THE CAUSE AND EFFECT OF SOCIAL ISOLATION  
ENDURED BY THE MAIN CHARACTER OF  
WILLIAM FAULKNER'S SHORT STORY  
"A ROSE FOR EMILY"**

**THESIS**

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## ABSTRACT

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Keywords: social isolation, personality development, necrophilia.

Human as social being needs to interact with others. The interaction process and experience with others especially in a childhood gives a great influence on individual's personality development. If individual lives in social isolation, he or she most probably experience distressing psychological condition.

In this research, the writer used psychoanalysis theory from Freudian and Erik Erikson to analyze the cause and effect of social isolation on Emily's life as the main character of "A Rose for Emily" short story. The research is aimed at analyzing the father's role as the main cause of Emily's isolation, and then analyze the influence of social isolation on the process of Emily's personality development. The last, it is describing the impact of social isolation on Emily's personality.

The result of this study shows that Emily's father separates Emily from people in the town due to their social class. Living thirty years in isolation with her father has given a great influence on Emily's personality development. She fails almost in all of her stages of life and it causes Emily's personality become low self-competent. The low self-competence caused Emily not to have a braveness to take a challenge in her new life. She continues her isolation life even though she gets her freedom. Moreover, this isolation gives a negative impact on Emily's personality because she becomes necrophilia. She sleeps and spends her time with corpse as the result of her neediness of man's figure in her life.

For the next writers who are interested in doing a research on "A Rose for Emily" they may analyze it by using different approaches such as historical and semiotic approaches.

## ABSTRAK

Agustin, Paramita Wahyu. 2011. **Sebab dan Akibat dari Isolasi Sosial yang Dialami Oleh Karakter Utama di Cerita Pendek “A Rose for Emily” Karya William Faulkner.** Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: (I) Juliati, (II) Sugeng Susilo Adi

Kata kunci: isolasi sosial, perkembangan kepribadian, nekrophilia.

Manusia sebagai makhluk sosial membutuhkan interaksi dengan manusia yang lainnya. Proses interaksi dan pengalaman suatu hubungan dengan manusia lainnya terutama pada masa kecil memberikan pengaruh yang besar terhadap perkembangan suatu kepribadian. Jika manusia semenjak kecil sudah hidup dalam isolasi maka kemungkinan besar dia akan mengalami depresi jiwa.

Pada penelitian yang berjudul *Sebab dan Akibat dari Isolasi Sosial yang Dialami oleh Karakter Utama di Cerita Pendek “A Rose for Emily” karya William Faulkner*, penulis menggunakan teori psikoanalisis dari Sigmund Freud dan Erik Erikson. Penelitian ini bertujuan untuk menganalisa peran dari seorang Ayah sebagai penyebab utama pengisolasian Emily, lalu pengaruh pengisolasian tersebut terhadap proses perkembangan kepribadian Emily dan yang terakhir bertujuan untuk menganalisa dampak dari isolasi sosial terhadap kepribadian Emily.

Hasil penelitian menunjukkan bahwa ayahnya Emily memisahkan Emily dengan masyarakat di kota Jefferson berdasarkan perbedaan kelas sosial mereka. Selama tiga puluh tahun Emily hidup diisolasi hanya ditemani oleh ayahnya dimana pengisolasian tersebut telah memberikan pengaruh besar terhadap proses perkembangan kepribadian Emily. Dia mengalami kegagalan dalam semua tahap perkembangan hidupnya dan hal tersebut membuat Emily memiliki kemampuan diri yang rendah sehingga kekurangan tersebut menyebabkan Emily tidak mempunyai keberanian untuk menghadapi tantangan dalam hidupnya karena dia meneruskan untuk hidup diisolasi walaupun dia telah mendapatkan kebebasan dalam hidupnya. Terlebih lagi, isolasi tersebut memberikan akibat negatif dalam kepribadian Emily karena dia menjadi nekrophilia. Dia tidur dan menghabiskan sisa hidupnya dengan mayat sebagai akibat dari kebutuhannya akan sosok seorang laki-laki dan juga rendahnya kemampuan diri Emily untuk menerima tantangan dalam hidupnya.

Untuk penulis selanjutnya yang juga tertarik menganalisa karya sastra “A Rose for Emily” mereka dapat menganalisa cerita pendek ini dengan menggunakan pendekatan yang berbeda yaitu pendekatan sejarah dan semiotik.

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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of The Study

As a human being, individual has a strong need for connectedness. Moen in Townsend (2005, para.1) said that some of the consequences to individual as the results from being disconnected from others may include deficits in belongingness, and a lack of meaning or purpose in life. Individual whose worldviews is shaped by a lack of meaningful connection to others tends to experience a psychological distress. When individual does not meet the needs to be connected to each other and to maintain social connections, there can be a negative impact on his or her psychology because if individual's ability to communicate and interact with society is limited, it influences the process of personality development.

Human's personality development tends to be connected with every aspect of an individual. It will be reflected in his or her behavior, attitude and thought. However, human's personality is pictured as the pure and white paper so that his or her personality can be shaped into unique and queer personality as the results of experience, education or social environment. At the first time, individual grows up in family environment. It makes the parents have an important a part in influencing individual's personality because family is the first medium of socialization. Then, when he or she starts to interact with society, it will influence him or her too. But still he or she uses her earlier value (family) as the consideration and filter whether he or she adopts a different value.

Isolation can hamper the growth of individual's personality because if individual is

isolated from society, he or she starts slowly to kill his or her existence. As the result that he or she cannot compare his or her self with others.

This social isolation issue is brought forward by William Faulkner in his short story "A Rose for Emily." William Faulkner is one of American famous writers. The story tells about the tragic life of Emily who lives in isolation due to her father's strict rules. As the result, her personality does not grow as normally as people who are raised within intense social interaction. During her early personality development, Emily only recognizes her father whose life as an aristocrat is definitely different from that of ordinary one in Jefferson town.

Based on this consideration, observing Emily's personality due to the social isolation by employing Psychoanalysis theory is conducted in a research entitled *The Cause and Effect of Social Isolation Endured by the Main Character of William Faulkner's Short Story "A rose for Emily."* This research hopefully can be useful for the readers to have a deeper appreciation on the short story and also provide knowledge on the application of Psychoanalysis in analyzing a short story.

## **1.2 Problems of the Study**

Based on the background stated above, the problems of this study are

1. how is the role of father as the main cause of Emily's isolation?
2. how does social isolation influence Emily's personality development process?
3. how does social isolation give impact on Emily's personality?

### 1.3 Objectives of the Study

Based on the problem above, the objective of this study is to discuss about the cause and effect of social isolation endured by the main character in William Faulkner's "A Rose for Emily". The discussion includes the father's role as the main cause of Emily's isolation, then the influence of social isolation on Emily's personality developments process, and the last is about the impact of it on Emily's personality.



## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer presents the review of related literature consisting of psychoanalysis theory of Erik Erikson and Sigmund Freud, and definition of social isolation, mental disorder, and necrophilia

#### **2.1 Psychoanalysis Literary Criticism**

Literature is the true depiction of human life in all eras and throughout the centuries. It provides an insight to human life, behaviors and conducts of human as well as accesses to his or her inner realms because sometimes the writer unconsciously makes a story based on his or her experiences and imagination as the expectation of life.

Literary work always has the character as the doer. Character as one of the elements is considered as the representation of human in reality which reflects human's real condition or as the Ideal imagination of the writer how a human should be.

According to Roberts as cited in Darsanala that "character in literary work is the representation of certain personal qualities of real people and is the author's creation through the medium words of personalities, who takes action and assumes thought and attitudes" (2006, p.2). Presented as the reflection of ideal human, a created character also has human's characteristic, physically and psychologically.

Psychoanalysis literary criticism means to comprehend the work of literature deeper through the characters. Meltzer in Gosso said "Psychoanalysis and literature no longer represent parallel or concurrent sector but, rather, come together in the aesthetic 'apprehension' of the mental" (2004, p.17). It means that the use of psychoanalysis can

be considered as literary analysis because psychoanalysis in literature is considering the elements of literature which are plot, theme, and setting to dig the character's psychology. By using this approach, it will be possible to disclose the character's psychological condition, attitude, mental health and the motives. Related to this research, psychoanalysis criticism can be used to analyze the main character's personality created by William Faulkner in the short story "A Rose for Emily."

## 2.2 Erik Erikson's Psychosocial Theory

In Psychosocial, Erikson basically asserts that people experience of eight development stages, which significantly affects each individual's personality development. Erikson as cited in Hall and Lindzey said that every child has his or her own time schedule (1993, p.141). So, it will be difficult to determine the time duration exactly for every stage. Furthermore, every stage should not be ignored because it is included in forming the whole of personality. The progress through each stage is determined by the success or lack of success in all previous stages. Below are the theory descriptions of Erikson as cited in Boeree (2006, p.8-13):

### a. Infancy

Infancy period is approximately the first year and a half of life. Individual develops trust without completely eliminating the capacity of mistrust. In this stage, the major emphasis is on the mother's positive and loving care with a big emphasis on visual contact and touch. If individual passes successfully through this period of life, he or she will learn to believe that life is basically fine and have basic confidence in a future. If individual fails to experience trust, he or she will be constantly frustrated

because his or her need is not met and individual may have a deep-seated feeling of worthlessness and mistrust of the world in general.

b. Younger Years

Younger period is from about eighteen months to three or four years. Individual achieves a degree of autonomy while minimizing shame and doubt. In this stage, individual is learning to assert his or her own desires. As a toddler, the child should explore and manipulate his or her environment if parents deny their child's independence, the child will turn against his or her urges to manipulate his or her environment and it makes a sense of shame. In this case, a balance is required. The parents should be "firm but tolerant" to handle a child. In this way, the child will develop both self-control and self-esteem, so that it will minimize shame and doubt.

c. Early Childhood

Early childhood is an individual stage in the age of three or four to five or six. This is the time for child to play, and not the time to have a formal education. In this stage, individual should learn initiative without too much guilt. Parents should accept and encourage fantasy, curiosity and imagination of their child. Parents can encourage initiative by encouraging child to try out his or her Ideas. In example by letting he or she creates a play situation by make up stories using a Barbie's or Toy's. However, in this stage, child begins to internalize certain values of his or her parents, teacher, and society. If parents prohibit their children to expose his or her initiative, the child will feel guilt or feel bad for doing wrong. The fear of being admonished or accused of being stupid becomes a part of the personality.

d. Middle Childhood

Middle childhood begins from six to twelve years old. In this stage, individual start to compare his or her own self-worth to others. A child must "tame the imagination" and dedicate him or herself to learn the social skills which are required in society.

The education does not only come from family but also society. The family and the society contributes to the education of the child, as the parents must encourage, teachers must care, and peers must accept so that he or she will feel comfort and confidence to develop him or herself. Child must learn that pleasure is not only in conceiving a plan, but in carrying it out where society can accept. He or she must learn the feeling of success, whether it is in school or on the playground, academic or social environment. If individual gets failure experience in a school or work, he or she will feel inferior, useless and will have serious problems in term of self-competence and esteem.

#### e. Adolescence

Adolescence is an individual stage which begins around twelve to twenty years old. This is a stage in which individual is neither a child nor an adult. In this stage, individual achieves ego identity and avoid role confusion. Living in adolescence is definitely more complex as he or she attempts to find his or her own identity, struggles with social interactions, and grapples with moral issues. Individual is trying to conduct different behaviors and values from what he or she has learned at home. He or she is trying to separate him or her from parents as a proof that he or she is no longer a child anymore and has a capability to use his or her own values. At the end, most of individual adopt many of their parents' values and behaviors as well as their own.

f. Early Adulthood

Early adulthood is the period during twenty to thirty-five years old. In this stage, individual tries to achieve some degrees of intimacy. Intimacy is the ability to be close to others, as a lover, a friend, and as a participant in society. Individual seeks companions and love because he or she tries to find mutual satisfying relationships and start a family. If individual gets through this stage successfully, he or she can experience intimacy on a deep level. But if he or she is not successful, isolation and distance from others may occur.

g. Middle Adulthood

Middle adulthood is an individual stage in the age of thirty five to fifty five. In this stage, people are actively involved in raising children. When children leave home, or relationships change, individual may face major life changes called the mid-life crisis. Then he or she struggles to find new meanings and purposes in life. Therefore, individual in this stage is often afraid of inactivity or meaninglessness. If he or she doesn't get through this stage successfully, he or she becomes stagnate or have feelings of selfishness, greed, lack of interest in young people and future generations.

Individual stuck on his or her own life and ignoring people in his or her surroundings.

h. Late Adulthood

The last period is an individual stage in the age of fifty five to death. In this stage, individual should develop ego integrity with a minimal despair. Individual at this stage will face a sense of uselessness and illness because he or she is getting old. Then, the individual will concern about death when his or her friends, relatives, and

spouse die. It might seem that individual will feel despair. In response, the individual becomes preoccupied with his or her past. Some become preoccupied with his or her failures or the bad decisions he or she made. If individual can accept the past and thank full for the days he or she has passed, he or she does not need to be afraid of death.

The significance of psychosocial theory in this study is to analyze Emily's stages of personality development because as the one who lives in isolation home with strict, dominant and repress father for 30 years, her personality is not grow as normally as people who are raised within intense social interaction.

### **2.3 Freudian Psychoanalysis**

This study tries to apply Freudian theory. According to Freud, personality is a part of soul which leads human to integrate as one union and not scattered in pieces of functions (Alwisol, 2004, p.2). The application theory of Sigmund Freud is to analyze Emily's mind because she impulses a negative action in her life. Below are the Freudian theories which are related to human mind: (1) Id, Ego, and Superego (2) the dynamic personality (3) defense mechanism.

