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LITERARY ANALYSIS OF THE NOVEL FRANKENSTEIN BY MARY SHELLY  
THROUGH THE PSYCHOLOGICAL APPROACH

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## Abstract

This research analyzes the main themes, symbols, and literary figures present in *Frankenstein*, addressing key issues such as human ambition, social rejection, identity, and loneliness from a profound psychological perspective. This study focuses primarily on the analysis of Mary Shelley's novel *Frankenstein* using a qualitative method, as it is an emotionally and sentimentally profound novel where psychology is crucial and a fundamental basis for both the novel and this analysis. One of the findings I made while analyzing the work is that I observed Mary Shelley's strong emphasis on realism, as she consistently sought to reflect the human side of the characters and portray the consequences of their actions in a very natural, albeit unsentimental, manner. Shelley also aimed to naturally depict the ambitious side of humanity. In conclusion, this analysis of *Frankenstein* is a thorough and comprehensive examination of the characters, main themes, symbols, motifs, and much more, with the goal of providing a useful resource and example for future work and research.

## Resumen

Esta investigación analiza los principales temas, símbolos y figuras literarias presentes en *Frankenstein*, abordando cuestiones clave como la ambición humana, el rechazo social, la identidad y la soledad desde una profunda perspectiva psicológica. Este estudio se centra principalmente en el análisis de la novela *Frankenstein* de Mary Shelley mediante un método cualitativo, dada su profunda carga emocional y sentimental, donde la psicología resulta crucial y constituye la base fundamental tanto para la novela como para este análisis. Uno de los hallazgos obtenidos durante el análisis de la obra es el marcado énfasis de Mary Shelley en el realismo, ya que buscó constantemente reflejar la humanidad de los personajes y retratar las consecuencias de sus actos de una manera muy natural, si bien desprovista de sentimentalismo. Shelley también pretendió representar con naturalidad la ambición inherente al ser humano. En conclusión, este análisis de *Frankenstein* constituye un examen exhaustivo y completo de los personajes, los temas principales, los símbolos, los motivos y mucho más, con el objetivo de proporcionar un recurso útil y un ejemplo para futuros trabajos e investigaciones.

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## CHAPTER I

### Introductory Framework

This paper analyzes Mary Shelley's 1818 novel *Frankenstein* from a psychological perspective. Exploring psychological themes, such as the search for identity and the consequences of social rejection, can be complex and delicate if not thoroughly researched, especially when working with professionals or valid sources that understand the topic and can explain and analyze it carefully and accurately. Psychological and emotional topics are of great importance and must be approached and investigated in the best possible way. Literature not only reflects certain social norms, but also has the power to transform and question them. By focusing on themes such as the search for identity, loneliness, social rejection, and revenge, literary works become a space that deeply questions structures and social behavior.

This analysis focuses on *Frankenstein* by Mary Shelley, which addresses numerous psychological and social themes throughout the novel. Many of these topics must be analyzed deeply to understand and empathize with the characters. We pay close attention to the novel's themes and analyze them one by one to ensure the analysis is easy to understand and coherent. Some concepts are also explained, as they may be confusing or highly important, in order to make the analysis clear and precise so that the reader can understand both the analysis and the novel, even without having read it beforehand.

#### 1.1 Research Question

*Frankenstein* by Mary Shelley is a classic novel of the Gothic genre, highly popular both in its time and today, as it is frequently used in academic papers, articles, and other scholarly work. This is due to the many themes it explores and the rich material it offers for analysis.

Additionally, its author was a very unusual woman for her time, who inspired many other female writers to write as well. *Frankenstein* is considered a pioneering novel of the Gothic genre and addresses numerous social, emotional, and especially psychological themes that may seem confusing if the reader is not interested in a complex novel. The narrative follows a dark Gothic style characteristic of the 19th century, when the novel was published and the Gothic genre was emerging. Many writers were interested in writing in this unusual and new style, as literary styles and genres were very different at the time. For this reason, the Gothic genre was not something that appealed to everyone.

Before developing the analysis of the novel, we must understand the reason why we want to analyze it, the correct ways to do so, and the importance of understanding the events, emotions, and actions that occur in it. We must carefully study the characters and understand each one's behavior. We must also understand why it is important to analyze this book, the importance it has in history, literature, and in my knowledge and feedback. The most important thing is to learn while analyzing it and to do so in a respectful manner toward the author. Knowing and researching the author is also important, as it helps us understand her perspective and that of the novel.

What are the main themes, symbols, and literary figures present in *Frankenstein* that provide key issues such as human ambitions, social rejection, identity, and loneliness? One of the main themes of the novel is the pursuit of knowledge. This led to human ambition in the novel, since thanks to Victor *Frankenstein's* desire to create life beyond the limits of science, he developed such a deep ambition that it made him obsessed with creating the monster. Human ambition is a very present theme in the novel since it is one of the main reasons why the monster

was created. *Victor Frankenstein* was an ordinary human being, but with a lot of knowledge and ambition, so much so that he wanted to equal God by creating life.

Another main theme in the novel is prejudice, since the social rejection that people had towards the monster was thanks to him. The monster was made from pieces of corpses and animals, which is why it did not have a good appearance; it intimidated anyone who saw it. I can imagine that it is a creature with a bad appearance and a bad smell. Although he wanted to get closer to other people, everyone ran away from him because of his appearance before he could communicate or speak, and that made him angry since he wanted to belong to a society that was rejecting him.

The search for belonging is a frequently mentioned theme in which the monster is a very important symbol. Because he could not be a human like others and fit into society and have a normal life, the monster had to hide due to people's fear of him. The monster lived alone in the shadows for many years. Everything mentioned above is related to identity and the search for it. As a result of loneliness, social rejection, and solitude, the monster wanted an identity. He wanted to belong to society, to be a normal person, to have a family, an ordinary human with his own identity, but because of his appearance, he could not have it.

To conclude, it is worth mentioning a very important literary figure that was present in the novel from beginning to end: irony. Why is irony present in this novel? Where does it exist? How does it manifest itself? While *Victor Frankenstein* was able to create life and thought it a great achievement to have been able to create a creature as similar to a human as possible using the technology of the time, Victor did not consider that the monster was very intelligent and could, over time, learn many things and begin to develop feelings such as anger, sadness, and revenge. This creature also attracted death; the creature murdered people.

## **1.2 Objectives**

### **1.2.1 General Objective**

- To analyze the main themes, symbols, and literary features present in *Frankenstein* by Mary Shelley for understanding key issues such as human ambition, social rejection, the search for identity, and loneliness, among other topics explored throughout the novel.

### **1.2.2 Specific Objectives**

- To critically examine the central themes addressed in the novel, including but not limited to loneliness, human ambition, and social rejection
- To describe the key literary elements and narrative techniques employed in the novel
- To evaluate the symbolism, development, and transformation of the main characters throughout the narrative

## **1.3 Justification**

The purpose of this thesis is to conduct an in-depth analysis of the central themes of Mary Shelley's novel *Frankenstein*, such as human ambition, loneliness, the desire to create life, social rejection, lack, and the desire for family, among others. These are key elements that allow us to understand the novel's philosophical and psychological background. These themes are not only linked to the characters and the development of the novel but also reflect emotions and social concerns. The importance of this analysis lies in the fact that it explores and addresses themes that are still relevant today, such as social acceptance and discrimination. This analysis allows us to reflect on the ethical limits of humanity and connect with classical literature.

Likewise, the choice of this literary work responds to the interest in exploring and analyzing the psychological complexities of the characters as well as the morality of each one.

Although the novel is ancient, it shares many themes with current events. This analysis seeks to offer a profound and critical message by deeply analyzing each of its themes. Finally, this work is useful to colleagues, professors, and readers interested in classical literature and the analysis of this novel. Also, this thesis seeks to contribute to the academic and personal development of those interested in classic and universal reading by providing analytical tools that can be very helpful in analyzing other literary works with similar themes. This analysis allows readers to delve deeper into and better understand the novel more analytically, as well as analyze, delve deeper into, and understand each of the decisions and behaviors of each of the characters, such as Victor *Frankenstein* and the creature, who are influenced primarily by social and emotional factors.

#### **1.4 Antecedents**

Many studies, articles, and books critique or carefully analyze the book *Frankenstein*, such as *The Mother, the Daughter, and the Monster: Maternal Relations in Mary Shelley's Frankenstein* written by Youngquist, published in 2003, which discusses the maternal relationships that develop in the book and delves into the characters' emotions so the reader can understand when and why things happened. Another important work is *A Feminist Critique of Science. In Mary Shelley: Her Life, Her Fiction, Her Monsters* by Mellor, A.K., published in 1988, which discusses science and feminism at the same time, explaining why it was not common to see women talking about these topics, since only men used to be scientists and have such advanced knowledge in those times.

Also, there is an essay called *Frankenstein Unmasked: A Critical Analysis of "Otherness" in Frankenstein and its Significance for Establishing an Anti-Oppressive Education* by Kourie

Nagham, published in 2023. This essay analyzes the meaning of "Otherness" and how it is present in the novel through three approaches, which are: Queer readings, feminist readings, and disability studies present in the novel *Frankenstein*. These three approaches will offer many perspectives on the "Otherness" within the novel. This essay also mentions and relates to three important critics who are Benjamin Bagocius, Fuson Wang, and Colleen Hobbs. This essay was written to cultivate critical thinking and encourage anti-oppressive thinking and education by talking about topics such as oppression and privilege to middle school children, then students will be able to distinguish oppressive moments and challenge themselves within society.

In addition, an essay that can be considered for this investigation is called *Teaching the Monster: Frankenstein and Critical Thinking*, written by Melissa Bloom Bissonette and published in 2010. This is a very interesting essay, as it proposes to analyze Mary Shelley's novel *Frankenstein*, but focuses on the monster itself. Students often tend to have very extreme opinions about the character, thinking he's evil, then saying he's not so evil, and then saying he's evil again. This can damage students' critical thinking skills when analyzing, as they seek to blame a character without deeply understanding each one. Therefore, this essay proposes a deep analysis of the monster so that students can understand it and critique it with prior analysis and critical thinking. This not only works for the novel *Frankenstein*, but can also be useful in any other novel, book, story, or writing to analyze characters, understand them, and see each one's perspective. Also, teachers and students often have different perspectives on the characters. This is why it is also important for students to be able to analyze and develop critical thinking skills themselves, since teachers and students often have different thoughts. Also, this essay teaches the experience of being excluded.

Moreover, another essay to consider is *Critical or Creative? The Creature Writes to Victor Frankenstein*, written by Kate Bomford and published on March 17, 2022. The essay discusses the existence of two types of responses to literary texts in school-based critical writing: analytical essays, which involve quoting from texts and following an academic structure, and role-playing writing, in which students write as if they were a character. Bomford wants to explain that they are not as different as they seem. On the contrary, creative assignments can allow students to make in-depth critiques, and writing from a character's perspective can help them gain a deeper understanding of the themes and characters. The author also mentions that critical essays can be limited by their rigidity. However, writing in role-playing helps students express themselves. In short, Bomford wants to convey that writing as if you were *Frankenstein* is totally valid, and this type of writing greatly helps us get to know the character, understand them, and analyze them in a fun way.

*Frankenstein; or, the modern Prometheus: a classic novel to stimulate the analysis of complex contemporary issues in biomedical sciences* by Irene Cambra-Badii, Elena Guardiola, and Josep-E. Baños, published on February 23, 2021, is an article that analyzes how Mary Shelley's novel *Frankenstein* serves as an educational tool for health science students, prompting them to reflect on empathy and ethics in science. It mentions that the evolution of science and medicine has improved human life, but the lack of ethics within these fields is not always addressed. It also mentions that literature can help science students deeply analyze these issues. Therefore, *Frankenstein* can help science students consider the limits of science and the ethical responsibilities of scientists. Although science is constantly evolving, some things are not permitted, and some rules must be respected. Ambition in scientists can be very dangerous, and this article uses the novel *Frankenstein* as an example of the consequences of human ambition.

