Research Article   **E-ISSN: 2684-6950**

Personality Development Analysis of Jean Louise Scout In Harper Lee's To Kill a Mockingbird (1960) And Go Set a Watchman (2015)

Wiweko Aksan Nugraha[1,a]*, Fabiola D Kurnia[1,b], and Ali Mustofa[1,c]

[1]The Faculty of Language and Literature Education, State University of Surabaya, Surabaya-East Java, Indonesia
[a] wiweko.17070835066@mhs.unesa.ac.id; [b] fabiola@unesa.ac.id; [c] alimustofa@unesa.ac.id
Corresponding Author
Whatsapp number: [082230800089]

ABSTRACT

The study was aimed to analyze the two continued novels from the personality development of Jean Louise Scout in Harper Lee's two novels, *How to Kill a Mockingbird* and *Go Set a Watchman* from emotional, cognitive, moral, and religious aspect using Jacques Lacan psychoanalysis theory. It was qualitative study and data of the study were taken from the two novels elements such as words, phrases, sentences, quotes, monologues, and the dialogs while the supporting data collected from books, journals, thesis as the preliminary studies and essay which relevant to the novel analysis. Based on data analysis, the result shows that in studying one literary work there are three interrelated element has to be concerned and it cannot be separated from one to another. The author writes the social phenomena into the literary work because it is a reflection of society and it gives moral values to the reader or to the society. Therefore, sociological approach is utilized in this study. Another finding was found that as a member of society, an individual cannot be separated from its society's tradition in which they should behave in a good manner to be the good member of society as well as in family.

This is an open access article under the CC–BY-SA license.

1. INTRODUCTION

The psychology approach nowadays become part of the literature analysis. The fact that literature was the part of human mind product, make them can be analyzed use psychology point of view. There are four focuses of psychoanalytic theory on study literature, the author, the characters, the audience and the text. By using this approach, the literature work can be break down and analyzed with better understanding. Character as one of the focuses of the psychoanalytic, can be analyzed deeper to know the personal development in the story. Through psychoanalysis there are better understanding of reading, meaning and relationship between literature and culture.

Basically, every individual personality is developing from childhood to adult. The characters in literary works, with no exception, also have such personality development. There are so many reasons individual personality develop: which aim to get a better life, to be loved by people, to

search for his/her identity, etc. It takes a long time and needs long process before someone can reach his/her goals.

Nelle Harper Lee's *To Kill a Mockingbird* and *Go Set a Watchman* both are challenging popular novel which influence on people's lives because it reflects the social condition of society even until today (Shield, 2006, p. 1). The researcher decides Harper Lee's novel to be object of the study on personality development reflected by the main character since these two novels addressing the conflict between adult realities and childhood memories of the main character. It suggests the way to understand the relationship between the two works.

Since, this novel addressing the conflict between adult realities and childhood memories of the main character. It suggests the way to understand the relationship between the two works. How Scout as an adult, see the change happen to her father's perspective of life but in other way she still has her own character that was built since she was

child become something interesting from the story. The development of Scout's character from young women to become absolutely adult people develops the person ideology and character to Scout. Beside Scout, there are characters that also can be finding this sequel. They are Scout friends and brother. They are now grown up to an adult with complex character, they no longer innocence children with pure heart. The psychoanalysis of the character will be needed to get the deeper understanding about the personal development of Jean Louise Scout character. The personal development of the character seen from emotional, cognitive, moral, and religious aspects have affecting each other character.

Psychoanalysis has been seen as a way of curing mental disorder by examine the correlation between unconscious and conscious mind of human brain. In literature, psychoanalysis become way to break down the state of mind of the author, fictional form of the work and individual personality of the character in the story. The influence of psychoanalytic studies on literature shows that literary texts can be exposed through the blades of psychoanalysis. In writing literary works the author unconsciously presents the interactions of the characters as well as bring their personality through characterization. It shows that there is a close relation between literary text and psychoanalysis.

Different from the previous research, this study looked at both Lee's novels *To Kill a Mockingbird* and *Go Set a Watchman* in the different way. This study examines the personality development of Jean Louise Scout in Harper Lee's two novels, *How to Kill a Mockingbird* and *Go Set a Watchman* from emotional, cognitive, moral, and religious aspect using Jacques Lacan psychoanalysis theory. Meanwhile, the mythology theory by Roland Barthes will be used as the blade to reveal how the society affects Jean Louise Scout' personality development into adulthood. When someone grows up, he/she will experience the development in their personality. This change associates with the maturity process. As an adult they have responsible for their life. From this statement, adult will need to raise good well-being to support their life. The complexity of way of thinking or may called as ego refers to varying stages of development characterized by degrees of complexity of thinking, regulatory control, and perspective with which an individual identifies oneself in relation to the world (Loevinger, 1976, p. 180).

