

THE EVENTS OF FRUSTRATIONS ON JOSEPHINE IN CHRISTIE'S *CROOKED HOUSE* NOVEL

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ABSTRACT

This study is aimed to find out the types of causes of frustration and defensive behaviours on Josephine's character of *Crooked House* novel. There are two theories used to answer these questions such as frustrations and defensive behaviours by Krech et al. and characterization by Reaske. This study uses narrations and dialogues as the data which are taken from *Crooked House* novel by Agatha Christie. The results of this study find that Josephine experiences two types of causes of frustrations and conducts three types of defensive behaviours. The causes of frustrations are Josephine's biological limitations as twelve years old girl and her social environment of living only in the Crooked House. In order to persist her existence after receiving the hard blows from her frustrations, Josephine conducts three forms of defensive behaviours which are aggression, autism, and identification. The conclusions show that Josephine's desire to learn ballet plays the biggest role for her to experience frustrations events and due to this unfulfilled desire too that she performs the most extreme form of defensive behaviour of killing people in the Crooked House.

Key words: psychoanalytic criticism, character, frustration, defensive behaviours

ABSTRAK

Penelitian ini bertujuan untuk menemukan tipe-tipe penyebab frustrasi dan tindakan-tindakan defensif pada karakter Josephine dalam novel Crooked House. Terdapat dua teori yang digunakan untuk menjawab pertanyaan-pertanyaan ini seperti frustrasi dan tindakan-tindakan defensif milik Krech et al. dan karakterisasi milik Reaske. Penelitian ini menggunakan narasi-narasi dan dialog-dialog sebagai data yang diambil dari novel Crooked House karya Agatha Christie. Hasil dari penelitian ini menunjukkan bahwa Josephine mengalami dua tipe penyebab frustrasi dan melakukan tiga tipe tindakan defensif. Penyebab-penyebab frustrasi yaitu keterbatasan secara biologis yang dimiliki Josephine sebagai seorang anak berumur dua belas tahun dan lingkungan sosialnya yang hanya tinggal di Crooked House. Sebagai upaya untuk mempertahankan eksistensi diri yang mengalami tekanan hebat dari frustrasinya, maka Josephine melakukan tiga tipe tindakan defensif seperti agresi, autisme, dan identifikasi. Kesimpulan menunjukkan bahwa keinginan Josephine untuk belajar menari ballet lah yang memainkan peranan paling besar dalam membuatnya mengalami peristiwa-peristiwa frustrasi dan dikarenakan keinginan yang tak terpenuhi ini jua lah ia melakukan bentuk tindakan defensif yang paling ekstrem yaitu membunuh orang di Crooked House.

Kata Kunci: kritik psikoanalisis, karakter, frustrasi, tindakan-tindakan defensif

A. INTRODUCTION

Every individual in this earth must have their own goals of life. They live their lives in order to achieve those goals. Mostly, individuals work with each other so that the goals are becoming more possible to be achieved. Yet, not all goals are possible to be achieved due to certain circumstances in life. As the result, the unfulfilled either the postponed or the blocked goal causes the individual to experience frustration.

This study concerns on the events of frustration as shown by Josephine Leonides' character of *Crooked House* novel by Agatha Christie after experiencing some of her goals of life are being blocked or postponed. The theory applied to discuss the causes of frustrations and types of defensive behaviour that Josephine's character performs is developed by Krech, Crutchfield, and Ballachey. One of the concerns talks about the existence of frustration is to threaten one's existence and self-esteem (since frustrations block one's desires to be fulfilled) which resulting to several defensive behaviours in overcoming the frustrations itself.