Jihad Jaafar Waham wrote “The Art of Gothic Literature: An Analysis of Mary Shelley's *Frankenstein*” and published it on April 25, 2023. This academic article discusses Mary Shelley's novel *Frankenstein* from the perspective of Gothic literature, which was in vogue at the time, although not many writers were using that style when Shelley wrote the novel. The main points of this article are that the author deeply analyzes the symbols, themes, people, settings, and literary devices that make *Frankenstein* a complex and highly emotional novel. *Frankenstein* is considered a classic work due to its well-crafted nature and its profound impact. The author explains that *Frankenstein* is influenced by the Romantic era, a period that deeply influenced Mary Shelley. In this article, the author also analyzes the novel's main themes, such as playing God, Victor *Frankenstein's* ambition, the lack of ethics in science, the danger of science in the hands of humankind, and loneliness. He emphasizes some Gothic elements, such as grotesque illustrations and supernatural events.

### **1.5 Scope**

This analysis aims to examine the main themes of Mary Shelley's novel *Frankenstein* and to analyze the work, delving into the themes developed throughout the novel. The focus of this Gothic novel, published in 1818, revolves around the consciousness of unbridled ambition and knowledge. More profound themes and subthemes are also discussed as the novel progresses.

The novel *Frankenstein* explores themes such as loneliness, social rejection, the quest for identity, love, revenge, and the pursuit of science. Shelly's narrative offers a profound perspective, clearly expressed so that the reader understands, and with a dark tone, as it is a novel published during the era when Gothic novels were famous. Her approach and perspective have made the novel a classic in Gothic literature and an inspiration to many writers.

## CHAPTER II

### Theoretical Framework

The way scientific and psychological topics are presented in literature is truly informative and accurate, as these subjects are addressed professionally by people who have extensive knowledge of the topic and know what they are doing. This work also analyzes concepts in depth in order to better understand some of the themes developed within the novel, since some are not clear or may be a bit confusing for some readers. Some concepts have deep meanings that must first be analyzed to be understood. When literature addresses psychological issues, it can be very raw and different, resulting in questionable actions that are not idealized at all and can generate misinformation about mental health.

This analysis explores 19th-century Gothic literature, where the narrative and writing style were distinctive and dark. This leads to themes such as sadness, loneliness, and other emotions like melancholy, which are negative feelings characteristic of the time and that evolved to become more emotional. *Frankenstein* (1818) by Mary Shelley is a classic and fundamental novel in literature, as it has been studied by many analysts and is widely known around the world thanks to the psychological and sensitive topics it addresses. Despite being an old novel, many people know it, and others use it as an example of what novels were like during that period. As seen in the novel, author Mary Shelley wrote it to portray realistic emotions and to discuss how bringing a life into the world that was not created by God but by a human being does not always work and can bring many consequences for many people.

## 2.1 Definition of Literature

Rexroth (2025) defines literature as a body of written works. The name has traditionally been applied to those imaginative works of poetry and prose distinguished by the intentions of their authors and the perceived aesthetic excellence of their execution. Literature may be classified according to a variety of systems, including language, national origin, historical period, genre, and subject matter. (p.1). It is clear from the above that each person has a different perspective and definition of literature, and this also changes its characteristics. This is why it is important to establish a middle ground and a more neutral concept.

Thanks to literature, many literary works are historical works of art, but this also depends on each person's perspective and what literature represents to them. This is why many people have very different concepts, such as the 11th edition of Merriam-Webster's Collegiate Dictionary considers literature to be "writings having excellence of form or expression and expressing ideas of permanent or universal interest" (Rexroth, 2025).

Many people who are not knowledgeable about the subject define literature as "writing," but this is not entirely true. Although literature is widely recognized for its novels, short stories, and literary works, oral literature and other types of unwritten literature exist. However, we can describe literature as a set of words that can please us, but this depends on each person's perspective. Literature also plays a very important role, keeping us united, informed, and preserving history. This is because it allows us to express our opinions, communicate, and express our ideas in different ways. It not only brings pleasure to the reader but also affirms cultural values. Literature has been very helpful in preserving history and cultural information, as it allows us to learn a great deal about times past and preserve valuable works that also provide

very useful knowledge and information, both in reading and in other fields such as music, science, and others.

## **2.2 Literary Analysis**

A literary analysis is an in-depth analysis of a book, text, or literary work. It is not necessarily always written; it can also be oral. Literary analysis is more than an analysis; it is a form of research, as each of the themes developed in the book is thoroughly investigated and explained, with the help of additional resources to support the written arguments. Literary analysis contributes greatly to literature and to more students, helping them understand books and novels more deeply and from a different and more detailed perspective. With literary analysis, you can better understand a literary work and thus discover the profound themes the story touches on. You can also gain a deeper understanding of the characters and thus empathize with them. Literary analysis stimulates the thinking of the readers who read it.

When we read a book, novel, or other documents, it is important to understand what is happening as the story progresses, so we can properly critique and understand everything that is happening. Clearly, these literary works often contain a lot of unfamiliar vocabulary, unusual words, and terms that are not easy to understand, but these strange concepts are usually explained in the analysis, as are the topics to be discussed.

Some steps you should follow before doing a literary analysis include reading the book. This is important because you should have prior knowledge of the book you are going to discuss. In addition, it is important to analyze and write down some of the important events, get to know all the characters, and understand why and how everything happened in the book, as well as understand the reasons why the events or situations happened.

## **2.3 Brief Description of Key Concepts**

### **2.3.1 Loneliness**

Cherry (2023) mentioned that “Loneliness a universal human emotion that is both complex and unique to each individual. Because it has no single common cause, preventing and treating this potentially damaging state of mind can vary dramatically” (p.1). When someone feels lonely and is overcome by loneliness, they may experience many dangerous feelings. Some of the causes of loneliness in the novel are rejection, the feeling of not being accepted or loved, and the lack of love or companionship. The experiences of this feeling can be as extreme as not wanting to live or suffering from deep depression. There are many articles and books that talk about loneliness, not just *Frankenstein* by Mary Shelley, as it is a feeling that the characters, especially the main ones, can normally experience at some point.

### **2.3.2 Social Rejection**

As mentioned by Mukherjee (2024), “Social rejection is the process of intentional and deliberate exclusion of a person, by another individual or a group as a whole. This process means excluding the person from all sorts of social interaction and participation” (p.2). Every day, human beings need acceptance to feel good about themselves and be part of society. Social rejection can cause many negative consequences for people, to the point of not feeling part of society and feeling rejected by everyone. Some of the reasons why someone may suffer social rejection are due to their economic status, physical appearance (such as weight or features), having a different culture, different interests and hobbies, and even sexual orientation. Therefore, there are also consequences of social rejection, such as feelings of loneliness, low self-esteem, depression, sadness, and a lack of self-acceptance. People who suffer from social rejection also

begin to stop accepting themselves and think that they are the real problem. However, people often only judge people who are not like them or do not meet the standards that society imposes.

This analysis discusses the social rejection the monster experiences daily due to his appearance and the feelings he develops as a result of that rejection. Although social rejection caused by a person's physical appearance is the most common, it is the most damaging because it undermines self-esteem and causes internal problems, especially in adolescents. This is so damaging to people that they change their appearance or personality to be accepted into a group of people, setting aside their tastes and beliefs.

### **2.3.3 Science**

As mentioned by *Britannica* (2025), “Science is any system of knowledge that is concerned with the physical world and its phenomena and that entails unbiased observations and systematic experimentation. In general, a science involves the pursuit of knowledge covering general truths or the operations of fundamental laws.” Therefore, scientists who possess the necessary knowledge to conduct the research, develop innovations, or perform new experiments are highly knowledgeable in their field. Not everyone can be a scientist and simply create things, as physics also goes hand in hand. Every day, science evolves, creating more innovations and artifacts that have increasingly made human life easier.

There are many books that talk about physics and science besides *Frankenstein* by Mary Shelley, but this book specifically focuses on creating life through science. It should be emphasized that the book is very old, and technology and science did not have that power at that time; it was very difficult, and there was not much knowledge at that time. Currently, it is possible to create life, but in other ways. Clearly, in order to avoid altering nature, it is not possible to do many things, even if there is sufficient technology and science today.

### **2.3.4 Human Ambition**

According to BetterHelp (2024), “Ambition is a quality that can motivate an individual and drive their actions toward a particular goal. It can help a person push themselves to engage in hard work and take risks to reap specific rewards.” Therefore, we can say that human ambition is the very great human desire to desperately have something, even if it is not easy and requires great effort to achieve it. For example, Victor *Frankenstein* strove to create life, even though it took him many years, and the ambition to do something that only God could do. Ambition is something that many people have; for example, when we want something material, even though we know it is unlikely we will ever get it, or when we want something that someone else has or can do, but we cannot have or do it ourselves. Human ambition is also filled with envy, which causes people to lock themselves away in their own beliefs and thoughts. Ambition can also cause people to lose their sanity and sense of purpose, to become self-absorbed, and to lose control of their thoughts and actions.

### **2.3.5 Revenge**

Revenge is the feeling and action of satisfaction when harming someone who has already harmed you, returning the harm done. Revenge is an action that many people have done at some point. People who ignore revenge are people who know how to control their emotions and do not get carried away by impulsiveness. It is also said that people who ignore revenge do so because they know how to forgive and prefer to be calm and have a clear conscience. The feeling of revenge in Mary Shelley's book *Frankenstein* is a feeling that takes hold of the monster, thanks to various events that made him feel angry. Many people have regretted their actions thanks to their desire for revenge. This is because impulsiveness and anger completely take them to the point of losing control and being unable to measure their actions or whether what they are doing is right

or wrong. In the worst cases, revenge can lead to death. This action is very common in action and suspense books, thanks to the fact that it can fit better with the plot and the writing and narration style.

### **2.3.6 Identity**

As mentioned by Yilmaz (n.d.), “We can define identity as a person’s sense of self, established by their unique characteristics, affiliations, and social roles. Identity is the set of unique characteristics that distinguishes each of us”. For example, personality, tastes, thoughts, way of speaking, and more. Identity is something everyone has, as each of us grows and develops differently, and this makes each of us different.

### **2.3.7 Monster**

Usually, humans define monsters as beings with malformations or that simply do not meet the physical standards defined by society. In the novel, a monster is defined as a living being that cannot be called human, which Victor *Frankenstein* created because its physical appearance was not pleasant and was terrifying to everyone. The monster did not feel accepted from the moment it came to life because it knew that its physique was not pleasant, not even to itself. It would be unpleasant for everyone to see and smell someone like *Frankenstein's* monster since the way it was created does not comply with legal laws. Nowadays, society is still very critical of people's physical appearance. In the years in which the novel was set, incest was still normal, and people were often born with malformations. Even so, society also treated them as monsters or human beings who were not created by God and who were exiled by society. In addition to the ignorance of people and the science of the time, people ignored the fact that malformations in people could be due to incest between relatives.

### **2.3.8 Love**

Love is good and wonderful. It makes you feel good inside; there's nothing like feeling loved by your partner, or a loved one you love back. It feels good to give and receive it. There are many forms of love: romantic love between partners, love between parents and children, love between friends or family, and the love you feel for your pets. Love is powerful in many ways, and it feels good to receive it daily. Love is a feeling that every human being can experience. It is a feeling of union and a strong bond with another living being. Humans experience this feeling often and can also feel it toward many people at the same time (Estrada J, 2023). The monster developed emotions throughout the novel, but the first person he loved was his father, because, of course, his father was Victor, his creator. Although the monster was already an adult and larger than normal, this did not prevent him from developing emotions. Many events occur throughout the story, which make the monster feel love and desire more than once. Although love is a calm and beautiful feeling, it also attracts betrayal and anger. Love is a key emotion in the novel, a bit confusing and logical since sometimes the reason why and the moment in which it develops can be confusing; however, there are also parts in which the reason can be clearly understood.