2. METHODS

2.1 Research Design

This study is qualitative research. This design was selected is to acquire deep exploration dealing with the issue (Creswell, 2012). In this case, the researcher tried to understand the personality development of the character in Harper Lee's literary works. Furthermore, qualitative research is used to reveal the contexts or settings of literary works to unbox the interpretative intended meaning.

Creswell (2007) stated that interpretative meaning refers to researchers' interpretations cannot be separated from their own background, history, context, and prior understandings. After a research report is issued, the readers make an interpretation as well as the participants, offering yet other interpretations of the study. With the readers, the participants, and the researchers all making an interpretation, we can see how multiple views of the problem can emerge Thus, the qualitative research interpretation may differ from one another even using the same object or participants.

In addition, Qualitative researchers often use a lens to view the object of the study, such as the concept of culture, central to ethnography, or gendered, racial, or class differences from the theoretical orientations. For this reason, this research will use psychoanalytic and mythology theory in analyzing Lee's literary works to reveal the personality development of the character. Furthermore, in analyzing literary works, seeking and exploring the writers' background and context such as political, emotional and environmental state of the author is very crucial since it will be the consideration in making the holistic interpretation. In the other word, researchers are bound not by tight cause-and-effect relationships among factors, but rather by identifying the complex interactions of factors in any situation.

There are some types of qualitative research that can be used to unfold the meaning of an issue or object. As a matter of fact, Creswell (2007) describes five approaches (narrative research, phenomenology, grounded theory, ethnography, and case study). The Denzin and Lincoln (2005) handbook of qualitative research discusses a variety of approaches, including case study, ethnography, critical ethnography, performance ethnography, grounded theory, testimony, life history, narrative inquiry, participatory action research, clinical research, interpretive study, arts-based inquiry, auto-ethnography, and phenomenology (Ary, Jacobs, Sorensen, & Razavieh, 2010). In this research, narrative analysis will be used to study Lee's literary works since it need to reveal the personality of the characters in the novel comparing to Lee's real life.

Narrative analysis may be approached through a biographical lens, a psychological lens, or a linguistic lens. The narrative typically tells the story of an individual in the chronology of experience; is set within a personal, social, and historical context; and includes important themes in the lived experience (Creswell, 2007, p. 57). Data in narrative research may come from primary sources (direct participant recollection) or secondary sources (documents written by the participant). Data may be gathered via such methods as interviews with the individual or family members of close friends. Data may be gathered from written records such as diaries, journals, letters, and blogs, created artifacts, e-mail exchanges, memos, photographs, memory boxes, audio recordings, story writing, or other personal, family, or social artifacts.

Narrative research is not designed to be an historical

record but, rather, it is designed to understand the perspective of the storyteller in the context of his or her life. Narrative analysis is categorized based on who was the author, whose perspective is presented, whether there is one or more narrative, the scope of the narrative (one or more episodes versus an entire life), and the conceptual frame-work of the researcher. How these characteristics play out help us to identify the narrative analysis as an autobiography, biography, personal narrative, life story, life narrative, testimony, or oral history. An autobiography is written by the individual.

In a biographical study, the researcher writes and records the experiences of another. A life history, life story, or life narrative is the portrayal of an entire life, whereas a personal experience story focuses on a single episode or multiple episodes. An oral history recounts personal reflections of events and their causes and effects. Testimony is a form of testimonial narrative that has roots in Latin American perspectives. Denzin and Lincoln (2005) describe testimony as "a first person political text told by a narrator who is the protagonist, or witness to the events that are being reported" (p. 383).

2.2   Research Object

The object of this research is the character of Jean Louise Scout in both Harper Lee's novels *To Kill A Mockingbird* and *Go Set a Watchman*. Both novels are chosen because of several reasons; first, both novels are famous, which become best seller around the world. Second, the authors use the same character in both of novels but with different structure and complexity of story that made these novels are interesting to be analyzed. The other reason is because the character especially Jean Louise Scout, experienced the personal development, from an innocent childhood to mature adulthood, thus by understanding and analyzing the novels will reveal the personal development of the character in the novels.