B. THEORETICAL FRAMEWORK

1. CHARACTERIZATION BY REASKE

In order to understand about the character him/herself, both the author and the audiences or readers may see through the way that character is being presented through characterization. The way characterization works is by judging the character's six features: appearance, asides and soliloquies, the interaction with another character, hidden narration, language, and action.

a. Appearance of the Character

The appearance of character may tell more than just looks, but also a little bit of the character's personality or behaviour (Reaske 46). Looks such as the kind of dress the character wears, particular accessories to emphasise the characteristics, even to the facial expression can be seen as the appearance of the character.

b. Asides and Soliloquies

The usage of asides and soliloquies reveal the understanding of the character based on his/her own views about themselves. There is only one view coming from the very source itself. If the character is a villain, he/she usually tells the evil intentions or if the character is a lover, he/she will show the affection or romance (Reaske 46).

c. Dialogue between Characters

Besides the dialogues uttered by the character his/herself, the dialogue between characters also reveal the way each character has been characterized (Reaske 47). It also helps to give the views about the way character sees another character while revealing the characteristics of each other.

d. Hidden Narration

In every story, appears three basic ways of narrating the story to the audiences or readers. Those are through the author his/herself, the chosen character(s) of the story, or a third person who is neither the author nor the chosen character. Regardless of which way a story is being narrated, the existence of a narrator also gives way to describe the personality or behaviour or other characteristics of each character involved in a story (Reaske 47).

e. Language

As well as real human beings, the way characters talk (their language) also show their characteristics. Word choices which the characters use and mannerisms including the expressions given may reveal the characters' personality attributes (Reaske 47-48).

f. Character in Action

Actions of the characters sometimes have the ability to reveal the personality attributes brought by the characters (Reaske 48). Yet, not all actions truly reveal the true personality attributes of the characters since actions can be falsely performed. A character may act contrary to what he/she wants or feels to.

2. FRUSTRATIONS BY KRECH, CRUTCHFIELD, AND BALLACHEY

When a person's goal of life is being postponed or left unfulfilled, the inevitable effect afflicts to that person is the state of frustration. Frustration as defined by Krech, Crutchfield, and Ballachey is the psychological state of a person whose desire or want remains unsatisfied due to some interferences (117). In whatever effect frustrations may afflict to a person's psychological state, there are four absolute interferences in blocking a person's goal of life such as physical environment, biological limitations, psychological complexity, and social environment.

a. Physical Environment

Physical facilities provided by the external environment take role in playing as one of the frustration sources. Basic needs to obtain proper foods, clean air, sufficient water supply, clothes, houses are affected by the physical environment where a person lives. Hence, when one of these basic needs is being blocked due to the incapacities of physical environment, a person may suffer from frustration (Krech et al. 119).

b. Biological Limitations

A person's biological structure may have become his/her own interference. Motor and mental capacities that a person needs in helping him/herself to reach the goal of life are the very source of interference itself (Krech et al. 119). The shortage or even absence of these two may cause a person to experience the frustration from within him/her own self.

c. Psychological Complexity

The frustrations caused by psychological complexity happens when a particular goal is being fulfilled, but that fulfillment creates another goal's to be blocked or postponed (Krech et al. 119). This state creates a conflict in a person. The goal that has been fulfilled creates another space (or desire to be exact) which is turned to be some sort of 'sacrifice' in achieving that previous completed goal.

d. Social Environment

Each society must have its own form of systems, policies, norms, values, that have been adjusted according to the lives of its people. Even though the society systems are adjustable enough, still there are some systems, policies, etc. accidentally turning themselves as the interferences to some people's goals (Krech et al. 119). This could happen since the fact that society works to represent the majority values of the people.

Table 1 Causes of Frustrations

No.	Causes of Frustrations	Definition	Indicators
1.	Physical environment	Frustrations that are caused by physical environment of the	Basic needs of the frustrated person to obtain proper foods, clean air, sufficient water

		frustrated person.	supply, clothes, houses that are being blocked or left unfulfilled by the inabilities of his/her physical environment to fulfill those needs.
2.	Biological limitations	Frustrations that are caused from within a person (his/her motor and mental limitations).	Lacking of certain abilities in the motor and mental systems which blocks the fulfillment of one's goals in life.
3.	Psychological complexity	Frustrations that are caused by inner conflict within a person after his/her previous goal has been fulfilled.	The fulfillment of certain goal which causes another goal's fulfillment to be postponed or stopped.
4.	Social environment	Frustrations that are caused by societies' systems, rules, norms, et cetera.	The fulfillment of goals is being blocked or even stopped because society systems do not facilitate it. Mostly because society systems represent the majority's values and norms.