#### **2.3.1 Id, Ego, and Superego**

Freud divides human personality into three parts of minds, which are id, ego, and superego. In functional personality, id tells us about what human wants to do as seeking pleasure, ego decides what human can do as seeking reality and superego tells what human can do as seeking perfection. These three elements of personality are working together to create complex human behaviors.

In Freud's theory of mind, the first component is id. According to Freud as cited in Alwisol (2004, p.14) "id is the only component of personality which present from birth."

Id is in entirely unconscious which includes instinctive and primitive behaviors. Alwisol also states that id is driven by the [pleasure principle](#), which strives for immediate gratification of all desires, wants, and needs (2004, p.14). If these needs are not satisfied immediately, the result is anxiety or tension. The example of id's desire is an increase in hunger or thirst and it should be immediate attempt to eat or drink. Id can only imagine something without having ability to differentiate imagination and reality to satisfy neediness. Id could not judge right or wrong and does not know a moral of social standard. As a result, human must establish a new way to achieve imagination that becomes real and gives gratification without causing a new stress especially in term of morality. That is the reason why ego appears in order to filter id.

Ego is the second component of personality. "Ego grows from id in order to help human's id to handle a reality" (Freud in Alwisol, 2004, p.15). Ego strives to satisfy id's desire in realistic and socially appropriate ways in handling reality. Ego also discharges a tension created by unmet impulses through the [secondary process](#) or by thinking rationally, in which ego tries to find an object in the real world that matches the mental. In the other word, ego is a personality's executor which is trying to full fill id's neediness and also to full fill a moral and superego or social appropriate ways.

The last component is superego. According to Freud in Alwisol that superego is the aspect of personality that holds all of our internalized moral standards and Ideals that we acquire from parents as their interpretation toward social standard which taught to children through various prohibitions and commands (2004, p.16). What prohibited

behaviors are considered wrong, they will be accepted by children as unconsciousness that consists of anything that is prohibited to be conducted. No matter what has been agreed, gifted and appreciated by parents will be accepted as standard perfection and Ideal ego. Freud in Hergenhahn said that "once the superego is developed, the child's behavior and thoughts are governed by internalized values, usually those of the parents, and the child is said to be socialized" (2009, p.532).

Id is dominated by the pleasure principle, whereas ego is by the reality principle and superego is by the morality principle. Thus, an individual's feelings, thoughts, and behaviors are the result of the interaction of id, ego, and superego. This creates conflict, which creates anxiety and leads to defense mechanism.

### **2.3.2 Anxiety**

Unpleasant though because person feel threaten, worried and scared are feeling of anxiety. As it states by Hall that anxiety is a conscious state which can be distinguished by a person from experience of pain, depression, melancholy and tension resulting from hunger, thirst sex, danger situation and other bodily needs (Hall, 1954, p.1). Anxiety represents a painful emotion that acts a signal of danger to ego and warns the ego to survive until the anxiety is gone. Freud mentions three different kinds of anxieties which are realistic anxiety, moral anxiety, and neurotic anxiety.

Realistic anxiety is the anxiety feeling of fear in reality world; in example if someone throws you in poisonous snakes, you might experience a realistic anxiety. The second is moral anxiety. This is what person feels when the threat comes not from the outer, physical world, but from the internalized social world of the superego. It is the feelings like shame and guilt and the fear of punishment. The last is neurotic anxiety.

This is the fear of someone who afraid to get a punishment when he or she lose a control of his or her temper, rationality, or even mind in fulfilling the desire; this person might feel neurotic anxiety.

### **2.3.3 Defense Mechanism**

Undergoing anxiety, individual will respond to his or her mind and increase some ways to find the problem solving of thinking and seeking rational ways to handle this situation. If this is not getting a good result, defense mechanisms will occur. Freud, as it is stated by Warga, originally described defense mechanism as unconscious techniques used by ego to defend itself from anxiety felt when unsatisfied demands of id become too strong to ignore (1983, p.115). Below are some types of defense mechanism of Sigmund Freud proposed by Alwisol, (2004, p.23-29):

#### **a. Repression**

Repression prevents unpleasant thoughts from becoming conscious, and prevents unwanted memories from resurfacing. An example for this condition is a broken heart girl; she tends to forget her boy-friend's name, even when trying to introduce him to her relations.

#### **b. Denial**

Denial believes that the problems do not exist or rejection to reality by creating a fantasy or hallucination to reduce anxiety. One of the examples is a mother who has an unborn baby but refuses to believe it, still sets the milk, keeps his room and clothes for her baby's daily needs.

#### **c. Displacement**

Displacement is taking in out on someone or something less threatening than the person who caused fear, hurt, frustration, or anger. Freud believes that displacement is a sign of maturity that allows people to function normally in socially acceptable ways, for example, a person experiencing extreme anger might take up kickboxing as a means to release frustration.

Defense mechanism created by an individual is related to his or her mental, social condition, values, and norms that exist in the society. The overuse of defense mechanism may be harmful if it is used to ignore or deny the reality of a situation so that the reactions become irrational. However, defense mechanism also helps human to face their anxiety as it is stated by Warga that using defense mechanism in the right way will help a person to be able to seek the ability to accept pain, discomfort, and frustration, not the ability to repress or avoid them (1983, p.119).

#### **2.4 Social isolation**

Social isolation can be defined as the inability to interact normally with others. According to Haq (2008), Social isolation is the absence of social interactions, contacts, and relationships with family and friends, with neighbors on an individual level, and with society at large on a broader level (Haq, 2008, para.2). Social isolation can hamper the growth of personality development because individual does not have chances to compare him or her with others. His or her ability and emotion deprives during isolation because in isolation, life is stagnant and flat. There is no challenge and there is only a solitude life in isolation. This makes human not to have opportunity to encourage himself or herself so that people in isolation have a serious problem in term self-competence.

Self competence is about how individual appraises his or her ability. The more successful one's life to overcome his or her challenge, the higher the self-competence will be and conversely the deeper failure, the lower self-esteem will be. Rather than facing the problem or challenge, he or she absorbs his or her life in alienation. Most of social isolated individual is capable of carrying on conversation but he or she is undesirable and does not have important things to interact with others so that he or she unconsciously drags himself or herself away from society

There are many different reasons why people isolate him or her self. It can be caused by environment, people in environment and by individual himself or herself.