3.3 Data and Source of Data

Data is the variable of research and has function as the verification of the hypothesis. The data in this research are all the words, phrases, sentences, statements, dialogues, and monologues reflecting the thought and actions of the characters which are supported to answer research question related to personal development issue, its causing factors which are described in Harper Lee's *To Kill A Mockingbird* published by Harper Perennial Modern Classics 1960 and *Go Set a Watchman*, by Harper Collins 2015.

The source of data in this research is the novel itself: Harper Lee's *To Kill A Mockingbird* and *Go Set a Watchman*. The source of the data from these two novels include main and supporting data. Main data taken from the two novels elements such as words, phrases, sentences, quotes, monologues, and the dialogs while the supporting data collected from books, journals, thesis as the preliminary studies and essay which relevant to the novel

analysis.

2.3 Data Collection Techniques

In qualitative research, there are various kind of data collection techniques such as interview, observation, field note and document or artifacts. Those data collections are suitable based on the need of the research. In this case the data collected in the form of documents. Researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. The term documents here refer to a wide range of written, physical, and visual materials, including what other authors may term artifacts. Documents may be personal, such as autobiographies, diaries, and letters; official, such as fi les, reports, memoranda, or minutes; or documents of popular culture, such as books, films, and videos. Document analysis can be of written or text-based artifacts (textbooks, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages, etc.) or of non-written records (photographs, audiotapes, videotapes, computer images, websites, musical performances, televised political speeches, YouTube videos, virtual world settings, etc.). The analysis may be of existing artifacts or records, or in some cases the researcher may ask subjects to produce artifacts or documents, for example, asking participants to keep a journal about personal experiences, to write family stories, to draw pictures to express memories, or to explain thinking aloud as it is audiotaped.

Documents can be classified into four categories: (1) public records, (2) personal documents, (3) physical materials, and (4) researcher-generated documents (Creswell, 2007). You are likely familiar with a wide range of public records. If you were interested in examining the changing role of the federal government in education, for example, you might examine such public records as the Congressional Record, federal reports, and websites of congressional committees, agency reports, Education Week, and the Chronicle of Higher Education. Personal documents are typically first-person narratives and include such items as diaries, letters, home videos, scrapbooks, and more. Although these may be good sources of information about the individual's beliefs and perspectives, they are highly subjective and not necessarily reliable. Physical materials may include many objects, such as equipment, paintings, photographs, and other physical traces. For example, a researcher interested in student pride in a school might document the amount of trash left in hallways and classrooms. Researcher-generated documents are prepared by the researcher or for the researcher by the participants, as in the previous example in which participants are asked to keep a journal or to draw a picture.

In addition, Ary et al. (2010) assume that there are two kind of document in term of its role in qualitative research, specifically in narrative inquiry, those are

primary and secondary source. The primary source is the document that first-handed wrote by the author under study, in this case Harper Lee's literary works. For the secondary source is documents that are written by another person to give a comment, biography, critics, journal article and so on about Harper Lee's literary works or even Harper Lee's life.

2.4 Data Analysis Techniques

The data analysis always in accordance with the objective of the study (Creswell, 2012). This study will answer three research questions. The first and second research question are answered by using theoretical lens of psychology and mythology. In addition, the third research question is seeking the moral education that can be learned and taught in educational context.

The first research question is answered by analyzing the Lee's two literary works by using Lacan's psychology analysis. This theory is used to discover the personality development of Jean Louise Scout from his childhood in *To Kill A Mockingbird* to be an adult in *Go Set a Watchman*. In addition, this psychological theory is used to gain understanding especially about the cause and effect, or the factors of personal development of a child related the relation with their parents. It cannot be denied that studying psychology deals with human behaviors, perceptions, and also emotions. Thus, the analysis must take into account the social environment of the character by explaining the plot besides the writer's socio cultural situation. Mills (1992, p. 137) proposed that the definition of psychology in such case as follows: "Psychology has its roots in the field of philosophy with the development of theories regarding the formation of human perception, cognition, behaviors, and emotions. Psychology is a science in that it utilizes scientific methods to study these and to establish a fund of knowledge that can be used in better understanding human behavior" (p. 137).

In relating to the above theory it might be said that literary work as a product of social phenomena means that it is determined by its social setting, on social change and development. In Theory of Literature (1949, p 41) Wellek & Warren explore it into three divisions those are: "the sociology of the writer, the social contents of the works themselves and the influence of literature on society". By referring the statement, it can be concluded that in studying one literary work there are three interrelated element has to be concerned and it cannot be separated.