### **2.3.9 Family**

Family is the union of a group of people that begins when two people have children. We cannot only consider as family those who share our blood, but also people who are very close to us, who have supported us and accompanied us throughout our lives. We can also form our own families when we meet someone.

The desire for a family is something all human beings experience at some stage in life, when we begin to think about what it would be like to build a family. We all have a family;

although there are many different types of families, we all come from one where there are good, bad, or complicated relationships, and many feelings of connection.

## **2.4 Psychological Approach**

According to Arduini-Van Hoose (n.d), “A psychological approach is a perspective, based on certain assumptions, about behavior. Each approach holds shared ideas about how to describe, predict, and explain behavior”. It is also a method used in literature for in-depth analysis. The psychological approach carefully analyzes the characters' behaviors and emotions so that the analyst can understand them, understand how they feel, and the reasons for their actions. It is very difficult to know why someone does certain actions or makes certain decisions, but it is even more complicated when analyzing characters, since sometimes the reasons for their behavior are unclear. Their mental state and thoughts are also analyzed for a clearer analysis. This allows the reader to understand the events and behaviors of the characters as the novel and the analysis progress.

### **2.4.1 How is it used in literature?**

Kazulin (1993) explains that literature serves as a tool to help us express ourselves, reason, and make sense of our feelings through writing. Literature is also a model through which people express their feelings in an advanced way, as literature can be complicated for some due to its length and expressive nature. And this is where psychology comes in. Since people express themselves through writing and reading, it helps us express ourselves, think, and mature intellectually. While literature can sometimes be considered only stories, tales, or books for some, it can change our minds our mentality, or thoughts with just one reading. Literature has the power to change our minds and persuade us psychologically. Therefore, literature is not just stories, books, or simple poems and writings; literature can change our minds in many ways.

According to Moghaddam (2004), there are three ways of viewing the relationship between psychology and literature, which are: Psychology in literature, literature as a variable, and psychology is literature. Psychology in literature is the simplest form, where literature is used as a mirror. For example, in novels, literature can express a character's feelings in detail, even if their feelings may be very deep; literature can express them, and this serves as information for psychology. In literature as a variable, one can study how literature helps psychology and psychology helps literature, that is, how one can influence the other, and likewise, vice versa. Finally, psychology is literature. This is an abstract level and a bit difficult to understand because it makes profound comparisons. To conclude, psychology and literature are linked as study variables that can be interconnected, because although they seem different, they are very similar.

## **2.4.2 Main Exponents of the Psychological Approach**

### **2.4.2.1 Sigmund Freud**

Sigmund Freud, known as "the father of modern psychology," was an Austrian neurologist born in 1856 in a town called Freiberg in Moravia, in what is now known as the Czech Republic. Freud was the most famous figure in the field of psychology and also one of the most influential thinkers and geniuses of the 20th century. Freud revolutionized the way we think about and treat mental conditions. He also founded psychoanalysis so that people could better listen to patients and understand how their minds worked. Listening to patients and understanding them through communication was very important to him, which is why psychoanalysis is still used today and is very important in psychology. Freud's work and theories helped shape and better understand people's dreams, sexuality, personality, memory, and childhood. The work and foundations of Freud's theories helped theorists advance and formulate their own theories (Cherry, 2024).

The Id, Ego, and Superego are the main components of Freud's theory in the field of psychoanalysis, in which he was an expert, but before mentioning them, it is important to understand in depth what psychoanalysis is. According to McLeod (2024), "Psychoanalysis is a therapeutic approach and theory, founded by Sigmund Freud, that seeks to explore the unconscious mind to uncover repressed feelings and interpret deep-rooted emotional patterns, often using techniques like dream analysis and free association." This is why Freud states that the neurotic problems of adults are the consequences of some problems or traumas that occurred during their growth and development in childhood. It is important to remember that psychoanalysis is both therapy and theory. The two go hand in hand and complement each other, as it is a complex and difficult subject to understand. It is also something that can be treated with therapy, which is typically used to treat depression and anxiety.

Freud had his own therapy methods for treating people, and one of them was to lay the patient on a table and write down their dreams or what the patient told him in a notebook. Freud was a great psychoanalyst, and although his method took several or even several sessions, he took each session calmly, analyzing everything carefully. Psychoanalysts always use different techniques to stimulate their patients in such a way that they themselves can develop knowledge about their own behaviors and the meaning of the symptoms they present, which are:

### **Rorschach inkblots**

It is an ink blot that patients must interpret. They must express what they see and feel, and project information from their unconscious mind to interpret the ink blot. Many psychologists consider it an ambiguous method, meaning it is not clear, and they have also criticized it, saying it is not at all scientific (McLeod, 2024).

**Freudian slips or slips of the tongue.**

Is when we say something we were thinking and then say it even though we did not mean to. In other words, it is when we think something and then say it unconsciously. It is a normal thing that happens to us all. An example is when a friend introduces you to his new girlfriend, but you subconsciously tell him the name of his ex. These behaviors can often make us feel uncomfortable, although Freud believed that these were not accidents, but rather, due to the functioning of our unconscious mind (McLeod, 2024).

**Free Association**

It consists of encouraging the patient to say anything that comes to mind, so that he or she can verbalize and speak freely, and in this way, he or she will be able to express the thoughts that were withheld or censored by the ego. In this technique, the therapist says a word, allowing the patient to quickly say whatever comes to mind without restriction and freely, allowing the therapist to evaluate and understand (McLeod, 2024).

**Dream Analysis**

As the name suggests, it involves analyzing the patient's dreams, but this must be done by an analyst knowledgeable in the subject. Freud asserts that dream analysis "is the royal road to the unconscious," and therefore, patients' concerns, deep thoughts, or true thoughts are found in dreams in disguise and can be symbolically presented within them (McLeod, 2024).

**Transference Analysis**

This is when the patient treats the therapist as if they were someone from their past, someone with whom they have a trauma or significant past. For example, when the patient treats the therapist as if they were their father, who is or was a strict, angry, or strong-willed person, and tries to please the therapist as if they were their father, even though the therapist is not that type of

person. Therefore, in this case, the patient treats the therapist as if they were someone from their past, a result of their trauma or past. Because of this, many feelings begin to emerge from within the patients in a way that sometimes cannot be avoided (McLeod, 2024).

After discussing the concept of psychoanalysis in depth and providing important information on the subject, it is time to discuss another relevant topic that greatly helps us better understand Freud's psychoanalytic thinking. According to McLeod (2025), "The Id, Ego, and Superego are components of Freud's psychoanalytic theory." Therefore, Sigmund Freud's structural model of the psyche divides the personality into these three interacting components.

### **Id**

It is the main component of the personality, full of energy that desires prompt release and freedom. It is also the impulsive part of our psyche, which responds to impulses and needs. For example, a newborn child only has the Id. The Id engages in primary, illogical, irrational, and fanciful thought processes, and is therefore naturally desirous and selfish. "The id comprises two kinds of biological instincts (or drives), including the sex (life) instinct called Eros (which contains the libido) and the aggressive (death) instinct called Thanatos" (McLeod, 2025).

### **Ego**

The ego is the rational part of the mind, which attempts to maintain balance between two opposing forces within each of us: the id and the superego. Why does it maintain balance? The reason is that the id is full of impulsiveness, of doing things without thinking about the consequences, and the superego is full of morality. It makes us think about what is right or wrong in different situations, based on reality. For this reason, it acts as a rational mediator. For example, a dog trainer, a person is training a dog with impulsive behaviors, and the trainer teaches it how to behave appropriately. In this case, the ego is the trainer, and the id is the dog.

The ego is what stands between those two forces, maintaining balance so that nothing gets out of hand. The ego tries to satisfy the id's impulsiveness and desires in a safe and balanced way, and it does the same with the superego, but this time to ensure it does not become excessive and that we can enjoy life and what we do in it (McLeod, 2025).

### **Superego**

The superego is the part of the mind that acts morally. It is a moral conscience formed from a young age. Why is the superego formed from an early age? The answer is that the superego begins to form in school, when our teacher taught us rules we had to follow, when our parents taught us values at home, and also what society itself taught us. That is why the superego knows what is right and what is wrong; it is like an internal judge that helps us reflect on our own actions. Some things the superego can cause are motivating you to behave well and do the right thing, pride and satisfaction when doing the right thing or a good deed, and shame or guilt when not doing the right thing.

The superego is made up of two parts: the moral conscience, which makes you feel bad or ashamed and guilty when you do something wrong; and the ideal self, which makes you feel proud of yourself when you do something right or a good deed (McLeod, 2025).

Despite Freud's great statements, research and studies on this subject, many scientists, psychoanalysts and experts in scientific psychology criticize Freud's structural model for several reasons which are: The lack of empirical evidence since the Id, Ego and Superego are abstract constructs that are not confirmed and cannot be entirely true, that is, they cannot be confirmed and can be easily refuted. Another is that Freud excessively emphasized sexual desires and did not cover or explain these topics in detail on occasion. Finally, Cultural and Gender Bias: It is clear that Freud was a very influential thinker, but he lived in the Victorian era, where topics such as

sexuality and gender were very conservative topics, and Freud used these topics a lot. In the 60s, many feminists began to criticize and question Freud's ideas since he referred to women as beings inferior to men in many ways and aspects. Because of this, many scientists stopped validating Freud's thoughts over the years (McLeod, 2025).

### **Oedipus Complex**

According to Cherry (2024), “Oedipus complex, also known as Oedipal complex, describes a child's feelings of desire for their opposite-sex parent and jealousy and anger toward their same-sex parent”. In other words, it is when a child competes with their father for their mother's affections; that is, they see the father as a romantic or emotional rival. Freud asserted that children view a parent of the same sex as a rival for their parent of the opposite sex.

Oedipus complex has quite an interesting history, starting with the term not being officially used until 1910. Freud named it after the character in Sophocles' tragic novel "Oedipus the King," in which Oedipus kills his father and marries his mother. Although Oedipus did not know the woman was his mother and realized it later, they had a romantic relationship. How does Oedipus complex work? How can it happen? It occurs when a child feels the sexual desire to be with their parent of the opposite sex. Freud believed that children go through stages of psychosexual development, and that at each stage the mind focuses on the pleasure of a specific part of the body, and that each stage occurs between specific ages (Cherry, 2024).

Freud believed that all children go through this at some point, that it is part of their development, and that some signs that children may experience are Jealousy towards one parent, becoming too close to one parent, and possessiveness towards one parent. These behaviors mentioned are the most common signs of the Oedipus complex. Likewise, there are some behaviors that a child may display towards their parents when they have the Oedipus complex,

which are: Saying they want to marry the parent they want, always trying to get the attention of the parent they are attracted to, and angry and jealous behaviors. It is important to know that many of these behaviors can be normal behaviors or emotions in a growing child and not because they have an Oedipus complex; the Oedipus complex happens when the child acts out these behaviors excessively, and they do not change with growth (Cherry, 2024).

How can the Oedipus complex be resolved? How can a parent make it stop? Children are still developing, and this must be resolved so they can develop a healthy, adult personality, so that in adulthood, they no longer have the same thoughts about their parents. Therefore, for the child to stop competing with the same-sex parent, they must identify with the parent during childhood (Cherry, 2024).