Below are some examples of the cause of isolation cases from the data of Children,

Youth and Woman's Health:

- (1) Physical or geographic isolation can separate you from other people.
- (2) Discrimination or harassment because of your sexuality, race, gender, religious beliefs, intellectual or physical ability, or looks can make you feel separate from others.
- (3) Moving to a new place can be isolating, especially if people speak a different language or have different customs or cultural expectations to you.
- (4) Living with a controlling or abusive parent, adult or partner can mean that you are forced to stay home, told who you can and can't be friends with, and have your friends or family driven away.
- (5) The way you think about yourself and other people can lead to isolation. (2009, para.18)

In this study, the writer only discusses about social isolation which is caused by abusive parents. The parents force their child to stay at home and all daily needs are handled by them. The condition influences the child's psychology because it makes child depend on parents or someone who takes care of him or her. The child's life cannot move forward because his or her life is stagnant and under control of the parents so that he or she cannot develop his or her ability and becomes low self competent.

In the short story of "A Rose for Emily" Emily Grierson has a childhood background in social isolation due to her controlling father. Since her infant until thirty, she lives in social isolation with her father as the only accompany. He handles Emily's life and it makes her depend on the man's figure for her emotional support. Thirty year living in isolation, Emily decides to continue her isolated life even though she has her freedom life. This is because she is used to living in that environment and it has become a part of her life. In fact, socialization has a great importance in one's life. It helps human to have a health, physic and psychology. By socializing with others, it can eliminate the worries, stresses and difficulties from one's life. Hamirani (2006) asserts that "social isolation as contributing factor for depression means that social isolation can lead to many mental problems" (para. 3).

## 2.5 Necrophilia as Mental Disorder

According to Chisholm and Whiteford "A mental disorder is a [psychological](#) or [behavioral](#) pattern generally associated with subjective [distress](#) or [disability](#) that occurs in an individual, and which are not a part of [normal development](#) or [culture](#) (2001, para.1).

It means that disability of individual to control his or her behavior in a normal

development or society may be considered as a mental disorder. Most mental disorders are caused by a combination of factors, including heredity, biology, psychological trauma and environmental factors; but, this study only focuses on the psychological trauma and environmental factors to analyze the cases of Emily's mental disorder. Below are the causes of psychological trauma in the article of Mental Health Center (2011);

Some of mental illnesses may be triggered by psychological trauma are physical or sexual abuse; an important early loss, such as the loss of a parent; and emotional neglect. While for the factors of Environmental stress are death or divorce, a dysfunctional family life, living in poverty, feelings of inadequacy, low self-esteem, [anxiety](#), anger, loneliness, changing jobs or schools, social or cultural expectations (For example, a society that associates beauty with thinness can be a factor in the development of eating disorders.) and substance abuse by the person or the person's parents (para.2).

According to the quotation above, most of the causes of mental disorder are about painful experiences which become a trauma in one's. If individual cannot handle his or her trauma in a rational or positive way, the trauma leads human to take the opposite side by conducting a negative reaction. In Emily's case, her irrational behavior can be categorized as necrophilia.

Necrophilia in the data of Diagnostic and Statistical Manual of Mental Disorders is a sexual attraction to corpses (2005, Para.1). According to Erich Fromm, Necrophilia is a character orientation which is not necessarily sexual. It is expressed in an attraction to object which is dead or totally controlled and usually in the context of a romantic or

deeply personal relationship (2001, para.1). In other words, the term Necrophilia can be described as a powerful desire to control his or her mate as the way to avoid pain of abandon by his or her mate because necrophilia person is fearful of rejection by his or her mate.

There are many reasons why people like to spend their time with corpse. But in general, most of individuals with necrophilia are driven by fear of rejection. He or she has a trauma from being rejected by someone so in order to protect him or her, this person chooses unresponsive object or corpse because corpse has no capability to reject and abandon him or her. There are some symptoms of necrophilia person as it is described by Rosman and Resnick in Encyclopedia of Death and Dying (2002) :

- 1.The Necrophilia has experienced a significant loss; (a) He (usually male) is very fearful of rejection by women and he desires a sexual object who is incapable of rejecting him; and/or (b) He is fearful of the dead, and transforms his fear of the dead—by means of reaction formation—into a desire for the dead; (2) The Necrophilia develops an exciting fantasy of sex with a corpse, sometimes after exposure to a corpse. (para.4)

Necrophilia is considered as socially unacceptable. It is condemned as disrespect toward society. In the short story of “A Rose for Emily” the main character is indicated as necrophilia because she shares a bed with Barron’s corpse for 40 years.

## 2.6 Previous Study

A study on the short story “A rose for Emily” has been done before. There is one study found in the internet, entitled “Use of literary elements in characterization and theme presentation: Comparison and contrast of John Steinbeck’s The Chrysanthemums with William Faulkner’s A rose for Emily” by Yang Hong-mei (School of Foreign Languages and Cultures, Ningxia University, Ningxia 750021, China, May 2008)”. This paper compares and contrasts “The Chrysanthemums” with “A rose for Emily” focusing on the portraits of the two female protagonists as well as the way how the two authors use various literary elements such as the setting, the plot, point of view, either in a similar or different way, to work toward the expression of the themes as well as the creation of memorable characters.

The study entitled: The Cause and Effect of Social Isolation Endured by the Main Character of William Faulkner’s Short Story “A Rose for Emily” is different from the study above, because this study analyzes the personality of Emily as the main character of “A Rose for Emily.” Moreover, there have been a lot of theses in the Faculty of Culture Studies in University of Brawijaya which apply psychoanalysis criticism to analyze literary work but none of them uses William Faulkner short story “A Rose for Emily.”

## **2.7 Summary of “a Rose for Emily” Short Story**

Emily, the female protagonist in “A Rose for Emily” is portrayed as being locked at home by her father because their social status is higher than people in Jefferson town. She experiences a thirty year life in isolation without any companions except her father. After Emily’s father dies, she has got freedom life without any worries that her

father will repress her anymore. Someday, after her father dead she meets a charming laborer named Homer Barron. She dates with Barron neglecting the protests of her kinsfolk and the gossip of the townspeople because their social class is greatly different. However, while Emily makes her preparations for her wedding, Barron wants to desert her because he is not a marrying man. She manages to kill him with a poison and keeps the corpse in her room even shares a bed with it because she does not want to be abandoned and alone anymore.



## CHAPTER III

### ANALYSIS

Emily's personality is formed by the situation she experiences. Her childhood life is in a social isolation with dominant, possessive, and repressive father. By considering this situation, the writer wants to analyze Emily's personality started from the cause of her isolation. The next analysis is about the influence of social isolation on Emily's personality development process and the last-sub chapter describes about the impact of social isolation on Emily's personality as the result of her early stages living in isolation with her father.

#### 3.1 The Role of Father as the Main Cause of Emily's Isolation

People in The old South of America are regarded by their social class. The first class is held by aristocrat family member, the second class is the worker people and the lowest class is the black people. In this case, Mr. Grierson is typical gentleman of the first class in South America. He is proud of his status as an aristocrat family. He expects his only daughter; Emily to marry a noble man or at least a rich man to continue the legacy and reputation of his family. In this case, when Emily is still young, she seems to be a figure admired and beyond the reach. She has many suitors, but according to her father's standard no one is suitable enough. All the young men who are willing to take her in marriage are turned down by him because he does not allow his only daughter to be courted by anyone "the Griersons held themselves a little too high for what they really were. None of the young men were quite good enough for Miss Emily" (Faulkner, 1930).