3. DEFENSIVE BEHAVIOURS

There are several defensive reactions towards frustrations aiming to persist or defend one's self-esteem and existence after being threatened by frustrations. Frustrations, although come from the inside of one's psychological state, somewhat has the capability to threaten the existence of the person him/herself.

a. Aggression

Aggression comes as the result of accumulated tension of failing reaching one's goal (Krech et al. 120). These tension need to be expressed which then may come out as the aggressive acts or feelings such as verbal attacks, anger, and physical violence against any object or people (120). In fact, the acts of self-harming can also be considered as an aggressive act since it causes physical violence regardless.

b. Regression

Regression refers to the deteriorated behaviours. A person who suffers from frustration is obviously lacking of something he/she desires most through which this lacking state leads to as Krech et al. define as primitivization. Primitivization itself is a kind of behaviour where a person's actions become less mature, the feelings and emotions become poorly controlled, and the ability to think rationally is diminished (120).

c. Withdrawal

Sometimes, a frustrated person chooses to withdraw him/herself from the situation or thing that causes the frustration itself (Krech et al. 121). The acts of withdrawal can be done by completely cutting ties with the source or merely avoiding it. The forms of withdrawal behaviour may appear differently to an aggressive and non-aggressive person.

d. Repression

The mechanism of repression works to overcome the kind of frustrations such as sex, aggression, and power where these desires sometimes associating themselves with the

taboo values in society (Krech et al. 122). Developing such desires in sex, aggression, and power are not something bad. It is just that these desires should be fulfilled appropriately following to the norms in society.

e. Reaction Formation

After repressing a certain urge, the consequence may lead to another defensive behaviour. It is known as the reaction formation. It is a condition when a frustrated person after repressing his/her own urge (in effort of expressing that urge into something else) behaves in a complete opposite way of that repressed urge (Krech et al. 122).

f. Rationalisation

Rationalisation is all about redefinition. At the moment something goes wrong, the goal is left unfulfilled which resulting to the unsatisfied desire, a person in order to overcome the frustration state may choose to rationalise the failure instead of lamenting it. Redefinition in rationalisation behaviour aims to look for a reason of why the failure happen from another view (Krech et al. 122).

g. Projection

Projection behaviour also involves the term of redefinition. Just, the difference is laid on the fact that projection attempts to project the blame of failure onto another object or people (Krech et al. 123). The frustrated person maintains his/her self-esteem by seeking blame on other party. It is meant to state that his/her failure is partly affected by other's doing.

h. Autism

When a person has entered the state of autism, his/her thinking is dominated by only wants and emotions (Krech et al. 123). Autistic thinking engages a person to refuse the involvement with the reality. The person seeks way to satisfy the wants through daydreaming and fantasies by excluding the reality part in the thinking (Krech et al. 123).

i. Identification

Identification is considered as the most effective defensive behaviour in overcoming frustrations. It works by incorporating specific traits of another person or group of persons (whom the frustrated person looks up to) into the person him/herself (Krech et al. 123). The specific traits in which helping the frustrated person to maintain his/her self-esteem or existence and to substitute the failure of reaching one's goal in life.

Table 2 Types of Defensive Behaviours

No.	Defensive Behaviours	Definition	Indicators
1.	Aggression	Defensive behaviour that comes from the accumulated tension of failing reaching goals in life.	Verbal attacks, anger, physical violence against object or people, and self-harming.
2.	Regression	Deteriorated behaviours.	Actions become less mature, feelings and emotions are poorly controlled, and unable to think rationally.
3.	Withdrawal	Defensive behaviour to cut ties with the source of frustrations or merely avoiding it.	- Aggressive people tend to behave unfriendly. - Non-aggressive people tend to behave socially timid.