3. RESULTS AND DISCUSSION

3.1 The Analysis of Scout's Personality Development by Using Lacan's Psycho Analysis

To Kill a Mockingbird is told by Jean Louise Finch, who is called Scout, a six years old girl. She has Brother Jeremy Finch who is called as Jem and four years older than him. Scout's father, Atticus, is a law school graduate and works for law enforcement in one court office in Maycomb. Atticus

was very popular among the inhabitants of the city. He has kinship relations with each other in the city because of marriage ties. His wife has long died because of illness. The family also employed Calpurnia black women as nanny. Little Scout see a lot of injustice in their environment. Her family were ridiculed by her neighbors and friends at school and even by her own niece because her father defended a black people Tom Robinson, a strong black man, who was accused of raping a white girl named Mayella Ewell. In the trial court witnessed by all residents of the city, the accusations without medical evidence and weak testimony from Atticus led Tom to death sentence. The judge at the trial court gave a guilty verdict even though the accusations of rape were beyond the fact because the accused was black and all the judges were white. Atticus believed that his client is innocent. Scout was shocked to see the fact that the lives of adults were not only black and white, good and evil. Scout learned many things about life outside his world. For the first time Scout realized there was another reality called compromise. There is another reality in the gray area.

To Kill a Mockingbird was published in 1960 and sold more than 30 million copies worldwide. The novel has been widely known for its sensitive issue in building awareness of child toward racism and prejudice in southern America during that era and won the Pulitzer Prize in 1961 ((Foca, 2018). The success of the novel followed by it adaptation in the movie produced by Universal Studio in 1962 with the same title. The movie, directed by Robert Mulligan and won the Academy Award (Kennedy, 2010). As a literature, novel contains numerous references to children, their behavior, their activities, and their view of the world. Furthermore, children have been the subject of paintings throughout the history of art, writing through the novel for instance. In short, children have been considered proper subjects for investigations in man's quest to understand the world within and around her.

After her first novel was published in 1960, fifty-five years later Lee announces another novel to be published. The story of To Kill a Mockingbird appears to continue in Go Set a Watchman. This novel tells the story of twenty-six-year-old Scout Finch. She lives in New York and goes back to Alabama to visit her father, Atticus Finch. Until one day, Scout accidentally watched at the Maycomb people's council meeting where Atticus and Henry, her boyfriend, were included. Scout was shocked knowing the fact that racist views on blacks were freely and vulgarly presented at the meeting. She also felt disappoint because Atticus and Henry did not issue a word against the meeting. Atticus, who raised Scout with the principle of not discriminating between humans based on his skin color, has now change his perspective toward black. Scout was also upset because Calpurnia, the black nanny who had raised her since her mother died, now took a distance and saw her only as another white person. This novel basically tells the story, how the idealism of a young girl he got from his father whom he worshiped, is now destroyed and trampled by the reality of the environment at that time and

by the people closest to him, including his own father.

Scout is the reflection of Nelle Harper Lee herself who had experience racism era during her childhood while her father is an attorney (Shield, 2006, p. 7). It shows that the story in the novel is based on the reflection of society which experienced by the author. The novel includes a couple of elements that are based on real events in 1950s Alabama. At the time, a lot of white people preferred segregation and did not agree with black and white people living together. During that era, it was socially unacceptable if a girl start an affair with a black man (Levy, 2015, p. 1). If an affair did occur, the woman could accuse the black man of rape in order to save herself from society's judgement, as was the case in To Kill a Mockingbird (ibid. p. 2). Therefore, the researcher focuses on Scout's life as main character in the novel. This novel address conflicts between adult realities and childhood's memories of the character. It suggests the way to understand the relationship between the two works. How Scout as an adult, see the change happen to her father's perspective of life but in other way she still have her own character that was built since she was child become something interesting from the story. The development of Scout's character from young women to become absolutely adult people develops the person ideology and character to Scout. Characters in the novels grown up to be an adult with complex characters, they are no longer innocence children with pure heart.