As the result, due to his arrogant, possessive, repressive and dominant role in Emily's life, he isolates her from the outside world. So it does not surprise anyone when Emily gets thirty and is still single even though she has many suitors who want to court her. "when she got to be thirty and was still single.... She has many suitors" (Faulkner 1930). According to this quotation, the author implies that although Emily has a chance to have a husband but her father sends the men away and she does nothing to stop it.

Because, being a daughter of the dominant father who is cold, strict and repress, all she can do is being very obedient and reserved woman. She is very obedient and respects to her father because he is the only family that she has in her life.

Furthermore, the background setting story of "a Rose for Emily" takes place in South American in 1980 during a post civil war. The south is characteristically agrarian.

In agrarian society, the family takes an important part in someone's life because family is the center of economic. Xiao Minghan in Du Fang (2007, p.20) states that:

"the agricultural economy, especially plantation system, in essence, is a self-sufficient and family-centered economy, as a result, families play an important role in the South, and a strong feeling for family has been traditionally observed than anywhere else in America"

The father undoubtedly becomes the head of a family and exercises his dominant power toward the members of his family. Moreover, during that time, women are discriminated and put in a dominated place by men. They are instructed to be submissive to men. In "A Rose for Emily", the author portrays the father in a form of patriarchal chauvinism.

Patriarchal chauvinism means that the father holds and enjoys the absolute power in

deciding every family affair. It means that he has total control over his daughter's life.

The dominant power of Mr. Grierson shows from the description that refers to the man with gigantic horsewhip who takes a dominant power in her life as it is described in the following text that:

“We had long thought of them as a tableau, Miss Emily a slender figure in white in the background, her father a spraddled silhouette in the foreground, his back to her and clutching a horsewhip, the two of them framed by the backflung front door” (Faulkner, 1930).

In the description above, Mr. Grierson is big and tall, standing in a front position; in contrast, Emily is small and delicate, retreating in the background. The horsewhip is in Mr. Grierson's hand, the writer thinks that it symbolizes his dominant power as a father. With the horsewhip, he strictly controls Emily and also drives away all Emily's admirers.

This writer's assumption is supported by Hall's interview with William Faulkner about Emily's character.

“In this case there was the young girl with a young girl's normal aspirations to find love and then a husband and a family, who was brow-beaten and kept down by her father, a selfish man who didn't want her to leave home because he wanted a housekeeper, and it was a natural instinct of – repressed which – you can't repress it – you can mash it down but it comes up somewhere else and very likely in a tragic form, and that was simply another manifestation of man's injustice to man, of the poor tragic human being struggling with its own heart, with others, with its environment, for the simple things which all

human beings want. In that case it was a young girl that just wanted to be loved and to love and to have a husband and a family” (Hall, 1957, Para.30).

The father treats his daughter as a personal possession because she is the only child of him. According to the data of *American Heritage dictionary*, possessive is a form of “having or manifesting a desire to control or dominate another, especially in order to limit that person's relationships with others: a possessive parent (2010, para.1). So that by growing up in background setting of patriarchal environment. It is impolite and forbidden for Emily to not obeying her father’s bidding although his bidding may be harming her life. Even thou her father chases a way many suitors and it makes Emily still single and loses her own life but she does nothing to stop him.

Mr. Grierson denies Emily’s ability to establish a normal relationship by isolating her. She has no friends, unless her father chooses them. She struggles alone in her life because her father does not exactly help her with her problems. Emily’s father, the dominant patriarch, has robbed her female's existence that can only be fulfilled through a marriage because during at that time, marriage and arise children are the happiness for a woman. In addition, it makes her lonely in her increasing age. Faulkner as the author said that Emily’s life is probably destroyed by a selfish father (Fang, 2007, p.21). Being a dominant, possessive and repress father, he makes Emily lonely and afraid. He dominates her completely and becomes her only security, her only master, and her world.

### **3.2 The Influence of Social Isolation on Emily’s Personality Development**

In the short story of “A Rose for Emily” there is no detailed information about Emily’s childhood. The narrator only describes her life during her thirty years only living

with her father in isolation. Related to the previous sub chapter (the role of father as the main cause of Emily's isolation), she only lives with her cold and tyrant father who held high his head as aristocrat. He forbids his daughter to go outside of his home and as the result; she only spends 30 years in the same house and environment with a demotic father. He deprives Emily to live normally with her environment because her social class is higher than that of people in the town. In fact, individual needs to interact with society for his or her personality development. Then, by considering these conditions, the writer wants to discuss about Emily's stages of life which her father and her isolation life has much influenced on her personality development process.

Erikson states that there are eight stages of personality development which are infancy, early childhood, middle childhood and adolescence, early adulthood, middle adulthood and the last adulthood. In every stages, there are always new lessons in which individual should learn and practice. Every stage should not be ignored because it determines the process of forming the whole of personality. The progress through each stage is determined by the success or lack of success in all previous stages. In normal process, the child's development process begins with recognizing his or her mother, then father and siblings, and the last is society. But, in Emily case, there is an abnormal process because in her developmental process, she only recognizes her father. The father however has great influences in Emily's life because family; in this case is her father is the first and main medium to influence her personality development. However, the developmental process in childhood or early stages is an important part in creating human's personality because it is the base foundation to build a good or health

personality in adulthood stages. Below are the descriptions of Emily's stages of life and it starts from infancy until late adulthood.

For the first stage of Emily's life is infancy. In "A Rose for Emily", the story does not mention about Emily's mother or sibling. Faulkner as the author of "A Rose for Emily" seems to just emphasize on how much Emily is being her father's daughter and how the father's figure influences more in Emily's life. In 1861, Emily Grierson was born but there is no warmth love and care from mother indeed she only lives with her cold and tyrant father. As a little girl, she needs a mother's figure to give her a feminine side so that she won't be a cold woman as her father.

Time goes by and Emily is no longer a baby who does not have ability on her own because she is a toddler now. She is about eighteen months to three or four years old. She should start to use her motorist nerve and also it is the time for her to build upon her mental abilities. She explores and manipulates her environment by using her feet, hands, eyes, ears and mouth to know about a new world. Unfortunately, Emily's environment never changes at all because she lives in an isolated home. There is just the same house and environment year by year so that there fewer questions in Emily's mind and it is enough for Emily to believe that she has conquered her world. In fact, there is wider world outside of her home that she should grapple with, but her father never allows Emily to touch the outside world.