4.	Repression	Defensive behaviour to repress the urge in fulfilling abnormal desires or wants such as in sex, aggression, or power that against the norms in society.	Substituting the fulfillment of those abnormal desires into other things.
5.	Reaction Formation	Defensive behaviour that comes after repressing the abnormal wants or desires.	Behaving in an opposite way of the repressed desires or wants.
6.	Rationalisation	Defensive behaviour to rationalise the failure of fulfilling goals by justifying it.	Projecting the 'unintentional lies' as the acts of justifying the failure.
7.	Projection	Defensive behaviour to justify the failure of fulfilling goals by seeking blames on other party.	Blaming other people or things for the failure of fulfilling goals.
8.	Autism	Defensive behaviour to refuse the involvement of reality.	Refusing to check the reality parts in thinking.
9.	Identification	Defensive behaviour to incorporate specific traits of other people whom the frustrated person looks up to into him/herself.	Identifying his/herself (the frustrated person) to those people in high of dominance and are exhibitionism and sociability.

4. PREVIOUS STUDIES

The first study is entitled *The Characteristics and Causes of Josephine's Deviant Behaviors Reflected in Agatha Christie's Crooked House Novel (1949): Psychoanalytic Approach* by Endang Rokama, 2013. Rokama's study concerns on discussing about the characteristics and causes of Josephine's deviant behaviours. Rokama uses Freudian psychological criticism in analysing Josephine Leonides' character.

The result of Rokama's study claims that: (1) Josephine's id bends to the notion of death in which causing her to develop killing intention most of the time; (2) Josephine's ego relates to her anxieties in which she attempts to overcome with through repression and sublimation; (3) Josephine's superego cannot help her to have a proper interaction with other people due to her id and ego's state. These states of Josephine's psyche that cause her deviant behaviours of disruption, aggression, socially maladjustment, and immaturity.

The second study is entitled *From Maps to Stories: Dangerous Spaces in Agatha Christie's Homes* by Debora A. Sarnelli, 2019. In this study, Sarnelli focuses on analysing the way Agatha Christie portrays the existence of homes in her seven novels: *The Mysterious Affair at Styles*, *The Murder at the Vicarage*, *An Autobiography*, *The Secret of Chimneys*, *The Body in the Library*, *The Murder of Roger Ackroyd*, and *Crooked House*. Sarnelli uses Homi Bhabha's notion about the world and the home. The result of Sarnelli's study shows that Agatha Christie gives the portrayal of homes in her stories as the unsafely places where the exact crime easily infiltrates itself among the homes.

In *The Mysterious Affair at Styles* and *Crooked House*, Agatha Christie describes her homes as harmonious paradises where social stability has been conserved, yet the values are degraded from the inside for becoming the crime scenes. On the other hand, *The Murder at the Vicarage*, *An Autobiography*, *The Secret of Chimneys*, *The Body in the Library*, and *The Murder of Roger Ackroyd* portray the space of library and studio rooms as the most dangerous space in Agatha Christie's fictional homes.

The third study is entitled *Frustrated Character in Chopin's The Awakening: A Psychological Approach* by Singgih Daru Kuncara, 2016. In his study, Kuncara discusses about the process of Edna Pontellier as the main character in *The Awakening* novel turned into a frustrated character. Kuncara's study applies several notions about psychological approach and frustrations. Two notions on psychological approach by Matt Jarvis and Siswantoro are applied to define the basis analysis used in Kuncara's study.

While, the other two notions about frustrations by Krech & Crutchfield and Floyd & Philip are used to explain the process of Edna Pontellier character turning into a frustrated character. As the result, Kuncara's study shows that Edna Pontellier character is suffered from frustration due to her failure in achieving her ambitions to become independent in life, love, and sex. The reactions that Edna Pontellier projects towards her frustrations are aggression, withdrawal, and compromise-reaction through which lead her to commit suicide as her final resort in obtaining independence.

C. RESEARCH METHOD

There were two facts regarding the usage of psychological literary criticism as the basis analysis in this study. First, the fact of this study's objectives about frustrations and its defensive behaviours were included as the issue discussed in psychological literary criticism. As Parker explains this fact to be included as the second key principle of psychoanalysis: repression, drives, and defense (104). The issues of frustrations and its defensive behaviours are being classified as drives and repression-defense acts, respectively. Second, this study used one of psychological literary criticisms about frustrations which is developed by Krech, Crutchfield, and Ballachey to analyze Josephine Leonides character. Hence, the research design of this study was psychological qualitative research.

