

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Basically, anxiety is something natural experienced by every human being, for life problems are timeless, so they can occur at unexpected times. However, whatever the problem is, human beings are required to be able to deal with it. Some people are unable to deal with their problems, but some people can. Al-Kumay, Sulaiman (2005: 3-4) explains that today humans face various problems that really need immediate resolution, because the cause of the problem comes from the human's mind itself.

Sophie Kinsella's *Finding Audrey* is one of the novels which specifically portrays how social anxiety disorder is reflected in the character of the story. This novel tells a story about Audrey Turner who is coming to grips with a traumatic experience in her life which has resulted in a slew of mental health-related consequences, such as depression and social anxiety disorder. A 14-year-old girl who shows off her fear feelings and worries about the problems of her life, Audrey generally is not like a normal teenage girl. She suffers from a social anxiety disorder which makes her frightened, nervous and cry when she interacts with others, especially strangers. Audrey always filled her daily life by isolating herself in the house. She does not have the courage to go out, whatever the situation. She avoids having any contact because Audrey has anxiety and panic attacks when interacting with people. But Audrey is wearing sunglasses to cover up the excessive fear that can be used to avoid

eye contact. This situation makes Audrey undergo a period of therapy to treat the illness.

From that situation, the writer sees how anxiety disorder makes someone suffer as a major issue in this study to be discussed. The writer analyzes the psychological conditions of Audrey in which the causes of her anxiety and effects of her anxiety.

To find out more about how Audrey's anxiety disorder occurs, this research focuses on finding the causes and effects of Audrey's anxiety disorder. The researcher thinks that this novel is good to be known to the readers as it portrays how anxiety disorder could affect so much to its person.

1.2 Statement of the Problem

Based on background of the study, statement of the problem are formulated as follows:

1. What are the causes of the protagonist's anxiety found in the novel?
2. What are the effects of the protagonist's anxiety in the novel?

1.3 Objectives of the Study

The objectives of this study are to analyze what became the research main problem in this study. There are as follows:

1. To know the causes of the protagonist's anxiety in the novel.
2. To know the effects of the protagonist's anxiety in the novel.

1.4 Scope of the Study

A scope is used to direct research on the subject matter specifically. This study focuses on the portrayal of the protagonist's anxiety in Sophie Kinsella's *Finding Audrey* which consists of causes: threat, fear, response and effects: the uses of sunglasses to avoid eye-contact, getting out from school and being afraid out of home.

1.5 Significance of the Study

Practically, this research is created to develop additional understanding for English Literature students from the novel through the protagonist's anxiety. In theoretical terms, the study aims to understand what is the explanation for *Audrey* having an anxiety disorder. It also aims to apply literary works analysis with the theory of psychoanalysis which consists of the causes of anxiety and the effects of anxiety. This research is useful for the readers to understand the main topic in the novel *Finding Audrey* as a source of knowledge and to find out how important it is educating ourselves about anxiety.

CHAPTER II

LITERATURE REVIEW

2.1 Protagonist

According to Minderop (2005: 2), character can also be a person, community, race, mental and moral attitude, the quality of reasoning, famous persons, and fictional figures in literature. Character in a piece of literature can be seen as a depiction of a person. The author creates a character that is deserving of our attention, affection, and support through actions, traits, and descriptions. Protagonist and antagonist are terms used to describe the two major characters in a narrative. The main driving force and specific goal of the protagonist are always present. It is crucial to remember that a novel's protagonist could be one person (just the main characters). An antagonist is a different type of character whose role it is to prevent the protagonist from attaining his overt goal. The protagonist is a character that the reader or audience empathizes with in a tale, novel, play, or other literary work. There are only a few different types of characters, but the main character is the one who captures the audience's interest the most and ends up in the spotlight. The most scenes are also for this character.

The protagonist always comes along with his chief motivating force and tangible objective. It is important to note that the protagonist in a novel can be singular (just the main characters). The protagonist is one of the characters in a story, novel, drama, or other literary work, the characters that the reader or audience empathizes with. Shaffer (2008: 147) states that the protagonist is the leading character who generally exhibits superior qualities or who simply is the main character.

2.2 Psychology and Literature

There is a very strong correlation between literature and psychology for the fact that both of them deal with human beings and their reactions, perceptions of the world, miseries, wishes, desires, fears, conflicts and reconciliations also individual and social concerns, by means of varied concepts, methods, and approaches.

According to Ratna (2004: 350), literary psychology is an analysis of literary works using psychological considerations and relevance. This means that psychology should be used when analyzing literary works from the psychological perspective of the author, character and reader.

Therefore, psychology can be defined as better as the scientific study of human behavior and human relations. Davis and Paladino say in Siswanto's book that psychology is the scientific study of behavior and mental processes. (Siswanto, 2005: 26)

According to Endraswara (2003: 96), there are two basic assumptions saying that literature involves psychology for literary research. First is that literary work is a psychological and thinking product of the writer gained from his/her subconscious experience and constructed clearly in a textual form in their conscious condition. Second, this research is to analyze the psychological characterization of the characters and the mind or feeling of the writer beyond the text in literary works. By using the psychological approach to literature, we can see many levels that may not be noticed while just reading a piece of literary work. As the writer stated above, psychology in literature studies human's behavior. In this case, it is the character's behavior which exists in a literary work. This behavior can be of various kinds depending on our point

of view; for example, anxiety of the character. It will give a great influence to the character since it is directly related to the condition of the character's mind.