During three or four to six years old, Emily is in early adulthood. She should be introduced to the society because it is the time for her to grapple with a society by playing as the education media to introduce her to the environment. In this stage, Emily should learn to encourage her initiative by trying out her ideas. Initiative means a positive

response to the world's challenges, taking on responsibilities, learning new skills, feeling purposeful (Erikson in Boeree, 1994, p.4). But, Emily fails to explore her initiative because her father, as he is described in the story, refers to a man with a gigantic horsewhip while Emily as a slender figure in his back has forbids Emily to go outside home and plays with her peers. He forbids Emily to do anything except she has an approval from her father because he is the main control in Emily's life and it makes Emily only become a follower in her life as the result that her initiative are deprived by her father. If a child can imagine the future, if a child can plan and move forward, he or she can be responsible and wise to face problems. However, the effect of lack of initiative makes Emily afraid of doing anything because her initiative feeling has deprived. In fact, to take a challenge is important for human for his or her ability progress. However, in the case of Emily, she is unable to take a challenge in her life due to her unfound fear for being bad. This condition causes Emily only become the follower of her father.

If in the previous stage the child should grapple and confronts with environment now in the middle childhood, the child's relationship with surrounds environment should be more intense because child needs to compare his or her self with peers in order to gain his or her ability. For Emily, she has no chance to compare herself with peers because her father forbids anyone to get close with her. Emily believes that she is worth and superior because her father has convinced that she is better than people in the town and this condition make Emily does not need to compare herself with others. In fact, Emily has no competence to handle her problem in a good way because all she can do to handle her problems is killing Barron when he decides to leave her. If she has a good self competence, she may not kill Barron to solve her problems because she may seek another

man or maybe do some positive activities to erase her pain. However, all this tragic life is caused by her dominant father who always over control on Emily's life which it makes Emily only become a follower and never learn to solve her own problem in a right and good way. Moreover, the tradition of south also separates people by their social class.

Common people must respect the higher class status people as it is shown in the short story that Emily is referred as "Miss Emily", it indicates the importance of status and respect that the town affords for Grierson family because they held a high regard for Emily. Furthermore, Emily and people in the town are unable to communicate with each other because they are bounded with a civility of the south tradition. It can be seen when Judge Steven's refused to address Miss Emily as a "lady," directly about "the smell".

Judge Steven questions the Board of Alderman: "Will you accuse a lady to her face of smelling bad?" (Faulkner, 1930) He does not want to disturb Emily about such a problem. He does not want to say that to a lady with a higher social class because it would be disrespectful for him. However, both Grierson and people in Jefferson town have no willingness to interact and communicate. This condition causes Emily to lose her chance to gain her potency. She cannot compete herself with others while competition and critique can encourage human's competence because he or she will do his or her best to defeat his or her rivals.

There are a lot of problems faced during adolescence. The problems may come from family and society because an individual tries to conduct a different value from what he or she has learned at home in society. This condition is called by Erikson as "identity crisis". If human can pass this crisis, she will find her own identity. For some cases, most of children will conduct the same value with their parents as their identity. In

this case, Emily identifies herself similar to her father because she only recognizes him during her development process. Her similar character is revealed when Emily is in her adulthood periods because the choice of life in isolation and the way she treats people in the town are similar with her father. Moreover, confront with the dominant, cold, strict and repressive father, Emily can only be an obedient child. She never shows or tries to apply her initiative to be different from her father because she is created to be a follower.

All she can do in her life is obeying her father's bidding. As the result, she passes this stage by conducting the similar value of her father.

The next stage is early adulthood during twenty to thirty five years. It is a mature stage because she is no longer a girl. Emily's personality has been created, and it becomes a part of her life which influences her action, reaction and decision toward her life. She has spent thirty years living with her father and she absorbs her father's characters which are cold, arrogant stubborn and selfish. The father is a cold and arrogant man because he regards people by their social class. He may never have a long or friendly conversation with his neighbor because people in the town are not equal with him. The similar character with her father can be seen when the town representatives visit her for tax affairs, she receives them calmly and coldly that her eyes "moved from one face to another while the visitors stated their errand." (Faulkner, 1930). Then, the similar character is about the stubbornness and selfishness. Both of Mr. Grierson and Emily are stubborn and selfish. Mr. Grierson holds tight his daughter to not be court by anyone who has not a standard class with him although there is no one in the town who are required with his standard. If her father does not stubborn and arrogant of his social class and also selfish by possessing his only daughter for his own sake, Emily may not be single in her

30 years old. In Emily's case, her stubbornness and arrogant can be seen when Emily refuses to pay tax and justifies herself by saying Colonel Sartoris has given her a dispensation from the duty of paying taxes. Whereas, Colonel Sartois has been dead almost ten years ago, and the new government comes with a new arrangement which every society has a duty to pay taxes. Emily's stubbornness also can be seen when she forbids the town to dispose her father's corpse because she believes that he is not dead.

Whereas, her father actually death "she told them that her father was not dead" (Faulkner 1930). Emily's selfishness is similar with her father. Both of them are over possessive on someone's life because they do not want to be alone. If the father is over possessive on Emily, in Emily's case, she is over possessive on Barron's life. She kills Barron and keeps his corpse for the rest of her life because she want to posses Barron only for her as the father has done to her by keeping Emily in home until he dies.

Moreover, the term of intimacy and isolation are very crucial in this stage because it is the stage for woman to feel emotional feeling and starts to have a family. Two years after the death of her father, Emily falls in love with the day-labor Homer, "a Yankee—a big, dark and ready man, with a big voice and eyes lighter than his face" (Faulkner, 1930). She wants to marry him although his social class is so different from her. She assumes that Barron is not only someone to love but also someone to rely on because she needs the man's figure. Emily's father has taken a big part in her life and when he dies; there is an empty space in her life. In order to fulfill this empty space, as her neediness of man's figure more than her pride as aristocrat, she dates with Barron—a laborer man.

Barron makes her expect too much but later he makes her feel to disappointed because he

is not a marrying man. Driven by anger, Emily kills Barron and keeps his corpse in her home “Then we noticed that in the second pillow was the indentation of a head. “One of us lifted something from it, and leaning forward, we saw a long strand of iron-gray hair” (Faulkner, 1930). By keeping Barron, she does not need a man’s figure anymore because she has possessed Barron forever. Even though its just a corpse but it is existence can empower Emily to survive. Furthermore, she takes the same value with her father because it is the only value of life that she knows. As the result, she decides to spend the rest of her life in isolation with a corpse as the representation of man’s (father) figure in her life. Emily’s tragic life may be avoided if her father does not deprive her to grow emotionally when she is in the early stage. So that when she faces a problem with someone else, she can think in a positive way. According to that she does not feel intimacy, her life in the later stages are lack of meaningful because she does not have someone to cheer up in her life. All she has in her life is decaying house full of dust and the rotten corpse lying on her bed. It shows as something afflict and not happiness.