The narrations and dialogues that were taken as the data marked about the types of frustration and defensive behaviours as shown in Josephine's character. This study obtained the data from *Crooked House* novel by Agatha Christie which signed itself as the data source.

In collecting the data needed in this study, the researcher performed two steps. First, the researcher read *Crooked House* novel several times (six times) to get a whole understanding about the story. Second, the researcher took notes of the data needed from narrations and dialogues in *Crooked House* novel by classifying them based on Krech, Crutchfield, and Ballachey's frustrations and defensive behaviours theory.

As the method of analyzing the data, this study used textual analysis. Mckee defines textual analysis as the method of analyzing text by looking through the interpretation provided by the text itself (3). It is about the interpretations laid within the text. The first problem in this study focused to find out the causes of frustration that were shown in Josephine's character by analyzing the sources of frustrations or interferences. In this problem, this study used the frustrations theory by Krech et al. to find out the answer.

The second problem in this study focused to find out the types of defensive behaviour that Josephine's character reacted against her frustrations. Here, the theory of defensive behaviours towards frustrations by Krech et al. was used in finding out the answer to this problem. Regarding to the concerns in this study as a character's state of frustration, thus the researcher used the theory triangulation. It was due to the fact that this study applied two different theories in analyzing the data: frustrations by Krech et al. and characterization by Reaske.

D. FINDINGS AND DISCUSSION

1. FINDINGS

This study concerns in finding out about the causes of frustrations on Josephine's character of *Crooked House* novel and her efforts in overcoming those frustrations through performing defensive behaviours. There are three goals on Josephine's character that she is not able to fulfill such as learning ballet, playing or being a detective, and being an important existence in the Crooked House.

a. Causes of Frustrations

Biological limitations appeared to be the first cause of frustrations on Josephine's character. This type of limitation referred to a person's certain biological structure that turned into a blockage in fulfilling a goal. Even so the name implied that of biological limitations, but it did not mean that Jose Josephine's character was biologically limited. She was a healthy and a complete young girl. The matter that referred to her biological limitation was on the fact that she was merely a twelve years old child. This caused the frustration that postponed Josephine's goal to be a detective.

Data 1

I hate Nannie . . . I hate her . . . I hate her . . . She says I am only a little girl. She says I show off (Christie 240).

The fact that at the moment Josephine was a mere child had struck her like a lightning. She was overwhelmed with her desire to be a detective. To prove to the people around her that she could be one with her intelligence. Poorly, the current state of Josephine as a twelve years old girl had built the barrier to fulfill her own goal. She could not be a real detective at such a young age and without a proper education. Josephine could not rely only on her intelligence. This biological limitation of her had been stated out loud her own Nannie.

In finding out the first biological limitation on Josephine's character, the researcher performed the characterization of appearance of the character on Josephine. As shown on the Josephine's note above, she stated that her being as a child was accounted as the barrier in fulfilling her goal to be a detective. She was taken lightly by the adult around her. This biological limitation referred clearly to the state and appearance of Josephine as a child since she was indeed just a twelve years old girl.

The second cause of frustrations on Josephine's character came from her own social environment. The society's social systems, values, policies, beliefs, and norms became the cause of frustration for a person if the wished goal was not in line with the way these social aspects worked. In the novel, Josephine spent most of her entire life in the Crooked House without having access to experience the social life outside the house.

It was due to her grandfather's rule to keep both herself and her brother under his vision. She was not allowed to go to the public school. Instead, Josephine had her formal

education given by a home tutor. This cause of frustrations blocked two of Josephine's unfulfilled goals which were learning ballet and being a detective.

Aristide Leonides' role as the absolute rule in the Crooked House somehow put Josephine to experience the frustrations. His disapproval to let Josephine learning ballet was the ultimate source in causing this goal of her to be left unfulfilled.

Data 4

'Did you want to learn ballet dancing?'