What happens if parents fail to resolve their child's Oedipus complex? Freud mentioned that boys who do not overcome the Oedipus complex develop a great obsession with their mother, just as girls do with their father. This obsession can also lead to tragic outcomes, as out of jealousy, children may kill their rival father or mother. People often describe the Oedipus complex as an unhealthy or toxic attachment or dependence on a parent of the opposite sex, but in adulthood, this can be described as something very frightening and upsetting. Therefore, an Oedipus complex can create many challenges for mature adults when it comes to relationships and generate conflicts with same-sex competitiveness. Many people wonder if the Oedipus complex is real. In reality, Freud's theory was heavily criticized by other thinkers and society alike, and it is not widely accepted to this day (Cherry, 2024).

### **The Electra Complex**

The Electra complex is the same as the Oedipus complex, but in this case, in girls, that is, it is when a girl feels sexual desire towards her father and feels jealousy towards her father. This

term was coined by Carl Jung, although when Freud created the term Oedipus complex, it also referred to both boys and girls. Still, each sex is experienced in different ways. Freud also explains that there is a moment when girls discover that they do not have a penis like boys, they can feel envy or jealousy for not having one, and they can even feel incomplete since girls do not understand their bodies very well at such an early age (Cherry, 2024).

#### **2.4.2.2 Carl Jung**

Carl Jung was born in Switzerland in 1875 into a deeply religious family. Although he was not religious like his family, he was inspired by symbolism and the search for meaning through dreams. He was a vivid dreamer who often used interpretation as a tool for self-evaluation. Carl Jung was born in Switzerland in 1875 to a deeply religious family. Although he was not religious like his family, he was inspired by symbolism and the search for meaning through dreams.

He was a vivid dreamer who often used interpretation as a tool for self-evaluation. His work was very important to modern psychology, and his theories are widely taught in academic programs. Carl was very influential in the field of mental health and also in the liberal arts. His many dreams influenced him to study science and medicine, where he contributed greatly to both. Through this journey, he found a way to combine these interests with psychology. He became very famous for his work, knowledge, and contributions to these important fields (Childs, 2023).

Carl Jung was famous for his own discipline of psychology called Jungian psychology, which focuses on the relationship between the unconscious mind and self-understanding. Jung also developed the concept of the two distinct types of people we all know: introverts and extroverts. Jung also developed the concept of Jungian archetypes, which are patterns that represent the ancestral wisdom that exists among human beings. Jung asserts that every human being has one of these archeotypes because they are part of the collective unconscious. However,

depending on how each of us expresses ourselves, the archetypes will vary. According to Jung, each person's archetype is part of us and is always present in our daily interactions. The "self" is our essence; it is who we are (Childs, 2023).

### **Extraversion and Introversion**

Jung is best known for identifying two separate personality types: extroverted and introverted. Extroversion refers to a person who is not afraid to speak freely with others, even if they do not know some of them. They tend to have cheerful demeanors, have no difficulty socializing, and are bold. On the other hand, introversion is the complete opposite of extroversion. It is when a person lacks the confidence to speak with people easily, is not as bold, and has difficulty socializing with others. Therefore, they are shy and reserved. These two personality types are very distinct and have also been important for people, as they are a way of classifying people in society and greatly help people describe themselves.

Jung's work greatly influenced current personality types, as there are now more specific MBTI personality types. Isabel Briggs Myers and her mother, Katharine Cook Briggs, based their creations on Jung's concept of extroversion and introversion. Although the terms extroversion and introversion are still used today, many people can take tests online to find out their MBTI and learn about their specific personality. It could also be said that it is trendy these days to have specific MBTI types, since people think some are better than others and others are just boring, just as there are common and uncommon personalities in men and women (Childs, 2023).

### **Carl Jung's Friendship with Sigmund Freud**

Jung spent time at the Zurich hospital, where he began reading and researching theories from other psychiatrists who were popular at the time, one of whom was Freud. The two eventually developed a close relationship, and Jung also considered Freud his mentor, as he

possessed a wealth of knowledge. Over time, however, this friendship became strained, as Freud worried that Jung would learn too much and become better than him, which could be a threat to his success. Their differing theories became problematic, and they began to clash (Childs, 2023).

### **Carl Jung's Legacy**

Jung has a complicated legacy. His theories, work, and contributions to psychoanalysis serve as the foundation of modern psychology; he also gave us many concepts. However, he also gave us oppressive views. We must also keep in mind that everything he championed cannot be sustained (Childs, 2023).

#### **2.4.2.3 Jacques Lacan**

Jacques Lacan was a French psychoanalyst and philosopher, renowned for his influence in many intellectual fields. Lacan was born into an upper-middle-class family in 1901 in Paris, France. His studies included medicine and psychiatry, eventually completing a doctorate specializing in paranoia and personality structure. Lacan was a significant figure in his time, thanks to his intellectual presence and influence, which extended far beyond his psychoanalytic foundation into the fields of philosophy, literary criticism, and linguistics. Lacan also focused on broader fields such as feminist theory, cultural studies, film theory, and variations of maximalism. His work and insights had an impact and relevance in many broad fields.

Lacan became one of the most important thinkers in French intellectual circles, a major intellectual presence in Western culture. His influence reached many parts of the world, and many individuals and students drew inspiration from his work. His work was a major source of new approaches in film criticism and literary studies. Students of subsequent generations looked up to him as an example to follow, as he was a person of utmost importance and the creator of many important works. Finally, Lacan died in 1981, in Paris (Messmer, 2023).

## **Importance**

With the publication of *Écrits* in 1966, Lacan became a well-known thinker among the French and an important intellectual presence in Western culture. Many practitioners of many disciplines found inspiration in Lacan's work. His influence also spread to many parts of the world, and more thinkers were inspired by his work. Psychoanalytic scholars in South America also showed interest in Lacanian ideas. The implications of Lacan's work were disturbing, and his thought can be seen as a broad critique of the 20th century. The source of Lacan's originality lay in his understanding of Freud's discoveries, as did many other thinkers who were inspired by him (Messmer, 2023).

## **2.4 Themes, Motifs, and Symbols**

### **2.4.1 Themes**

As mentioned by Bushnell J.T. (2021), "A theme is a central, unifying idea. It is the bigger issue that emerges as the characters pursue their goals. It has less to do with whether they will win the race, or get the date, or find the treasure, and more to do with the deeper questions and conflicts about identity, philosophy, or morality that arise during their attempts". We can interpret the above because the themes are not only the things we can read or perceive at first glance, but they also cover the themes that can be perceived by delving deeper into the reading, into deeper themes, and the process and development that the characters face throughout the writing. A very important figure in literature was John Gardner. Born on July 21, 1933, Gardner was an American novelist and poet. He was a well-known writer who wrote many novels and was also known for his literary knowledge and philosophical thoughts. John Gardner was once speaking about themes in literature, and this is what he said about it: "By 'theme' we do not mean 'message,' a word no good writer likes to apply to his work."

### **2.4.2 Motifs**

According to Delf (2021), “A motif is a repeated pattern—an image, sound, word, or symbol that comes back again and again within a particular story”. Sometimes we wonder, "Why would something like this be so relevant?" Or, "Why does the author want us to focus on this?" Motifs can be a pattern that can highlight something about a character to help us better understand and comprehend them. All of this helps create a mood in the story. Motifs often reinforce themes in a story. Themes are not the same as motifs, but they go hand in hand. In other words, motifs are little nuggets that lead us to discover a theme. For example, there is a short story called "Sonny Blues" written by James Baldwin that uses various motifs to reinforce the themes and behavior of the characters.

### **2.4.3 Symbols**

According to McCray (2024), “Symbols can be many things, like a character, color, object, place, or name that represents more than its literal meaning”. For example, roses are often associated with strength or a feeling of bond or very strong love; it can also mean the strength of women. Another very common symbol in literary works is fire, which means destruction. Symbols always have an abstract or deep meaning since one can delve deeper into the theme and feelings thanks to them. All literary works have symbols, both poems and stories, and novels, since symbols convey emotions, and with them, one can understand the characters more and empathize with them. Also, symbols make literary works have a double meaning. Writers normally write symbols not with the intention of putting them there or for some event to happen; symbols save writers from the literal explanation of the events of what is happening.

## 2.5 Symbolism

### 2.5.1 Definition

Like symbols, symbolism also represents abstract ideas that are not written literally and that also represent profound events, as this is the general concept of symbols and what they are. Therefore, symbolism is the technique in which the writer infuses deeper meanings into objects, characters, places, and actions, among others.

### 2.5.2 How to Identify Symbolism

Symbolism is based on culture and ideas, so identifying symbolism in literature relies on cultural understanding, as symbolism varies by religion, place, era, writing style, and others (McCrary-Ruiz-Esparza, 2024). After understanding everything mentioned above, we must know how to interpret and understand the reading perfectly, since symbols have a hidden and profound meaning that is essential to giving meaning to literature. For example, depending on the reading, a rose can represent strength, passion, and love. Its symbolism depends on the reader's cultural and literary understanding, depending on the context and what the writer wants to convey.

## 2.6 Mary Wollstonecraft Shelley – Author's Biography

Full name: Mary Wollstonecraft Shelley
Date of birth: August 30, 1797
Place of birth: London, England
Date of death: February 1, 1851 (at the age of 53)
Place of death: London, England
Occupation: Writer and novelist

### **2.6.1 Family Background**

Mary Shelley was the daughter of two prominent intellectual figures of her time. Her mother, Mary Wollstonecraft, was a renowned philosopher and pioneer of modern feminism. She is best known for her work *A Vindication of the Rights of Woman* (1792), a foundational text in feminist thought. Her father, William Godwin, was a political philosopher and radical writer. Sadly, Mary lost her mother just days after she was born and was raised solely by her father, who gave her an uncommon education for women of that time, centered around classical literature and philosophy.

### **2.6.2 Love Life**

At the age of 16, Mary began a relationship with the Romantic poet Percy Bysshe Shelley, who was already married at the time. Their relationship caused a scandal in British society and led the couple to flee to France in 1814. They shared a deep interest in literature, politics, and philosophy. In 1816, after Percy's wife died by suicide, they were able to marry legally.

### **2.6.3 Tragic Life and Key Events**

Mary Shelley's life was marked by tragedy. Of her four children, only one survived into adulthood. In 1822, her husband Percy drowned in a boating accident in Italy, leaving her a widow at just 24 years old. Despite her losses, Mary continued to write and dedicated herself to preserving and publishing her husband's work, while also developing her own literary career.

### **2.6.4 Major Works**

Although her most famous novel is *Frankenstein* or *The Modern Prometheus* (1818), Mary Shelley wrote other novels, stories, and essays. Some of her most notable works include:

- *Valperga* (1823)

- The Last Man (1826)
- Lodore (1835)
- Falkner (1837), her final published novel

### **2.6.5 Legacy**

Mary Shelley died in 1851 from a brain tumor. Her work has endured over time, and she is recognized as a key figure in both Gothic literature and early science fiction. *Frankenstein* is considered one of the first science fiction novels in history, and Mary Shelley remains one of the most influential writers of her century. Her life and work continue to be studied and admired around the world.

### **2.7 *Frankenstein's* Plot**

Once upon a time, there was a man named Robert Walton, an explorer who was traveling to the North Pole in search of recognition, treasure, valuables, or something that would make him famous. While sailing, he wrote letters to his sister telling her about his adventure. One day, from the deck of the ship, he saw a strange being traveling in the distance on a sleigh. The figure resembled a human but was much larger. Later, they found another man, almost dead from hypothermia: it was Victor *Frankenstein*. When they brought him back on the ship and he recovered somewhat, Victor told Walton that his story was a warning to others to be careful, and so he began to tell her the long and tragic story of his life.