The table below is the result of the psychoanalysis developments in both of the two novel:

Table 1. The Analysis of Scout's Personality Development by Using Lacan's Psycho Analysis

Lacan's psycho analysis theory	Excerpt from the novels	Explanation
The Real	"I'm simply defending a Negro--his name's Tom Robinson. He lives in that little settlement beyond the town dump. (Lee, 1960)	Scout gets flak from her classmates because her father, a lawyer, has taken on a new client, a black man named Tom Robinson
The Imaginary	Simply because we were licked a hundred years before we started is no reason for us not to try to win(Lee, 1960)	Scouts adore his father for taking the case
Symbolic Phase	Her father was not waiting for her.(Lee, 2015)	She starts to realize that her father is not as what

In relating to the above theory it might be said that literary work as a product of social phenomena means that it is determined by its social setting, on social change and development. In Theory of Literature (1949, p 41)

Wellek & Warren explore it into three divisions those are: "the sociology of the writer, the social contents of the works themselves and the influence of literature on society". By referring the statement, it can be concluded that in studying one literary work there are three interrelated element has to be concerned and it cannot be separated from one to another. The author writes the social phenomena into the literary work because it is a reflection of society and it gives moral values to the reader or to the society. Therefore, sociological approach is utilized in this study. This statement is agreed by Griswold who states that: "the concept of literature as reflection must be expanded to include reflection of production circumstances, author characteristics, and formal problems, as well as the preoccupations of any particular society" (qtd. In Spillman, p. 189).

As a member of society, an individual cannot be separated from its society's tradition in which they should behave in a good manner to be the good member of society as well as in family. Furthermore, Wellek (1983, p 159) says that the literary work can be looked as the total sign, the structure of sign, which has certain aesthetic function and goal. According to Zoest (1991, p 3), to do a systematic approach, the researcher should apply the semiotic approach. It means a text is considered as sign and formed by a number of other sign. Signs play an important role in a process of communication. If the process of communication runs well on the sender of the sign teaches the receiver of the signs, there will be a processing of interpretation in the receiver's mind. The process of interpretation occurs because the signs refer to the facts. After that there will be a new sign in the receiver's mind. In semiotics, the new sign is call interpretation.

Eventually, to analyze Lee's works, the researcher takes notes and highlights the data in the forms of words, phrases, sentences, quotes, monologues, and dialogs which relates to the personality development issue, it's causing factor, etc. Secondly, the researcher will select notes and classify the data that is needed to answer the statement of the problems. These steps are done to make the data sorted, filtered, classified properly according to the problems of the study.

Discussion

1. Main Findings of the Study

To Kill a Mockingbird is an exploration of human morality, and presents a constant conversation regarding the inherent goodness or evil of people. In this novel, the readers can analyze the character of each person that is represented in this life, on how people can perceive those traits to be a lesson for all of us. Similarly, the author shows the nature of a community where such prejudices are rife, and the serious consequences of this. As a matter of fact, In the Southern town of Maycomb in the nineteen-thirties, the main form of prejudice is racism. Lee dramatizes this in the form of a trial of a black man

wrongly accused of rape, and in so doing she succeeds in showing how prejudice is absolutely entrenched However, racism in society, staining even the justice system.

is not the only form of prejudice that the novel addresses. There is also much time devoted to examining class prejudices, particularly with the figure of Aunt Alexandra who appears quite comically obsessed with family heritage and tries to prevent her nephew and niece from mixing with who she regards as unsuitable people, whether black servants like Calpurnia or poor whites like the Cunningham. People who are seen to be odd, like the reclusive Boo Radley, are also discriminated against.

The novel, then, follows the young Scout and Jem's journey to maturity and understanding and in this way Lee successfully illustrates the moral purpose of her story. Though it was written in 1960s, this novel contains a plot that is fun and exciting yet deep and thought-provoking in the Great Depression era in the Southern state of Alabama. It is heart wrenching that racism, cruelty, prejudices and discrimination revealed in the book still exist until now and shockingly in the same ugly magnitude or perhaps in a more severe form. Thus being said, the writer believes this novel can be explored through the character of each person in the novel. In short, the moral of the story is that people should treat one another fairly, as equals, and with respect, and not be blinded by prejudice towards others of different race, color, background or creed.

However, those moral value faded away when we see the sequel of mockingbirds, go set watchman, when we see that Atticus was also racist. We're all Scout Finch now, shocked at discovering our father figure which previously we admired has an evil as well. Maybe it is time for us all to grow up. Initially, Watchman seems to offer a more adult perspective than Mockingbird's tightly focused child's eye, indicating that Jean Louise will finish losing her innocence, dragging several million readers unwillingly with her. Although the disclosures about Atticus are repellent, one hopes that adults can withstand an imaginary encounter with nastiness (as well as the imaginary death of another important character). Some readers welcome the prospect of an Atticus who turns out to be human after all, no matter how ugly the humanity on display. And then there are those who insisted all along that deeper scrutiny revealed a few warts even on the Atticus of Mockingbird. Perhaps Watchman will prompt a more complex debate about the role of racism in Mockingbird, where it is often more a plot function than a moral dilemma. Perhaps it might also prompt a more complex debate about what we hope for from fictional characters.