'Yes, and mother was willing for me to learn, and father didn't mind, but grandfather said I'd be no good' (Christie 86).

As shown on Josephine's own statement that she was prevented to learn ballet due to her grandfather's words. Even after being allowed by her parents, still, Josephine could not fulfill her most ambitious goal because of the way things worked in her life environment. The social environment where she lived was based on the words of the master of the Crooked House: Aristide Leonides.

The reason for the researcher to state that the rules of Josephine's grandfather worked as the cause of frustration in social environment after considering the fact that Josephine rarely went out to socialize in the society. The only social rule that she ever came across to was the rules worked within the Crooked House. It was appropriate to say that when her goal was considered to unfollow the rules of the Crooked House, then the rules itself were the cause of Josephine's frustrations.

The rules of the Crooked House as the cause of frustration on Josephine's character was characterized through her dialogue with another character. Josephine had a conversation after meeting Charles Hayward for the first time. Here, she casually told of her unfulfilled goal and its reason for being left unfulfilled. As the result, the revelation of frustration cause on Josephine's character was revealed directly by her own words in a conversation with Charles Hayward.

b. Defensive Behaviours

The first form of defensive behaviour performed by Josephine's character was aggression. This defensive behaviour came as the result of accumulated tension for not being able to fulfill Josephine's goal. Aggression was accounted to be the most extreme defensive form that Josephine had done in the novel because she constantly caused physical injuries both towards her own self and the people around her. This defensive behaviour was also the culprit behind the death of two people in the Crooked House.

The one who murdered Aristide Leonides was Josephine. She poisoned her grandfather using the eye drop substance into the insulin injection. Her only motive to commit such a crime was because she could not learn ballet.

Data 8

Grandfather wouldn't let me do bally dancing so I made up my mind I would kill him. Then we should go to London and live and mother wouldn't mind me doing bally (Christie 239).

Although the self-esteem and flaming willingness to learn something that Josephine was passionate about were threatened, she did not fall into depression. As the consequence, Josephine had to perform an extreme form of defensive behaviour to maintain her self-esteem and flaming willingness through aggression.

As described in the novel through Charles Hayward's point of view, Josephine was a character of vanity. She loved to drive other characters' attention towards herself to prove

her significant existence. She wanted other characters to acknowledge her. This tendency showed how massive the vanity sense had developed within Josephine. By performing the aggression, Josephine assumed that she was able to maintain her senses of self-esteem and passion even after not being able to fulfill her goal. She conducted something that was in a complete level (murder), but required the same vanity and passion in the process.

Based on Josephine's own words that she was the one who murdered Aristide Leonides, thus the characterization performed was through character in action. Josephine explained that she murdered her own grandfather by poisoning him. The action of murder that she had done was a form of aggression act in maintaining the self-esteem and passion after having the goal to learn ballet blocked.

Another form of defensive behaviour that Josephine's character performed as the reaction towards the frustration was autism. A person was signed to this defensive behaviour when he/she refused to check in with the reality. In Josephine's case, the fact that she was unable to fulfill even one of the three goals had somehow put her into the state of autism. She refused to check in with this reality: prohibited to learn ballet, unable to be a real detective, and failed to be an important existence in Eustace's view.

Data 13

We turned the pages. It was an amazing production. Interesting, I should imagine, to a psychologist. It set out, with such terrible clarity, the fury of thwarted egoism. **The motive for the crime was set down, pitifully childish and inadequate** (Christie 239).

The reason for Josephine to murder her own grandfather actually made no sense. She was merely angry for the decision of the grandfather. Just because the grandfather disapproved her wish to learn ballet, Josephine decided to murder him. Obviously, this action of her was no other than a mere emotion. There was no logical thinking involved in the decision making. Hence, Josephine's action of killing her own grandfather was a form of autism behaviour.

The moment when Charles Hayward gave description of the contents of Josephine's notebook, it was at the same time referred to the moment of characterization. Charles Hayward as the narrator of the story as well as one of the characters explained about Josephine's motive to commit the murder. This explanation signified itself as an act out of mere emotion that put Josephine in the defensive behaviour of autism. All this explanation came from Charles Hayward as he explained the motive of the murder act committed by Josephine. Simply said, Josephine's own action that led the way in characterizing herself through the character in action.