Emily fails almost in all of her previous stages and it affects her middle and late adulthood because she loses her meaning of life. Her life is stagnant in the time when she lived with her father. Her life is shaded by her father’s presence because her world is created by him. She cannot let it pass because it means that her life will be destroyed and as the result, she clings to her father’s presence. Even though her father has died but she still lives under his shadow. She makes up the same condition as she used to live with her father in isolation but this time, the father’s figure is replaced by Barron’s corpse. By making up the same situation of her past life it shows that she loses her meaning of life and her life is stagnant because she does not want to move forward. Her life from the

very beginning is stuck in the father's presence and it cannot be changed because his figure has stayed in Emily's life. As it says in the text "that quality of her father which had thwarted her woman's life so many times had been too virulent and too furious to die" (Faulkner, 1930). At last in Emily's funeral, the "crayon portrait" of her father is "musing profoundly above the bier", which also indicates the deep influence on Emily's life. The crayon portrait of her father, which appears repeatedly in the story, symbolizes his continuous presence of him in her life.

She continues her previous life in isolation even when she has no ruler anymore. She has problems dealing with the future because she refuses to adapt to the changing environment that surrounds her. She has no initiative and it makes her becomes low-self competent. She has no braveness to take a challenge in her life. Rather than taking a challenge, she clings to her past life. Emily never realizes that the changing world around her might actually benefit for her life. She does not give herself the chance to have it because she has low self-competence which makes Emily afraid of taking a challenge in her life. She refuses to move on with her life because she has no initiative to change as it is portrayed in her decay house that is never be renovated.

"It was a big, squarish frame house that had once been white, decorated with cupolas and spires and scrolled balconies in the heavenly lightsome style... Miss Emily's house was left, lifting its stubborn and coquettish decay above the cotton wagons and the gasoline pumps- an eyesore among eyesores." (92).

Her rejection of the changed reality is represented by her old fashioned house "lifting its stubborn and coquettish decay" above the modern buildings. Alike her house, Miss Emily was stubborn and dismissed all the new things brought by the new generation.

Furthermore, Emily has not left her home since her father and Barron leave her. She becomes more and more isolated, she is at times spotted at night through the open window as signal that there is a life in a silent home and she is never again seen in public “after her father’s death she went out very little; after her sweetheart went away, people hardly saw her at an..” (Faulkner, 1930). She has no bravery or courage to take a challenge in her life because she is over fear to feel pain of rejection and loss. So that she stuck on her life and ignores people around her.

According to that, there is no good interaction and relationship between Emily and society; when she dies in her late adulthood- 74 years old, people come to her funeral process not in grief to mourn the passing of a beloved member of the community. They come because they want to get news for gossiping each other “the men through a sort of respectful affection for a fallen monument, the women mostly out of curiosity to see the inside of her house...” (Faulkner, 1930). The quotation describes that until the end of her life, no one ever cares to her. In fact, individual cannot be released from the existence of society. If he or she separates himself or herself from society, this individual will be a minor of the major society, and as the result no one cares and appreciates him or her as the member of society. The truth is people in Jefferson town give a high regard of Emily because she represents the heredity of past south, but in fact she never touches their heart.

So when she dies, no one mourns or cries. It seems that Emily never exist in the town’s people hearth. Moreover, the failure process of her personality development causes her to lose her meaning of her life. It ultimately drives Emily mad and forces her inhuman act of killing Barron and engaging in a form of necrophilia because she is afraid of taking a challenge in her new world and she clings to the past.

### 3.3 Necrophilia as the Impact of Social Isolation on Emily's personality

The interaction process of individual begins from infant, and it continues until he or she dies. During his or her development process, an individual accepts and gets new matters which relate to his or her psychology; for example, a freedom to think and act, and acceptance of affection and care from people around him or her. Those matters are the form of human's need because it is the natural instinct for human to get the freedom of life and to feel blessed with affection and care. If these needs are not fulfilled, it creates disappointment and can cause a mental infliction. If it does not get a good result, it can be a mental disorder.

In the short story of "A Rose for Emily" the main character-Emily Grierson is indicated having mental disorder because of her long life in isolation. Emily's father cuts her right as a social being because he isolates her for thirty years in home without any companion except him. This situation, which she only has her father in her life makes Emily depend her life on his figure for her emotional support. After he dies, she needs a man's figure as she used to. The neediness of man's figure leads Emily to become necrophilia because she keeps Barron's corpse in order to prohibit him to leave her.

The Necrophilia person is very fearful of rejection by someone so that he or she tends to use a dead body to avoid pain because corpse is incapable of rejecting him or her. In "A Rose for Emily", the evidence of Necrophilia happens to the main character. She loses her chance to grow emotionally in her adolescence. Whereas, it is the most wonderful time in women's life. She is just like any other women who hope for a boyfriend, a real love, and then a happy family but she never gets those chances due to her father deprives her of a normal relation with a man by chasing away any probable

mates. As it is stated in the text that “when she got to be thirty and was still single” (Faulkner, 1930). During 1890, the age of thirty of woman is too late to start a family because mostly women in that era marry in the age of twenty. Furthermore, living in isolation forces her to accept less love because the only love that she has received is cold love from her father so that she does not know how to love and care of someone in a right way without hurting her mate.

Emily’s necrophilia is actually first revealed when her father dies. The father plays a huge role in her life. It adheres in her life and makes Emily unable to survive on her own. So, she is unable to admit that her father has already dead and she refuses to give up his body and let him be buried.

“Miss Emily meet them at the door, dressed as usual and with no trace grief on her face. She told them that her father was not dead. She did for three days, with the minister calling on her, and the doctors, trying to persuade her to let them dispose the body” (Faulkner, 1930).

She acts like everything is normal because she denies the reality. Emily tells everyone that he is fine, when the town’s people come over to give their condolences.

Well, it is hard and pain to let him go because her world is created by her father. This condition triggers anxiety because it confronts with her id and superego. Emily’s id needs a man figure to survive and the father as her norm or superego has taught her the form of possessing someone in home. She cannot satisfy her id because the father’s presence as the superego no longer exists. He has died and it means that he should be buried. She has no man in her life because he forbids Emily to be close to anyone, and as the result she has no one to satisfy her id. In order to satisfy her id in appropriate ways, the ego creates

defense-denial to tame her realistic anxiety by denying the fact that her father has died and forbids town people to dispose his body underground. Unfortunately, people in the town have their own superego in which dead body must be buried underground. They continually persuade and convince Emily that her father has died and her father's corpse should be buried underground. It makes her mental down then she collapses. In the time she collapses, the town's people dispose his corpse underground. In fact, Emily has intention to hide her father corpse to take a control over him so that he has not opportunity to abandon her. As it is described in the article of Sparknotes that "Necrophilia's person tends to be so controlling in their relationships that they ultimately resort to bond with unresponsive entities with no resistance or will and it refers to death body" (2010, para.1). Emily clings to the controlling of her father's figure whose control became the only forms of life she knew. Mr. Grierson has controlled Emily, and after his death, Emily temporarily controls him by refusing to give up his dead body. Later, Emily also manages to control Barron as the object of her man's figure in her life. Unable to find a common way to express her desire to possess Barron, Emily takes his life to achieve total power of controlling over him.