Victor was born in Geneva into a close-knit and loving family. He grew up with his adoptive cousin Elizabeth Lavenza, who was a sweet and kind woman, and she would eventually become his fiancée. From a very young age, Victor was deeply passionate about science and the subject of the creation of life. He wanted to understand the mysteries of life and death. When he went to college, he became obsessed with the dream of creating life. Victor wanted to match

God's power and create life just like him. His ambition led him to obsession, and he decided to create a creature as human-like as possible.

For months, he worked in secret, stealing bodies and limbs from cemeteries and experimenting on them. Finally, one night, he achieved his goal: he created an enormous being and brought it to life. But when he saw it open its eyes and breathe, Victor was horrified and realized what he had done. Although his goal was to create a human-like creature, he created a completely fearful being. The creature was deformed and hideous, and instead of feeling proud, he felt fear and disgust for what he had done. Victor *Frankenstein* fled and abandoned his creation.

The creature, for its part, ran away and escaped into the world alone, knowing nothing, without any knowledge. At first, it understood nothing, could not speak or read, and everyone rejected and beat it upon seeing it because of its appearance. It found refuge near a cabin and hid there, observing a peasant family named De Lacey. He learned to speak and read by imitating, spying on them, and repeating only their words. Seeing that the family was loving and close, he thought that perhaps he, too, could be accepted and become part of their family without having to hide anymore. One day, he plucked up the courage to approach an old blind man who was part of the De Lacey family to speak with him, but when the others arrived, they violently chased him away, and he fled the scene.

Filled with sadness, the creature realized that he would never be accepted by anyone because of his appearance; he was a monster, deformed, and disgusting. This sorrow and hatred for his own appearance turned into hatred for his creator, Victor *Frankenstein*, and he decided to return for revenge.

He traveled to Geneva and met William, Victor's younger brother. The boy insulted the creature, calling him a monster, and in a fit of rage and anger, the creature strangled him to death. He then framed Justine Moritz, an innocent girl from the *Frankenstein* household, by placing an object among her belongings. She was later accused of the crime and sentenced to death.

When Victor discovered what his creature had done, he fell into a terrible despair. Sometime later, the monster looked for him, controlled him, and told Victor that although he gave him life, everyone hated him, and that is why he wanted Victor to give him a companion who would spend her life by his side; the monster wanted someone like him.

At first, Victor accepted, feeling sorry for the words of the monster, and began to create a second creature, but this time with a feminine form. But when he was about to finish it, he thought about what would happen if both monsters had children and revealed themselves to everyone, because they could populate the earth with more beings like themselves and even create chaos. Finally, thanks to his thoughts about what could happen in the future, he destroyed what he had made.

Seeing this, the creature became filled with fury, rage, and anger. It told Victor it would wait for him at his fashion night and fled again. Sometime later, the monster did well on his threat. First, it murdered Henry Clerval, Victor's best friend. When Victor and Elizabeth's wedding day arrived, the creature did not intend to attack him, but her. It strangled her in her own room while Victor desperately searched for her. Victor's father died shortly after.

Without a family, a wife, and peace, Victor vowed to dedicate the rest of his life to pursuing the monster until he killed it. He followed it across mountains, rivers, and deserts, all over the world, until he reached the North Pole, where he met Walton, the explorer. Victor, tired

of having pursued the monster around the world and from his suffering, died on the ship without being able to exact his revenge.

That same night, the monster boarded the ship and entered Victor's room. He was filled with sadness and tears, staring at his dead creator. Later, the monster confessed to Walton that he never meant to cause so much harm, that it all began with rejection and loneliness, but that now he was sorry. In the end, he told Walton that he would leave for the darkness of the ice to die alone.

And so, he disappeared into the snow, lost forever.

## Chapter III

### Methodological Framework

This research seeks to deeply examine how Mary Shelley interprets profound themes such as the search for identity, social rejection, revenge, loneliness, and many other themes written in her work "*Frankenstein*." The character of the monster is represented as a creature shaped like a human body, slightly deformed and larger than a normal man, made with parts of human corpses. This character, created by Victor *Frankenstein*, is a creature that at first has no feelings and does not understand very well what happens around him, but as the novel progresses, he develops emotions, feelings, and most importantly, he learns to speak. Victor *Frankenstein* perceives the creature as a mistake, a being he should never have created, and it is something he regrets. However, the monster perceives Victor as his father, whom he loves at first but later hates because of the physique that Victor gave him. He cannot join society because everyone fears him.

In Romanticism, the monster is characterized by being a character with many feelings and emotions, such as the desire for revenge, anger, and resentment. All of these feelings and emotions are characteristic of this genre and also make the monster want revenge on his own creator, who at first loved him as a father, after knowing he would never be accepted. Also, Victor *Frankenstein's* feelings and emotions, such as fear, regret, and despair, are fundamental feelings since Victor fears his own abilities and his own creation. At first, the novel's narrative did not fully capture the monster's feelings, and that is why Shelley decided to use the three perspectives, both the explorer, Victor, and the monster, to be able to reflect each of the perspectives of the story. By being able to read the novel from the monster's perspective, we can understand his character better and even empathize with him a little by understanding him.

Empathy in the novel is significant, as it allows us to connect with the perspective of the monster, Victor, and the other characters. When the monster feels isolated, alone, rejected, and ugly, we can understand why he feels this way and why he wants revenge. Opinions may be divided between those who support him and those who do not, which is why the author decided to use this type of narration. Through the development of *Frankenstein*, Shelley offers a classic work of the time that offers many profound ideas and thoughts. The purpose of this work is to analyze the work completely and investigate it in detail.

### **3.1 Research Approach**

The research approach has different types of research depending on the application of the studies conducted, the research objectives, and what is being studied or tested. This method considers data collection and classifies research. The research approach serves as a plan or guide for an investigation, outlining the general procedures for data collection and analysis. This influences the entire investigation, from the specific methods to the interpretation of the information found. Research approaches are classified into three categories: qualitative, quantitative, and mixed. Establishing a research approach or category is fundamental and very important, as these approaches ensure the coherence of the study (Taherdoost, 2022).

#### **3.1.1 Qualitative Approach**

In general, this method seeks to address scientific problems and problems existing in society, and it also tends to adopt naturalistic and non-interpretive approaches to various topics. This method uses diverse empirical materials, such as studies, experiences, and life stories, which typically depict everyday actions and the problems people face in their lives. It focuses on emotions, thoughts, and events, not on numbers or figures. In other words, this method is emotional. Qualitative research seeks to collect primary data and analyze it using very specific

interpretation methods. This method is very useful. The qualitative approach can uncover new perspectives, ideas, and thoughts, and even generate new theories (Taherdoost, 2022).

This research, which analyzes the reinterpretation of the monster in Mary Shelley's literary novel *Frankenstein*, is a clear example of qualitative work. It involves a thorough textual analysis and critical interpretation to understand the symbolic meaning, develop themes, and examine narrative decisions related to revenge, anger, social rejection, and other themes present in the novel. This study seeks to understand the actions and motives in the novel, as well as the social reflections present in the story, rather than simply recounting or talking about it.

### **3.1.2 Quantitative Approach**

According to Taherdoost (2022), "Quantitative research is the method of employing numerical values derived from observations to explain and describe the phenomena that the observations can reflect on". Therefore, quantitative research is a type of research that uses numbers to explain and describe phenomena. That is, researchers observe something and then use numerical data such as percentages, amounts, or averages to answer specific questions like "how many?" or "what percentage?" in various fields, from education to the natural sciences, among others. This method allows for the extraction of quantitative data, even on topics related to beliefs or attitudes. Quantitative methods are ways of exploring social reality by asking specific questions to obtain and gather numerical data and thus obtain more specific numerical results. This method is not used in this research since it is a literary analysis that seeks to investigate and discuss the characters' behaviors, the symbols in the novel, and the motives of the characters and the novel.

### **3.1.3 Mixed-method Approach**

The Mixed Method is a combination of qualitative and quantitative methods. That is, it focuses on both qualitative and quantitative methods depending on the intended purpose of the analysis and the nature of the research question, with the goal of providing a better understanding of the topic by analyzing both textual and numerical data. However, the approach can focus on both methods equally and on one of them, considering the process of integrating the material into the research.

The use of both methods can help researchers address complex topics from different fields in research, as this method encompasses the advantages of both qualitative and quantitative methods. Researchers can leverage the benefits and advantages gained from using mixed methods if used correctly (Taherdoost, 2022).

### **3.2 Research Design**

According to Sreekumar (2025), “It is a type of framework developed in the planning stages to help guide the research in a suitable direction, including determining the research questions, selecting appropriate research methods, and identifying suitable data collection and analysis methods”. A research design can also be described as a framework that outlines how to conduct a study or investigation. A good research design helps us properly direct the study and ensures that it conforms to the researcher's plan. When a research design is well-structured, it can be considered a fundamental guide for the entire investigation, as it demonstrates the use of methods that are appropriate for achieving the research objectives and obtaining precise, structured results at the end of the investigation.

### **3.2.1. Descriptive Method**

According to Singh (2023), “It is a methodological approach that seeks to depict the characteristics of a phenomenon or subject under investigation”. This method offers a detailed and information-rich description that helps to understand, classify, and carefully interpret information. Therefore, it is a very important tool in scientific research, as it seeks to observe, record, and analyze complex information on specific topics. This research method is fundamental to various academic disciplines. Its great importance lies in its ability to provide a comprehensive overview of a phenomenon, allowing researchers to gain a deeper understanding. The descriptive method facilitates hypothesis-building, perspective-taking, and the creation of the foundation for broad and specific research. This analysis uses a descriptive research design because its main objective is to analyze and illustrate the transformation of the monster's narrative and its characterization in different literary texts. It describes how Mary Shelly speaks of very deep emotions and feelings present in the novel and highlights how the monster expresses them in specific moments and ways.

### **3.2.2 Phenomenological**

According to Dovetail Editorial Team (2023), “It is a type of research that seeks to explain the nature of things through the way people experience them”. Phenomenology is a type of qualitative research, as it requires a deep understanding of the public's thoughts and perspectives on the phenomenon being investigated. This is unlike quantitative research, which, as mentioned above, focuses on the depth of analysis rather than the breadth of analysis. The main objective of phenomenological research is to understand the experiences and feelings of an audience in relation to the phenomenon being studied. This type of research is widely used and common in sociology because it allows researchers to understand the audience being studied.

This type of research is also very common in the business world, as it is a technique used to determine customer perceptions of a product, which is very important.

### **3.3 Information Sources**

Information sources are classified into three types: primary, secondary, or tertiary. These three types of classifications are based on originality and the proximity of the source of the material. This allows us to determine whether the author provides original information or shares the experiences and opinions of others, i.e., secondhand material. Determining whether a source is primary, secondary, or tertiary can often be complicated because we don't know its origin (University of Minnesota Crookston Library, n.d.).

#### **3.3.1 Primary Sources**

According to Western Nevada College Library (2024), “Primary sources are first-hand or immediate accounts of a topic or event”. That is, they are records of primary events that occurred and are described as they initially occurred, without commentary, interpretation, or alterations, since their objective is to provide the original, unaltered information. They are also original material on which other research can be based, since having unaltered information is very useful. Some examples of primary sources are photos, videos, diaries, and some newspaper articles. Primary sources are used for research because they contain the basic or original information without any alterations, opinions, or inserted information; they contain only the information about the event.

#### **3.3.2 Secondary Sources**

According to Western Nevada College Library (2024), “Secondary sources are an intermediary between primary sources and a researcher. They offer opinions, analyses, or conclusions about the topic or event.”. Secondary sources add to or contribute to primary sources

by providing opinions and additional information. They typically rework and analyze primary sources. Secondary sources are typically, works in which authors analyze, interpret, and summarize, altering the primary source and adding their own information. Other examples of secondary sources include edited works, biographies, histories, and research or analytical papers. Secondary sources are widely used in everyday life, especially by authors, writers, and students.