2.3 Sigmund Freud's Psychoanalysis

One of the modern theories used in English literature is psychoanalysis. It is a psychoanalysis-guiding theory that is regarded as a theory of personality organization and personality dynamics. The academic field of literary criticism or literary theory has long exploited the hidden relationship between literature and psychoanalysis. Freud is considered as the first person who maps a human's unconscious mind. According to Freud in Semun (2006: 61), he believes that unconsciousness is the determining factor of important and dynamic behavior. This statement shows that all humans behavior is unconsciously affected by the unconscious mind. In the psychoanalysis of Sigmund Freud, which includes personality structure and dynamics of personality, he considers the mind as a system of energy. There is a separate mental system in the other system of the human body. The purpose is also different, for example, to fulfill the body's need, to reflect social guidelines and regulation and to seek a plan to balance the biological drive and the social stress. Psychoanalysis is concerned with the functions and development of the human mind. This branch of psychology contributes significantly to literary research.

2.4 Definition of Anxiety Disorder

According to Freud in Boeree (2006: 19) "Anxiety is as a signal to the ego that danger is coming. It warns the ego to do something to prevent the danger from doing harm to the ego." People would prefer not to experience the discomfort and

uncomfortable feelings that anxiety causes. Anxiety can be categorized as an extreme feeling. Anxiety itself has a bad influence on someone who feels it, because anxiety is a detrimental energy in a person. Anxiety was also described as a vague, uncomfortable feeling aggravated by prolonged stress and the existence of numerous pressures. Freud also explained that the term of anxiety can be classified because of the conflict between Ego and Superego, yet, problems outside also have a big role in producing anxiety, it can be a threat, environment, repression, frustration, gender, fear, response, age, and desire conflict.

2.5 Causes of Anxiety

Freud in Boeree (2006: 19) identified several causes of anxiety, as follows:

2.5.1 Threat

According to the Merriam-Webster Dictionary (2023), a threat is defined as an expression of an intention to inflict evil, injury, or damage on someone or something. It also can be defined as the possibility or likelihood of trouble, danger, or harm. Threat is when a person or thing that is regarded as a possible danger or source of harm. In general, a threat refers to a statement, action, or circumstance that has the potential to cause harm, danger, damage, or trouble to individuals, organizations, or society as a whole. Adler and Rodman (2006: 50) states that threat can be from the inside feeling of a person or it can be from the outside person. It can involve an explicit or implicit intention to inflict harm, and it may manifest in various forms such as physical, verbal, psychological, or cyber threats.

2.5.2 Fear

According to Cambridge Dictionary (2023), fear is an unpleasant emotion or thought that you have when you are frightened or worried by something dangerous, painful, or bad that is happening or might happen. From a psychological perspective, fear serves as a protective mechanism that prepares an individual to respond to potential harm. It triggers the body's "fight-or-flight" response, leading to physiological changes such as increased heart rate, rapid breathing, heightened alertness, and heightened sensory perception.

2.5.3 Response

According to the American Psychological Association (2023), response is a reaction or reply to a stimulus, situation, or event. It can be verbal, written, or nonverbal and is typically influenced by one's thoughts, emotions, and previous experiences. A response is often a direct or indirect action taken to address or engage with the stimulus, and it can vary in intensity, tone, and effectiveness depending on the context. In psychology, a response can refer to an organism's behavior or physiological reaction to a specific stimulus in a particular environment. Overall, a response is a multifaceted concept that encompasses various forms of expression and interaction in response to external or internal stimuli. Adler and Rodman (2006: 43) states that a person's ability examines the stimulus' capability to affect the manifestation of anxiety.

2.5.4 Repression

According to the American Psychiatric Association (2023), repression is the unconscious blocking of unpleasant emotions, impulses, memories, and thoughts from

your conscious mind. On the other hand, Boag, S (2006: 74) states that Repression is a defense mechanism whereby unpleasant-provoking mental processes, such as morally disagreeable impulses and painful memories, are actively prevented from entering conscious awareness. Repression can be defined as a defense mechanism when someone tries to minimize feelings of guilt and anxiety.

2.5.5 Frustration

According to Adler and Rodman (2006: 78), all humans live to fulfill their necessities. They can be good fantasies or bad desires. When they can have what they want, they will be satisfied. On the contrary, when they cannot fulfill them, they will be upset. This sadness can put them in a frustrating situation. This condition will persist from the time they are children until they are adults. If this condition is not handled soon, they will be experiencing acute anxiety.

2.6 The Effects of Anxiety Disorder

The following are some of the effects of anxiety:

2.6.1 The Uses of Sunglasses to Avoid Eye-contact.

According to Schneier F. R (2011: 81), individuals with anxiety disorder experience intense feelings of being looked at by other individuals and show a marked avoidance and fear of eye contact during social interactions. A person with anxiety disorder might only go out when accompanied, and might wear sunglasses to avoid eye contact. According to the American Psychological Association (2023).

2.6.2 Getting Out from School

Anxiety disorders cause people to feel frightened, distressed, or uneasy during situations in which most people would not feel that way. Left untreated, anxiety disorders can make it hard for students to get schoolwork done or study. It may affect their relationships with peers and teachers, too. In some cases, students with anxiety disorders miss a lot of school days. Or even worse, they will drop out of school. According to KidsHealth (2019) in *Anxiety Disorders Factsheet*.

2.6.3 Being Afraid Out of Home

According to the Australian Government Department of Health and Ageing (2005), a person with anxiety disorder is afraid to leave environments they know or consider to be safe. In severe cases, a person with anxiety disorder considers their home to be the only safe environment. They may avoid leaving their home for days, months or even years.