Some have argued that objecting to how Atticus "really" turns out in Watchman misunderstands how fiction works. Atticus has no reality off the page, they point out, and it is true that Atticus hasn't been skulking around for 50 years hoping no one would out him as a racist. But what is meant by this, presumably, is that there is more to Atticus as a fictional character than meets his daughter's

eye in Mockingbird. There he appears to be a proto-champion of civil rights, but in the (fictional) truth revealed in Watchman, he is "really" a racist. (The problem isn't that such readers don't understand the fictional enterprise, but that their critics seem not to understand that "really" can be used figuratively.) Discussions of what Atticus is "really" like converge with the fact that Mockingbird is semi-autobiographical: Maycomb is based on Monroeville, Alabama; Dill is modelled on Truman Capote; Lee's father was an upright southern lawyer; and so on, all of which makes it facile to dismiss anxieties about Atticus's reality as the folly of naive readers.

A more complicated knotting of art and life lies at the heart of Mockingbird's story, and of its appeal. Part of the novel's claim to profundity has always related to the real history of civil rights in the American south, and the fact that this fable about racial justice in Alabama emerged in the wake of the Montgomery (Alabama) bus boycott. The widespread concern over what Atticus is "really" like surely stems in part from this awareness of the character's entanglement in a very real history of violence and profound injustice, a toxic actuality that all too obviously lingers. The devotion people feel to Atticus is in direct proportion to his claim on goodness, to Lee's implicit assurance that there were non-racist white people in a white-supremacist society prepared to defend truth and justice, and that these values might still be part of the American way. Readers' subsequent sense of betrayal is equally proportional to the conviction that Atticus stood for a significant promise, now broken.

2. Relevance to the Previous Studies

The findings observed in this study mirror those of the previous studies that have examined the effect of relating to the participants' background knowledge, similarly with J. Kelley (2017) on his writing stated that more than a handful of literary critics and lawyers have argued a decade or so before the publication of Go Set a Watchman that To Kill a Mockingbird deserves attention precisely because beneath its heartwarming tale of childhood innocence and empathy lies a second, far less appealing story, a never-wholly erased tale of elite white resistance to modernization in the South American.

Some previous studies were held regarding those both novels. Louisa Krol (2016) in his research entitled "Scout's Development in To Kill a Mockingbird and Go Set a Watchman" by using psychoanalytic approach find out that the there is a clear distinction between the two novels in terms of protagonist development within the ID, ego and superego (Krol, 2016, p. 4). Scienes (2018) tried to identify how narrative technique in Nelle Harper Lee' novel is used in order to promote empathy (Scienes, 2018). Mozaffor Hossain (2017) in his article entitled "Ideological Conflict and Coming of Age Affinity Between Patriarchy and Feminism in Harper Lee's Go Set A Watchman" find out that woman cannot be purely independence from man in patriarchal world (Hossain, 2017). M. Szollosy, "Surviving Our Paradoxes: The Psychoanalysis and Literature of

Uncertainty," 2002. This thesis explores the importance of tolerating and facilitating uncertainty as it is recognised by British Independent and Kfeinian psychoanalysis and contemporary British magic realist fiction. In this thesis provides some theoretical investigations, arguing that postmodem and some psychoanalytic discourses, namely Lacanian psychostructuralism, remarkably fail to address the challenges facing subjects in late- twentieth, early twenty-first century consumer culture.

A. Rezaei and S. Hassan in their article "The Contribution of Psychological Theories in Literary Criticism," argue that literary criticism, for instance, is conspicuously based on psychological theories (Rezaei & Hasan, 2013, p. 1910). Acquaintance with these theories in the literary criticism is so significant that understanding it will be close to impossible unless one has good grasp of psychological theories. Most of these theories such as humanism by Rogers, Maslow and Erickson, evolutionary psychology by Bolles and Freud`s ideas are of paramount importance in literary criticism. This study aims at introducing the psychological theories used and the contributions in literary criticism.