The last form of defensive behaviour performed by Josephine's character to react against her frustrations was identification. This defensive behaviour took a person to incorporate him/herself into specific traits from another people. In performing this defensive behaviour, there appeared two figures that Josephine identified herself with such as Charlotte Corday.

The first form of identification arose from a French Woman figure, *L'ange de l'assassinat* – Charlotte Corday. She was known as a revolution traitor during the French Revolution. Corday stabbed one of the authoritative figure of French Revolution named Jean-Paul Marat to death in his bath tub. Josephine's character seemed to adore this woman figure because she was able to fulfill her goal. Corday's goal was not to kill someone, but her goal was to kill the radical face of French. Unfortunately, the trait that

Josephine identified herself with Corday's was the killing part. It came to her that by killing the person who caused the goal to be blocked as Josephine perceived, was the only way out to settle things down with the frustration feeling.

Data 15

but I like Laurence - he told me about Charlot Korday – she killed someone in his bath. She was not very clever about it (Christie 240).

By identifying herself to the trait of someone that Josephine had some sort of connection with, it caused her to feel more organised. Josephine was no longer down into her hopelessness for not being able to fulfill the goals. Instead, she was able to maintain her self-esteem as an individual of vanity.

In characterizing the first figure of Josephine's identification behaviour, it was conducted through the character in action. Josephine was the one who wrote the notes in her notebook as shown in the data above. She confessed of her indirect admiration towards a figure of Charlotte Corday who was able to murder a person that blocked her goal's fulfillment. Although there was no visible action of neither wrote the notes nor stated directly of the amazement by Josephine, yet the action of killing two people had proven the characterization itself. Based on this fact, Josephine was somehow encouraged to perform the murder action. Thus, it was possible to state that the characterization performed through Josephine's own action (murder).

2. DISCUSSION

After performing the analysis towards Josephine's character, it shows the red string that connects the cause of frustration with its suitable defensive behaviour. In Josephine's case, her ultimate goal is to learn ballet has been blocked by her own grandfather. This goal is the ultimate one where Josephine's character believes that she will be able to get the affection and attention as her older sister, Sophia has obtained from the family due to her beauty and intelligence. By learning ballet, Josephine will be able to show her worth to the family. In other words, learning ballet is the only hope for Josephine to be accepted by the family. Thus, when this goal is blocked, it ruins her existence as a member in the Crooked House.

This goal blockage has created chaos into Josephine's existence and made her emotions to be even more unstable (it has already been a chaos due to the unfair treatments she has received in the house). The chaos feeling, mind, suppressed anger, disappointed, and sadness are all gathered within Josephine which leads her to perform the only defensive behaviour that would preserve her existence, aggression. By performing aggression, Josephine is able to save herself from the damage of goal unfulfillment. The red string appears in Josephine's case is that the goal unfulfillment caused by social environment will lead a person to perform aggression as his/her defensive behaviour. It is because the social environment works to restrict a person's movement and freedom will cause the person to perform some resistance acts in order to save themselves. This is what exactly Josephine's character has done in the novel.

E. CONCLUSIONS

There are two types of causes of frustrations identified on Josephine's character such as biological limitations and social environment. The biological limitations appears as the cause of frustration in blocking Josephine's goal to be a detective and become an important

existence for Eustace, her older brother. The social environment plays role in causing Josephine's goal to learn ballet, to be a detective, and to become an important existence in Eustace's eyes to be blocked. These two causes of frustrations that trigger Josephine to murder her own grandfather and Nannie.

The defensive behaviours that Josephine's character performs to react against her frustrations are aggression, autism, and identification. The aggression behaviour is conducted by Josephine's character through killing the grandfather, the nannie, and harming her own self. The autism behaviour is performed by Josephine's character by letting most of her actions and decision makings to be controlled by her wants and emotions only. The identification behaviour is conducted by Josephine's character through identifying herself into two certain figures such as Charlotte Corday and the detective stories she has read.

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