### **3.3.3 Tertiary Sources**

Western Nevada College Library (2024) mentioned that “Tertiary sources compile and present information from other sources as a summary or list. They usually do not offer analysis or an opinion”. In other words, tertiary sources are sources that summarize and organize other sources. Some textbooks can be tertiary sources as long as their purpose is only to organize, list, or summarize their information. Some examples of tertiary sources include bibliographies, Wikipedia, dictionaries, and even encyclopedias, among others.

### **3.4 Analysis Categories**

Contentsquare (2024) stated that “It is the process of analyzing and interpreting qualitative data collected through focus groups, interviews with open-ended questions, and personal observations”. In other words, it is based on interpretive texts, where data is analyzed both at a superficial level and at a deeper level so that the text is coherent, having a connection between the data.

#### **3.4.1 Human Ambition**

BetterHelp Editorial Team (2024) says that “Ambition is a quality that can motivate an individual and drive their actions toward a particular goal”. Ambition helps people strive and work hard to achieve their goals. People often take risks in order to get what they want and often make poor decisions along the way. However, ambition is often a great driver for success.

Ambition can strengthen your beliefs and desires and give you the energy to keep trying. While ambition is empowering in itself and helps people achieve their goals day by day, ambition also has its dark side. Excessive ambition can self-destruct and harm us, as we can become ambitious in a negative way by wanting things we shouldn't have, and in the process of achieving them, we can commit actions and make mistakes that harm ourselves. To have ambition in a clear way, we must have limits, even though we want to achieve something for ourselves, prioritize ourselves, and celebrate our progress, whether we move slowly or quickly.

### **3.4.2 Social rejection**

Social rejection is a painful and discouraging experience, as it makes us feel lonely and excluded. Social rejection can be caused by many reasons and often impacts our self-esteem and inner worth. People's rejection of us affects us in many ways, and it's very common to develop negative feelings about ourselves due to social exclusion. Some feelings we may experience are anger, loneliness, and confusion. Social rejection can be so damaging that we may even feel physical pain. Mental health is important, and that's why we need to seek help (BetterHelp Editorial Team, 2025).

### **3.4.3 Loneliness**

According to Hawkley (2025), "Loneliness is a distressing experience that occurs when a person's social relationships are perceived by that person to be less in quantity, and especially in quality, than desired". Loneliness varies from person to person, as a person can feel lonely when alone or surrounded by others; in other words, it is subjective. Loneliness varies for everyone, so experts consider it a stable feeling. However, constant loneliness can lead to depression, which is more serious for a person's well-being. Loneliness is also more prevalent among people between

75 and 80 years of age, as at these ages, people are much older and more likely to feel lonely even when they are surrounded by others.

#### **3.4.4 Literature**

According to Rexroth (2025), “The name has traditionally been applied to those imaginative works of poetry and prose distinguished by the intentions of their authors and the perceived aesthetic excellence of their execution”. Literature can also be said to be a collection of written works; however, literature also contains history and relevance. Many writers, authors, students, and teachers are part of literature. We can also find much art and important information in literature, as it is not only about poems, stories, and novels, but also about in-depth research and analysis that people can use to conduct further research and analysis. Literature is both art and relevance, and scholarship. Literature is a form of human expression that has allowed the birth of many writers as it opened new paths, thoughts, new information, and interpretations in many aspects.

#### **3.4.5 Symbolism**

According to The Editors of Encyclopedia Britannica (2025), “Symbolism is a loosely organized literary and artistic movement that originated with a group of French poets in the late 19th century”. Symbolism is very present in literature because, when interpreting texts, symbolism is key to interpreting objects, feelings, emotions, and people. Symbolism helps us understand and interpret literary works less directly, but it does help us understand a lot about what's happening and the characters. Symbolism may be an indirect way for the author to reflect feelings and emotions in their literary work, but sometimes it's easier to understand through them. Many times, the symbols in literary works better express what the author wants to convey than when the author writes it literally.

### 3.5 Data Collection

According to Jain (2025), “This is the process of collecting and evaluating information or data from multiple sources to find answers to research problems, answer questions, evaluate outcomes, and probabilities”. It is an essential step in all types of research and analysis. During data extraction, researchers must identify the types of data they are working on, their sources, and the methods used. Following this, we will see that there are many different data collection methods. Data collection is widely used in research and analysis. In this research, one of the main data collection instruments will be the creation of tables specifically designed for the analysis. These tables facilitate the organization and analysis of literary texts. They also allow the researcher to identify patterns and themes in the analysis. Three tables will be created that are aligned with the specific objectives. The first table examines the central themes in the novel, the second table describes the key literary elements and narrative techniques employed in the novel, and the third table evaluates the symbolism, development, and transformation of the main characters throughout the narrative.

#### 3.5.1 Table 1. Analysis of Central Themes in *Frankenstein*

This first table will address the main themes of Mary Shelley's novel *Frankenstein*: loneliness, human ambition, and social rejection. The first column contains the novel's main themes. The second column will offer a brief description of each theme. The third column will include a brief example or quote from the novel indicating a time when the theme is mentioned or conveyed. Finally, the fourth column will offer a brief interpretation of the event's significance.

Theme	Description	Example/Quote	Interpretation
Loneliness			

Human ambition			
Social Rejection			

*Purpose: To analyze and interpret the main themes of the novel Frankenstein in a clear and summarized way for greater understanding.*

### **3.5.2 Table 2. Motifs Present in the Novel *Frankenstein***

The second table refers to the motifs present in the novel. In the first column, the motifs present in the work will be named, in the second column, a quote from the novel that will be an example of the moment where that motif is named or is present, and in the third column, an opinion about the motif will be provided.

Motif	Quote	Opinion

*Purpose: To analyze the motifs of the novel with quotes and personal opinions*

### **3.5.3 Table 3. Symbols Present in the Novel *Frankenstein***

The third table refers to the symbols present in the novel. In the first column, the symbols present in the work will be named, in the second column, a quote from the novel that will be an example of the moment where that symbol is named or is present, and in the third column, an opinion about the symbol will be provided.

Symbol	Quote	Opinion

*Purpose: To analyze the motifs of the novel with quotes and personal opinions*

#### **3.5.4 Table 4. Literary Elements and Narrative Techniques in *Frankenstein***

The fourth table discusses the elements and techniques present in the novel. The first column lists all the elements and techniques, namely Imagery, Symbolism, Narrative Frame, Personification, and Conflict. The second column provides a brief definition or function for each. The third column provides a brief example or quote from the novel in which that technique or element is found. Finally, the fourth column provides a brief interpretation of each element to help you fully understand each theme or element.

Element/ Technique	Definition/Function	Example in the novel/Quote	Interpretation
Imagery			
Symbolism			
Frame Narrative			
Personification			
Conflict			

*Purpose: To examine Shelley's elements and techniques in the play Frankenstein to better understand the analysis of the play*

### **3.5.5 Table 5. Symbolism, Development, and Transformation of Main Characters**

The fifth table will discuss the novel's three main characters. The first column contains the characters' names. The second column will provide a brief account of each character's symbolism or what each represents. The third column will describe the development of each character throughout the novel. Finally, the fourth column will describe each character's transformation.

<b>Character</b>	<b>Symbolic Meaning</b>	<b>Character Development</b>	<b>Transformation Through the Narrative</b>
Victor <i>Frankenstein</i>			
The Creature			
Robert Walton			

*Purpose: To analyze how Shelley develops characters symbolically and thus see the development and transformation of the characters throughout the novel.*

### **3.6 Data Collection Procedure**

First, the novel's main themes, such as loneliness, human ambition, revenge, and social rejection, will be analyzed in depth. Secondary themes, such as standards, family, love, and hate, will then be discussed and analyzed. The symbolism, motives, and meaning of each of them in the novel will be discussed. The novel's main and secondary characters will also be analyzed, mentioning their importance, role, symbolism, development, and transformation. The elements

and techniques contained in the novel will also be discussed, along with how they can be interpreted and the meaning of each.

## Chapter IV

### Data Analysis

As we mentioned before and according to Arduini-Van Hoose (n.d), “A psychological approach is a perspective, based on certain assumptions, about behavior. Each approach holds shared ideas about how to describe, predict, and explain behavior”. Having said this, it's important to remember that *Frankenstein* is a highly psychological novel, as it touches on very sensitive and emotional themes. Given its psychological approach, the novel's themes must be carefully analyzed, including the reasons why the characters make certain decisions and act in certain ways. Psychology is very present in the novel, as from the beginning we see Walton's emotions reflected in his letters and in the monster's actions throughout the story.

It is true that psychology is characterized by feelings and emotions, but there is also a somewhat hidden side where readers must perceive and interpret for themselves in order to understand the characters. *Frankenstein* is a novel based on both negative and positive feelings. Hasty thoughts and actions carry many consequences. Emotional instability is very present in *Frankenstein*, since the events that occur as the novel unfolds are acts of the characters' impulsiveness, especially on the part of the creature and Victor *Frankenstein*.

Therefore, the aim of this literary analysis is to deeply examine Mary Shelley's novel *Frankenstein*, exploring and analyzing the characters, their actions and roles, as well as the motifs, symbols, themes, and psychology present within it. *Frankenstein* is a Gothic novel, a classic that encompasses many psychological themes, so much so that many thinkers and writers have used it as a model for their studies. The relationship between the psychological approach and the novel is very strong, as *Frankenstein* is a clear example of a classic psychological novel,

one in which psychological themes are very clearly represented. Throughout the story, the reader can observe and interpret the characters' feelings, emotions, the reasons behind their actions, and their thoughts. Although, the novel uses a vocabulary somewhat different from that of the era in which it was written, it clearly conveys its intended message, allowing readers to empathize with the characters perfectly. *Frankenstein* is undoubtedly a very comprehensive novel that has a strong connection to both classical and modern psychology, as it is very present in the novel and helps us understand many themes and behaviors.

#### 4.1 Table 1. analysis of central themes in *Frankenstein*

This table will analyze both the main and secondary themes of the novel, providing a brief description, example or quote, and a short interpretation of each. The purpose of this table is to study and analyze in depth the themes mentioned in the novel so that the literary analysis will be clearer.

Theme	Description	Example/Quote	Interpretation
Loneliness	In the novel, the character who feels most alone is the creature, since, not being accepted by society, he must live hidden away in solitude, without family, friends, or	“An example of the loneliness the monster suffers is when he is left alone in the Lacey cabin because they fled upon seeing him. “The inside of the	The monster was alone again, without friends, without family, without anyone. He knew that loneliness was his destiny forever, and wherever he went he felt bleak and alone.