Amy Clukey (2015) in her article entitled "The Sexual Politics of Massive Resistance" emphasizes "Go Set a Watchman" is a pioneer in anti-racial movement which still relevant for American society today (Clukey, 2015, p. 716). Gregory Jay (2015) in his article entitled "Queer Children and Representative Men: Harper Lee, Racial Liberalism, and the Dilemma of To Kill a Mockingbird" stated that the novel is a symbol of against racial prejudice which still exist even until today (Jay, 2015, p. 491). Rezazade and Zohdi (2017) using Jean Piaget's Children Cognitive Development also focused on children training as shown by Atticus to Scout can eliminate a racial prejudice and social discrimination to the next generation (Rezazade & Zohdi, 2017, p. 15).

The other research on Lee's novel held by Laura Hakala titled "Scouting for a Tomboy: Gender-bending Behaviors in Harper Lee's To Kill A Mockingbird" (Hakala, 2010). This research is about how Scout challenges the gender stereotype in the novel, how she sticks on her own character as young girl with remarkable person as the result of parental figure in her house. Robert E. Atkinson also took research on Lee's novels. His research growing up with Scout and Atticus: Getting From *To Kill A Mockingbird* through *Go Set A Watchman* (Jr, 2016) is about the complicated relationship between Scout and her father Atticus. The pattern of their relation was changed in the first and second novel. John Sivils wrote about the grown up of little Scout become young Jean Louise. From Scout to Jean Louise told about how character builds from very beginning age (Sivils, 2016).

Hannah Epperson on "A love Story Pure and Simple" : Harper Lee and Atticus Finch (Epperson & Epperson, 2017) tried to analyze the character of Atticus Finch in both novels, transformed from a lawyer hero into an aging racist. However, these previous studies have different focus to the

present study. The presents study more likely analyzes the personality development of Jean Louis Scout through the lens of psychoanalysis. Despite using the same object of the study, the present study is more detailed in analyzing personality development pattern and connecting it to the society.

3. Significance of the Findings

Since, this novel addressing the conflict between adult realities and childhood memories of the main character. It suggests the way to understand the relationship between the two works. How Scout as an adult, see the change happen to her father's perspective of life but in other way she still has her own character that was built since she was child become something interesting from the story. The development of Scout's character from young women to become absolutely adult people develops the person ideology and character to Scout. Beside Scout, there are characters that also can be finding this sequel. They are Scout friends and brother. They are now grown up to an adult with complex character, they no longer innocence children with pure heart. The psychoanalysis of the character will be needed to get the deeper understanding about the personal development of Jean Louise Scout character. The personal development of the character seen from emotional, cognitive, moral, and religious aspects have affecting each other character.

Psychoanalysis has been seen as a way of curing mental disorder by examine the correlation between unconscious and conscious mind of human brain. In literature, psychoanalysis become way to break down the state of mind of the author, fictional form of the work and individual personality of the character in the story. The influence of psychoanalytic studies on literature shows that literary texts can be exposed through the blades of psychoanalysis. In writing literary works the author unconsciously presents the interactions of the characters as well as bring their personality through characterization. It shows that there is a close relation between literary text and psychoanalysis.

4. The Limitation of the Findings

First, the limitation of the finding which was not taken account by the writer was the limited time in analyzing. This aimed at maximizing their focusing on the object. Second, the researcher expected from psychology analysis could be investigated with long answers.

4. CONCLUSION

In conclusion, *To Kill a Mockingbird* is a consoling book, and a childish one. It knows that democracy, justice and courage are good, and that racism, incest and false allegations of rape are bad. Good white people are so good that good black people stand up when they pass out of respect, and this makes no one uncomfortable. Bad white people die or disappear from the story. There are no bad black people at all, because that would undermine Lee's racial parable. None of this makes very grave moral

demands on the reader. But there are many of us who've long had our doubts. Some are discomfited by the paternalism good white characters demonstrate toward black ones in Mockingbird, although others counter that this is historically realistic: paternalism was a common attitude in the Jim Crow south. True, but Mockingbird heartily endorses Atticus's morality, and his values are rather more dubious than the book, or many of its readers, care to admit. Atticus overlooks the racism of characters such as Mrs. Dubose, while praising the "courage" she shows in breaking her drug addiction. Lynch mobs are populated by decent folk who can be shamed out of violence by small children; the threats of torture and mutilation that went with lynching are dismissed as a "blind spot". In Mockingbird, Atticus tells Scout that the Ku Klux Klan was "a political organization more than anything" that briefly emerged "way back about nineteen-twenty" but "they couldn't find anybody to scare". We might wonder whether Calpurnia or Tom Robinson would have agreed.