The father's death surprises Emily because she loses his guidance and she is not ready yet. It explains Emily's behavior after her father's death as well as her reaction to another character, Homer Barron. After her father dies, she needs a man figure as she is used to depending on her father. Therefore, she is willing to be in a relationship with anyone who will accept her. Fortunately, Barron comes to Emily's life and he offers a hand to help Emily out of her loneliness. This is something that no one in Jefferson town

does. She meets Barron two years after her father died in the summer time when the construction company comes with laborer group and Homer is one of the group members.

“Homer Barron, a Yankee—a bog dark, ready man, with a big voice and eyes lighter than his face... Pretty soon he knew everybody in town. Whenever you heard a lot of laughing anywhere about the square, Homer Barron would be in the center of the group”

(Faulkner, 1930).

As living in a small town, pretty soon he knows everybody in the town. So it will not be surprising if he realizes that there is a girl in a big house without husband in her thirty years old. Emily Grierson is very famous and reclusive because she is the only noble in Jefferson town. Barron who is a delight man can attract Emily's attention and he can melt her chilly smile. While Emily is still distressed by her father's death, Barron's presence brings Emily out of her grief. Emily despises the superego as the noble woman by marrying a laborer because her id's desire needs to be satisfied immediately. The id's need here is a man's figure to empower herself. Barron comes into Emily's life. Without clear reasons, he starts courting her and she wants to marry with him although his class social is greatly different from her. She assumes that Barron is only about someone to love but also because of her neediness of man's figure in her life. However, he makes her expect too much but later he makes her disappointed because Barron is not a marrying man. Perhaps his attention to her just for having fun or just interested in her famous name and wealth “he liked men, and it was known that he drank with the younger men in the Elks Club --- that he was not a marrying man”(Faulkner, 1930). It is clear that their relationship is not built on the firmest foundations. Emily's anxiety alert her to take an

action before she gets pain of abandoned anymore as her father have done to her by leaving her alone. She kills Barron with a poison and puts his corpse upstairs because she is not going to let anyone take him away as they did to her father by burying him underground. With his corpse in upstairs she is at ease because the psychological void that misses after her father's death is now filled by Homer Barron.

In this case, Emily's id which includes instinctive and primitive behaviors needs love and much more a male figure. This id needs to be striven for immediate gratification of all desires, wants, and needs and away from pain of losing her father. While, the only form of affection that the father teaches to her is by totally possessing someone. This teaches Emily's ego to find a way to fulfill Emily's id. Emily's id needs a man's figure like her father but the one that she believes will fulfill her id wants to despise her. In this way, the ego creates a defense-displacement to reduce anxiety in a soft manner in which superego can accept and also it can save id. The defense displacement is taking out someone or something less threatening than the person who causes fear, hurt, frustration, or anger. The trigger for Emily's anxiety in this case is fear of rejection and abandonment. She has been abandoned by her father. Now, the only one happiness in her life, her fiancé, wants to leave her. It is hard situation for Emily to let her happiness leave her because it means that she will be lonely forever. The only way to keep her happiness is by possessing him forever. In this case, if Barron's being alive can threat Emily's id to chase her happiness so the only way to save her id is by killing him and totally possessing his corpse in her home as the equipment to satisfy her id's neediness of a man's figure. For Emily, it is easy to control Barron since he has become a corpse so that the corpse is the representation of something less threatening.

The overuse of defense mechanism may be harmful if it is used to ignore or deny the reality of a situation so that the reactions become irrational. This happens to Emily because Emily has a paranoiac fear of being rejected and being abandoned by people whom she loves. She overuses a defense mechanism to tame her anxiety so that she decides to share a bed with a corpse. As it is described in the text “Then we noticed that in the second pillow was the indentation of a head. One of us lifted something from it, and leaning forward, we saw a long strand of iron-gray hair” (Faulkner, 1930.). The overuse defense creates Emily’s behavior become irrational and it indicates that her personality is in disorder because a healthy personality will not do that. This overuse makes Emily sinks into her delusional world that it is living with a corpse. In fact, she lives only with a dead body which cannot give her love but only a presence of appearance. She is absorbed in her delusional world that her life is complete because now she has a man’s figure in her isolated world like she used to live with her father. By keeping Barron’s corpse, she can feel the presence of her father.

Emily becomes a human who has a mental disorder because she decides to live with a corpse but this is the way of Emily to protect herself. Faced with all of suffering of being abandoned from someone that she loves; her mind pursues a way out of her loneliness. Emily’s father is unaware for the consequences of his authoritarian emotional side on Emily. He makes her cling to him because he is the only man who she has in her life. At the time she suffers from missing her father, she meets someone that can replace him and it drives her to become over possessive because she doesn’t want to feel pain of abandonment again. So, being Necrophilia is the way out for the ego to save her.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

The followings are the conclusion and suggestion dealing with discussion of the research.

#### 4.1 Conclusion

The social isolation on Emily's life is caused by her father who is over proud of his status as an aristocrat family. He deprives Emily to live normally because he separates Emily from people in the Jefferson town due to their different social class. He never allows Emily to be courted by anyone who does not have the same class as the Grierson.

As the result, he isolates Emily for the rest of his life.

Living thirty years in isolation with a dominant, possessive and repressive father makes Emily pass her personality development in the childhood stages unsuccessfully. The failure of Emily's childhood, however, affects the failure in her adulthood stages which makes Emily lose her meaning of life since she is very young. Her personality is created to be a follower of her father and it makes her not have initiative to make her life better. She does not want to move forward because her life is imprisoned and stuck in her past life (in the time she lives with her father), and she feels enough with it. Furthermore, she has no desire to take a challenge or trying something new even when she has got her freedom. She has low self-competence as the result of living in isolation. Moreover, living thirty years in isolation only with her father makes Emily inherits his character because she only deals with him during her personality development.

The social isolation also has an impact on Emily's personality, that she suffers a mental disorder-necrophilia. She spends her rest of life with Barron's corpse in isolation instead of seeking another relationship because she has a trauma from being abandoned.

This necrophilia is the form of her overuse defense mechanism-displacement. For Emily, the corpse is the representation of something less threatening than Barron's existence.

The corpse makes her life absorbed in her delusional world. She uses the corpse as the representation of her neediness of man's figure.

#### **4.2 Suggestion**

For the next writers who are interested in using the same object of research, which is the short story of "A Rose for Emily", they may analyze the short story by using historical approach, since the short story conveys a strong background of America history aspects concerning Southern and Northern. They may also use a semiotic approach because the short story also contains symbols of gothic

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