	<p>any companion. The monster or creature spends much time alone, feeling no affection or love, alone and afraid that someone else will see him. Although the monster longs for a family, he is forced to live in solitude and experience profound loneliness (Shelley 1818).</p>	<p>cottage was dark, and I heard no motion; I cannot describe the agony of this suspense” (Shelley, 1818, p. 151).</p>	
Human ambition	<p>Human ambition was something Victor <i>Frankenstein</i> couldn't control. Wanting to be powerful and ambitious, Victor decided to use his abilities to push the</p>	<p>“But my enthusiasm was checked by my anxiety, and I appeared rather like one doomed by slavery to toil in the mines, or any other</p>	<p>This quote reflects how Victor transforms his passion for science into an obsession that leads him to ambition and ruin. Shelley reflects Victor's</p>

	<p>boundaries of science without considering the consequences of his impulsive actions. Human ambition is a feeling that must be handled with great care, but Victor did not think about the future and created the creature without permission or supervision. Victor only wanted to test his capabilities without considering the consequences of his actions; he wanted to be the first to create life and be recognized as a great scientist (Shelley 1818).</p>	<p>unwholesome trade, than an artist occupied by his favourite employment” (Shelley,1818. p.48)</p>	<p>obsession primarily through the phrase "doomed by slavery to toil in the mines" which we can interpret as meaning that the project he is undertaking controls him, not the other way around.</p>
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<p>Social Rejection</p>	<p>The creature suffered a great deal of social rejection from humans, which is the main reason why he always lived in hiding. Everyone who saw him was terrified and fled immediately, and the reason for this was his physical appearance. The creature had a human form, but larger; the problem was that he wasn't attractive. He was made from pieces of skin and limbs from the corpses of both animals and humans, which makes readers imagine him as a</p>	<p>“ ‘Great God!’ exclaimed the old man, ‘who are you?’ “At that instant the cottage door was opened, and Felix, Safie, and Agatha entered. Who can describe their horror and consternation on beholding me? Agatha fainted; and Safie, unable to attend to her friend, rushed out of the cottage. Felix darted forward, and with supernatural force tore me from his father, to whose knees I clung: in a transport of fury,</p>	<p>In this fragment, Mary Shelley again shows us how people rejected the monster at first sight, how they scorned him even though he had no ill intentions. This time, the Laceys gave the creature no chance to explain what was happening. Shelley illustrates in many ways the implications of social rejection.</p>
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	<p>monstrous and repulsive creature (Shelley, 1818, p. 46). The novel also prompts us to analyze the prejudices and standards that exist among us humans. In one part of the novel, when the monster dared to speak with the blind old man of the Lacey family, they had a normal conversation like any two ordinary men. However, when the other family members saw him, they became frightened, and the monster had to flee again (Shelley, 1818, p. 147–148).</p>	<p>he dashed me to the ground, and struck me violently with a stick” (Shelley, 1818, p. 147–148).</p>	
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	<p>This makes us think that if the man hadn't been blind, he would never have spoken to him in such a friendly way, nor would they have had a conversation at all.</p>		
Love	<p>Love is a recurring theme and emotion in the work, as the character initially loves Victor and sees him as a father figure. We can also mention Victor and his wife, and Walton's love for his sister, to whom he constantly sends letters. This novel touches on many themes related to</p>	<p>“The prospect did not move me to fear; yet when I thought of my beloved Elizabeth, — of her tears and endless sorrow, when she should find her lover so barbarously snatched from her, — tears, the first I had shed for many months, streamed from my eyes, and I</p>	<p>In this song, we can understand and appreciate Victor's love for his beloved wife, Elizabeth. Victor is in the clutches of the creature and facing death, yet his thoughts are focused on Elizabeth, even in his perilous situation. He thinks of the sorrow his death would cause</p>

	love, making love itself a central theme.	resolved not to fall before my enemy without a bitter struggle “(Shelley, 1818, p. 193).	Elizabeth, and that is why he doesn't want to die. Victor's love for his wife is the most human emotion we can see in him.
Playing God	Victor <i>Frankenstein</i> wanted to create life, even though he knew that only God could do so. He wanted to be equal to or better than God, and he played at being God by creating and assembling a human-like being with his own hands. Victor was consumed by greed and ambition, and it blinded him completely. Playing God had many	“After days and nights of incredible labour and fatigue, I succeeded in discovering the cause of generation and life; nay, more, I became myself capable of bestowing animation upon lifeless matter” (Shelley, 1818, p.44).	Here, Victor narrates how he manages to create life, because he wanted to create it with his own hands. In this passage, Shelley shows us Victor's arrogance and how he rejoices, knowing that what he did was wrong and driven by ambition. Victor didn't just want to see God's creations; he wanted to create them like

	<p>consequences, as he knew he had transgressed the limits of science and life, yet he continued with his plan (Shelley 1818).</p>		<p>himself, he wanted to play God.</p>
<p>Revenge</p>	<p>The creature decided to take revenge on its creator, seeing that he had been created in such a hideous way that no human wanted him because of his appearance, because of how society perceived him as a horrible monster. Also, when Victor decided not to break up with the creature's girlfriend or partner because he regretted</p>	<p>“I will revenge my injuries: if I cannot inspire love, I will cause fear; and chiefly towards you my arch-enemy, because my creator, do I swear inextinguishable hatred” (Shelley,1818, p.160).</p>	<p>This fragment can be interpreted as showing how the monster changes its feelings from suffering to hatred; the creature no longer asks for acceptance or understanding, all that sadness turns into hatred towards its creator.</p>

	<p>his decision and didn't want to make the same mistake again, the monster wanted revenge. He felt alone and depressed, and Victor had taken away his chance at having a family, being accepted, and being loved (Shelley 1818).</p>		
Search for identity	<p>The creature longed to be like everyone else, to walk the streets, to be part of society, and to have a family. He wanted his own identity; he wanted to be recognized like anyone else, but he</p>	<p>“What was I? The question again recurred, to be answered only with groans” (Shelley, 1818, p.131).</p>	<p>Here, the creature questions its existence and its place in the world, revealing its desire to understand who it is and why it was created. Shelley presents the monster as a conscious and</p>

	<p>couldn't even approach anyone. The monster wanted to know who he truly was and find a way to belong and be an ordinary person.</p>		<p>sentient being searching for identity and answers to why it is there, why it exists, but finding neither answers nor acceptance, it falls into despair and loneliness. Not having its own identity was overwhelming for it, since everyone else had an identity, everyone knew who they were, but it had no answers.</p>
Science	<p>Science is the foundation of the novel, as it was through science that Victor was able to create the creature.</p>	<p>“Natural philosophy is the genius that has regulated my fate; I desire therefore, in this</p>	<p>This fragment of the song can be interpreted as Victor acknowledging his obsession with science, in this case at</p>

	It's an important theme that, although used negatively due to ambition and misguided thinking, is the core of the novel, and it's thanks to science that everything unfolds.	narration, to state those facts which led to my predilection for that science” (Shelley,1818, p. 28).	that time it was called Natural Philosophy.
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Table 1. Illustrates an analysis of central themes in the novel. Reserchers creation.

#### 4.2 Table 2. Motifs Present in the Novel *Frankenstein*

According to Delf (2021), “A motif is a repeated pattern—an image, sound, word, or symbol that comes back again and again within a particular story”. In the novel there are recurring motifs that occur on several occasions; these are important motifs for the understanding and interpretation of the novel, which is why it is important to mention them and analyze them in more detail.

Motif	Quote	Opinion
Communication	“YOU will rejoice to hear that no disaster has accompanied the	This quote reflects the close communication Walton has with his sister, to whom he writes many letters

	<p>commencement of an enterprise which you have regarded with such evil forebodings” (Shelley,1818, p.3).</p>	<p>throughout the story.</p> <p>Communication in the novel reveals the search for human connection and the affection we can develop for others.</p> <p>Shelley uses letters as a symbol of understanding and communication, feelings present in Walton and his sister but not in many other characters.</p>
Loneliness	<p>“I had never yet seen a being resembling me, or who claimed any intercourse with me. What was I?” (Shelley, 1818, p. 131).</p>	<p>This is one of the saddest themes in the novel. In this passage, we can understand that the monster doesn't want to hurt anyone; it simply wants to know who it belongs and where it belongs. It's experiencing an identity crisis. The creature just wants to be understood and not feel alone.</p>

Revenge	<p>“I will glut the maw of death, until it be satiated with the blood of your remaining Friends” (Shelley, 1818, p. 102-103).</p>	<p>I find it shocking to what extent the monster felt anger towards Victor despite him being its creator. The aforementioned quote clearly shows the rage and the power that revenge holds over it.</p> <p>This passage is striking because the creature that initially only desired love and companionship ended up wanting to destroy Victor and everything he loves and that surrounds him.</p>
Illness	<p>“Every night I was oppressed by a slow fever, and I became nervous to a most painful degree; a disease that I regretted the more because I had hitherto enjoyed most</p>	<p>The quote not only reflects Victor's physical decline but also his mental deterioration, because he was obsessed with his creation, and his ambition caused him to experience symptoms and feel ill.</p> <p>Psychological burdens can also make people feel</p>

	<p>excellent health, and had always boasted of the firmness of my nerves. But I believed that exercise and amusement would soon drive away such symptoms; and I promised myself both of these, when my creation should be complete” (Shelley, 1818, p. 48).</p>	<p>physically unwell and become ill, and this is what happened to Victor. Mary Shelley wants to present illness not only as a punishment but also as a consequence, and this occurs several times in the novel. Victor feels sick and worn out, but not all of his illness is physical; it is also psychological.</p>
Nightmares	<p>“Oppressed by the recollection of my various misfortunes, I now took a double dose, and soon slept profoundly. But sleep did not afford me respite from thought and misery; my dreams presented a thousand objects that scared me. Towards</p>	<p>In this excerpt, the dream clearly shows how Victor is consumed by guilt and remorse. Victor regrets creating the creature, feeling suffocated because he knows it was a mistake caused by his own ambition. Victor is afraid of the creature. Throughout the novel, Victor has several nightmares stemming from his actions or inner fears.</p>

	<p>morning I was possessed by a kind of night-mare; I felt the fiend’s grasp in my neck, and could not free myself from it; groans and cries rung in my ears” (Shelley, 1818, p. 212).</p>	
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Table 2. illustrates the motifs that are present in the novel under analysis. Reserchers creation.

#### 4.3 Table 3. symbols present in the novel *Frankenstein*

According to McCray (2024), “Symbols can be many things, like a character, color, object, place, or name that represents more than its literal meaning”. *Frankenstein* is a novel with many profound symbols that must be carefully interpreted and analyzed, as it is a psychological novel. Therefore, this third table will analyze the symbols present in the novel.

Symbol	Quote	Opinion
Electricity	<p>“I beheld a stream of fire issue from an old and beautiful oak, which stood about twenty yards from our house; and so soon as the dazzling light vanished, the oak had disappeared, and</p>	<p>In this excerpt, Shelley shows how electricity can be luminous and dazzling, but at the same time, it can instantly destroy something—in this case, the oak tree. Electricity is a symbol of both science</p>

	nothing remained but a blasted stump” (Shelley, 1818, p. 30).	and destruction in the novel. This lightning bolt sparked Victor's curiosity about science, as he witnessed the power of electricity.
The creature	“I am thy creature: I ought to be thy Adam; but I am rather the fallen angel, whom thou drivest from joy for no misdeed. Every where I see bliss, from which I alone am irrevocably excluded. I was benevolent and good; misery made me a fiend” (Shelley, 1818, p. 103).	The creature expresses itself in a way that reveals its innocence as a new being on Earth, yet also conveys a sense of condemnation in its feelings. The creature is a symbol of rejection by its own creator and by society. It feels like it belongs nowhere and is condemned; Victor's ambition is reflected in it.
Dreams	“I slept indeed, but I was disturbed by the wildest dreams” (Shelley, 1818, p. 50).	Victor's dreams were definitely a reflection of how he felt and what tormented him. They could also represent his worries or desires, as Victor was

		<p>experiencing a psychological and moral conflict after creating the creature; it was also a mixture of love and guilt. All the dreams reflected how he felt.</p>
Science	<p>“Learn from me, if not by my precepts, at least by my example, how dangerous is the acquirement of knowledge, and how much happier that man is who believes his native town to be the world, than he who aspires to become greater than his nature will allow” (Shelley, 1818, p. 44-45).</p>	<p>Shelley repeatedly warns that science is the desire to attempt forbidden things, that pushing boundaries leads to bad things, and therefore it must be balanced. Science is a symbol of power in the novel, since without it, Victor would not have created the creature.</p>
Nature	<p>“The summer months passed while I was thus engaged, heart and soul, in one pursuit. It was a most beautiful</p>	<p>Nature is a recurring symbol in the novel, consistently expressing the characters' feelings. Nature is beautiful in this scene, but Victor doesn't</p>

	season” (Shelley, 1818, p. 47).	notice because he's so focused on his experiment. The setting is always fitting throughout the novel; nature complements the emotions the characters wish to convey.
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Table 3. illustrates the symbols that are present in the novel under analysis. Reserchers creation.