In short, To Kill a Mockingbird has always been viewed as a parable about America. Go Set a Watchman is now forcing us to look more squarely at the racism lurking beneath, and we don't like what we see. Our horror at discovering that Atticus was really a racist may be genuine, but it is also the rage of Caliban, seeing himself in the mirror. "As sure as time," Uncle Jack tells Jean Louise in one of the book's best sentences, "history is repeating itself, and as sure as man is man, history is the last place he'll look for his lessons." Watchman is nowhere near as good a novel as Mockingbird, but it might prove an equally significant one, if it helps us look to history for our lessons, rather than to our consoling, childish, whitewashed fables.

Acknowledgements

REFERENCES

Barthes. R. (1977). *Image, Music, Text.* London: Fontan

Barthes, R. (1987). *Mythologies.* New York: Hill and Wang.

Clukey, A. (2015). The Sexual Politics of Massive Resistance. *Contemporary Literature*, 705-716.

Foca, A. (2018). *To Kill A Mockingbird by Harper Lee.* Encylcopedia Britannica.

Hossain, M. (2017). *Ideological Conflict and Coming of Age Affinity Between Patriarchy and Feminism in Harper Lee's Go Set a Watchman.*

J. Havigerováak. M. Haviger, &. Z. (2013). TeacherГs subjective definition of family.

Jay, G. (2015). Queer Children and Representative Men: Harper Lee, Racial Liberalism, and the Dilemma of To Kill a Mockingbird. *American Literary History*, 487-522.

Kelley, J. (2016, October). Reading To Kill a Mockingbird and Go Set a Watchman as Palimpsets . *The Explicator*, pp. 1-12.

Kennedy, D. (2010). *To Kill a Mockingbird isn't a great book but it made America a better place.* The Guardian.

Krol, L. (2016). *Scout's Development in To Kill a Mockingbird and Go Set a Watchman-A Psychoanalytical Approach.*

Lakoff, G., & Johnson, M. (1980). *Metaphors We Live.* Chicago: University of Chicago Press.

Levi-Strauss, C. (1972). *Structural Anthropology.* Harmondsworth: Penguin.

Levy, D. S. (2015). *How to Kill a Mockingbird Reflects the Civil Right Movements.* http://time.com/3928162/mockingbirs-civil-rights-mo vement.

Loevinger, J. (1976). Ego development: Conceptions and theories. *American Psychologist,* 175.

Rezazade, F., & Zohdi, E. (2017). The Influence of Childhood Training on the Adulthood Rejection of Discrimination in Go Set a Watchman. *International Letters of Social and Humanistic Sciences*, 15-24.

Scienes, S. (2018). *The Child's Perspective in To Kill a Mockingbird and The Kite Runner.*

Shield, C. J. (2006). *Mockingbird - A Portrait of Harper Lee.* St. Marting Griffin.

Taylor, S., Bogdan, R., & DeVault, M. (2015). *Introduction to qualitative research methods: A guidebook and resource.* John Wiley and Sons.

Watt, I. (2001). *The Rise of the Novel. 1957.* California: Berkeley University.

Wolfreys, J. (2000). *Readings: Acts of close reading in literary theory.* Edinburgh: Edinburgh University Press.

Ary, D., Jacobs, L. C., Sorensen, C. K., & Razavieh, A. (2010). *Introduction to Research in Education* (8th Editio). Belmont, California: Wadsworth.

Barthes, R. (n.d.). *Go set a watcman*.

Creswell, J. W. (2007). *Qualitative enquiry & research design, choosing among five approaches. SAGE* (Vol. 2nd ed). California: Sage Publication.Inc. https://doi.org/10.1016/j.aenj.2008.02.005

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Educational Research* (Vol. 4). https://doi.org/10.1017/CBO9781107415324.004

Epperson, H., & Epperson, H. (2017). Critique : Studies in Contemporary Fiction " A Love Story Pure and Simple ": Harper Lee and Atticus Finch " A Love Story Pure and Simple ": Harper Lee and Atticus Finch. *Critique: Studies in Contemporary Fiction*, *0*(0), 1–11.

https://doi.org/10.1080/00111619.2017.1354810

Hakala, L. (2010). Scouting for a Tomboy : Gender-Bending Behaviors in Harper Lee ' s To Kill A Mockingbird.

Jr, R. E. A. (2016). Grow Up With Scout and Atticus: Through Go Set a Watchman, *248*(2015).

Santopierto, T. (n.d.). Why to kill a Mockingbird matters.

Sivils, J. (2016). From Scout to Jean Louise.