#### 4.4 Table 4. literary elements and narrative techniques in *Frankenstein*

It is important to analyze the elements and techniques present in the book, as they lend the novel greater depth. Studying them is a crucial part of the analysis, since they are essential for understanding and developing the novel.

Element/ Technique	Definition/Function	Example in the novel/Quote	Interpretation
Imagery	“Imagery is a literary device used in poetry, novels, and other writing that uses vivid description that appeals to a readers’ senses to create an image or idea in their	“The wind, which had hitherto carried us along with amazing rapidity, sunk at sunset to a light breeze; the soft air just ruffled the water,	This fragment contains a sensory description that creates an atmosphere. The use of imagery serves as a contrast to Victor's emotions; nature represents inner peace, which emphasizes the chaos

	head” (Deguzman, 2025, p.1).	and caused a pleasant motion among the trees as we approached the shore, from which it wafted the most delightful scent of flowers and hay” (Shelley, 1818, p. 223).	Victor feels internally, as he experiences fear and psychological stress.
Symbolism	“Symbolism is a loosely organized literary and artistic movement that originated with a group of French poets in the late 19th century” (The Editors of Encyclopedia Britannica, 2025, p.1).	“You throw a torch into a pile of buildings, and when they are consumed you sit among the ruins, and lament the fall” (Shelley, 1818, p. 254-255).	Here, fire symbolizes the destruction caused by the monster. Lighting a torch can be interpreted as the beginning of new tragedies and as Victor's ambition, since he was anything but responsible in his actions.

Frame Narrative	<p>“Is a storytelling technique that involves a main narrative that sets the stage for one or more secondary stories” (Deguzman, 2025).</p>	<p>“Hear my tale; it is long and strange, and the temperature of this place is not fitting to your fine sensations; come to the hut upon the mountain” (Shelley, 1818, p. 105).</p>	<p>In this scene, the monster asks Victor to listen to his side of the story and introduces a narrative within the narrative. This can evoke empathy and make people feel for the monster as they listen to his story. It can be interpreted that Shelley wanted the creature to elicit pity and be humanized.</p>
Personification	<p>“Personification is a literary device that attributes human traits and characteristics to non-human subjects, enriching the narrative by creating</p>	<p>“The clouds swept across it swifter than the flight of the vulture, and dimmed her rays, while the lake reflected the scene of the busy heavens, rendered</p>	<p>Here, the clouds are personified, as their movement is likened to vultures. This personification evokes an image of aggression. Vultures are often used as a</p>

	vivid imagery and evoking emotions” (Kennedy, 2024).	still busier by the restless waves that were beginning to rise” (Shelley, 1818, p. 225).	symbol of death in literature, which is why this personification may reflect the protagonist's emotional state.
Conflict	“Conflict in a story is a struggle between opposing forces. Characters must act to confront those forces and there is where conflict is born. If there is nothing to overcome, there is no story. Conflict in a story creates and drives the plot forward” (StudioBinder, 2024).	“Begone! I will not hear you. There can be no community between you and me; we are enemies. Begone, or let us try our strength in a fight, in which one must fall.” (Shelley, 1818, p. 103).	This passage represents the central conflict of the book: confrontation and creation. The conflicts went beyond the physical; they also encompassed psychological conflicts stemming from all the negative feelings each character harbored within.

Table 4. illustrates the literary elements and narrative techniques in the novel under analysis. Reserchers creation.

### 5.5 Table 5. symbolism, development, and transformation of main characters

It is important to know the symbolism, development, and transformation of each character and analyze it deeply, since you have to understand the characters in order to empathize with them and understand the novel in a better way and with various expectations.

Character	Symbolic Meaning	Character Development	Transformation Through the Narrative
<b>Victor <i>Frankenstein</i></b>	Victor <i>Frankenstein</i> definitively symbolizes humanity's ambition to obtain something, in this case, limitless knowledge. Victor wanted the same power as God, which was to create life with his own hands, leading to dire consequences. Victor embodied scientific guilt, destroying himself and those	Victor transforms from a curious and passionate young man into a man consumed by ambition, a man who is filled with guilt and fear. Shelley's novel shows how Victor's desire for ultimate knowledge and his pride alienate him from his family and from his sanity. His development in the novel reflects the	Victor undergoes a profound transformation in the novel, beginning as a dreamer with a passion for science and ending as a man destroyed by his own actions, driven by vengeance and ambition. Victor's obsession led him to lose everything.

	around him because of his obsession with his creation.	miserable life of someone who allows ambition to consume him.	
<b>The Creature</b>	The creature symbolizes the consequences of the irresponsible and excessive use of knowledge. It represents the weakest part of humanity: the desire to be loved and to belong.	The creature begins as an innocent, sensitive, and kind being who only desires love, a family, companionship, and acceptance. Throughout the novel, it learns, thinks, and feels like an ordinary human being, demonstrating that humanity also resides within it. The creature's development reflects its emotional and moral growth.	The creature begins as an innocent and sensitive being, but after experiencing many situations of rejection, hatred, and much more, its kindness turns to hatred. Shelley shows us how rejection and loneliness can corrupt even the kindest being.

<b>Robert Walton</b>	Walton symbolizes reason and the power to learn from others' mistakes. Walton was different from Victor because Walton knew and respected limits.	Walton is an ambitious explorer, determined to achieve glory and gain recognition and accolades. His letters reveal his thoughtful nature and strong desire for recognition and fame. One might think of Walton as a reflection of, or a younger version of, Victor <i>Frankenstein</i> .	Walton learns from Victor's suffering and abandons his expedition after hearing his entire story. His transformation is moral, as Walton comes to understand the limits of human ambition through Victor's experience. Shelley uses Walton as a symbol of redemption, since he halts his expedition rather than continue and destroy himself as Victor did.
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Table 5. illustrates the symbolism, the development and transformation of the main characters in the novel under analysis. Reserchers creation.

## CHAPTER V

### Conclusions and Recommendations

This chapter, Chapter 5, is the final part, culminating the thesis. In this chapter, I will present the conclusions and results obtained from the analysis of the novel. I will also offer recommendations for students who want to undertake or will undertake literary analysis, especially for those who wish to analyze Mary Shelley's novel "*Frankenstein*" from a psychological perspective or other viewpoints.

#### 5.1 Purpose of the Conclusion

The purpose of this conclusion is to summarize the topics analyzed in the research and provide a final closure to the topics discussed and a general conclusion to the thesis.

#### 5.2 Conclusions

It is important to conclude this thesis with an analysis of the conclusions, as they are crucial because they summarize all the information studied and analyzed in a clear and concise manner. The conclusions are the final step that completes a study and provides a clear closure. They are very important because they can fully explain something that may not have been entirely clear during the analysis, and they also provide a definitive end to the topics discussed, leaving no doubts or unresolved issues. A good conclusion will always summarize the topics discussed and provide a definitive closure without leaving any issues unaddressed.

##### **5.2.1 To critically examine the central themes addressed in the novel, including but not limited to loneliness, human ambition, and social rejection**

The novel's themes, such as loneliness, human ambition, social rejection, love, playing God, revenge, the search for identity, and science, are very prominent. Having analyzed the main themes, we can understand the importance of each and how they gradually permeate the story.

Each of these themes offers a lesson. The monster's loneliness teaches us how being alone can be very depressing. Although Victor and society didn't consider the monster human, in the end, he was, and he was able to experience loneliness thanks to the development of emotions and feelings he experienced while alone for so long. The creature simply wanted companionship. Victor's human ambition was always reflected in his actions, as he became obsessed with science and his desire to create a living being with his own hands without considering the consequences. Mary Shelley definitely wanted to show how humans, blinded by ambition, act without thinking about the consequences.

The social rejection and the rejection that the creature had from people and from its own creator reflects how people are swayed by appearances and standards, since the only person who had compassion for him was a blind man who could not see the creature's appearance. Love is also an important theme in the novel, as it is both positive and negative. Victor loved his wife and enjoyed her companionship, while for the monster, it was something he could never feel and yet desperately desired. Another important theme, playing God, is a very delicate one. Victor defied the laws of science and nature; he wanted to be equal to God, or even better than Him, and as a result of this thought, ambition, and desire, he created a monster that was the cause of much of his misfortune and sorrow.

Revenge was also a very important theme, as the monster felt so bad about being rejected by others that it asked Victor for a companion. When Victor refused to create another monster, the creature felt so much hatred that it decided to take revenge on its creator. The creature's search for identity is a very profound theme; the monster didn't know who it was, it wanted to be someone and belong, but it never could. Being nobody in this world must be incredibly sad and mentally agonizing. Finally, science is the main reason for the events in the novel, since it was

through science that the creature was created. All these topics lead to the point of thinking carefully about the actions we take, knowing what role we play in society, knowing who we are, and knowing that love and acceptance are something we humans need to feel good.

### **5.2.2 To describe the key literary elements and narrative techniques employed in the novel**

The key literary elements and narrative techniques, which are: Imagery, Symbolism, Frame Narrative, Personification, and Conflict, were very important in analyzing the novel. They were essential tools for gaining a deep understanding of many elements within the novel and analyzing them in the best possible way. They helped us see more perspectives of the novel and identify elements that needed interpretation. Thanks to them, the analysis was more assertive and specific.

### **5.2.3 To evaluate the symbolism, development, and transformation of the main characters throughout the narrative**

Without a doubt, *Frankenstein* is a novel with great character development, especially regarding the creature. Victor is a human with ambitious goals who ultimately resolves things with the creature and accepts his mistakes. The creature, initially confused and hateful, began to feel compassion for his creator. And finally, Robert Walton, driven by ambition to explore, felt remorse upon hearing Victor's and the creature's story and returned home, leaving behind the ambition he had felt so strongly. All the characters had a happy ending, even though the creature was alone all its life, it understood the meaning of life.

## **5.3 Restatement of the Research Question**

The research question is: What are the main themes, symbols, and literary devices present in *Frankenstein* that address key issues such as human ambition, social rejection, identity, and loneliness? This research question is highly relevant to the novel, as one of its main attractions is its themes. While human ambition, social rejection, identity, and loneliness are the most

prominent, other themes are present and so profound that they require interpretation and analytical tools such as elements, symbolism, and motifs.

The novel contains numerous themes from which subthemes can be derived for interpretation. Therefore, this research question is perfectly suited to this novel, and the analysis correctly examines each of the symbols, literary devices, and themes present. *Frankenstein*, being a psychological novel, deals with so many profound themes that it is perfect for an analysis like this, which seeks to analyze it deeply through the aforementioned.

#### **5.4 Recommendations**

First, to analyze a book using the psychological approach, it must be a book of great interest, one that the student enjoys, since they will have to read it several times. Whether it's Mary Shelley's *Frankenstein* or another book, those analyzed using this approach are very analytical; they require a great deal of content analysis, interpretation, and a search for symbols. *Frankenstein* can be analyzed not only from a psychological perspective but also from feminist, philosophical, scientific, sociocultural, historical, religious, narrative, and symbolic perspectives. *Frankenstein* offers ample material for analysis from other perspectives that are also important.

Writing a literary analysis is no easy task. It requires time, dedication, and emotional control to manage the stress, anxiety, anger, or even sadness that can arise from feeling stuck and lacking ideas. Therefore, it's best to create a schedule that divides the hours dedicated to working on the thesis each day, depending on the individual. It's better to divide the time and work gradually and slowly, because leaving everything to the last minute can lead to stress preventing progress and delays in finishing. However, writing an analysis is a very rewarding experience if you dedicate yourself to it with interest and commitment.

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