

CHAPTER V

CONCLUSIONS, SUGGESTIONS, AND PEDAGOGICAL IMPLICATIONS

This chapter presents the conclusions, suggestion and pedagogical implication of anxiety reflected in “*Dark Places*” Gillian Flynn’s (2009) viewed from psychoanalytic perspective.

A. Conclusion

Based on the analysis, there were found, *first*, the indicators of anxiety consist of the indicator of anxiety consists of cognitive anxiety, motoric anxiety, somatic anxiety, and affective anxiety. The cognitive anxiety in “*Dark Places*” novel where there is negative expectation appear such as, assuming everything bad in the world. The motoric anxiety such as; shrugged, aware on something, paced around to release muscular tension or discomfort, and bristled and tensed body. The somatic anxiety and affective anxiety are the deepest disorder of anxiety. Sometimes people with this condition, will disturb them mentally, such as shaking, offended easily, yelling, shouting and grumbling like an idiot, get drunk, and the unsteady feeling.

Second, the anxiety reflected in the “*Dark Places*” novel consists of neurotic anxiety, moral anxiety and realistic anxiety. The neurotic anxiety shows that Libby’s life shadowed with her bad background in the past (dim past) and it can create negative thinking about people surround. In Moral anxiety, Libby faces two different choices that can make the anxieties. Libby has mistake among in making decision in blamming Ben and she feels regret and sorry about it. In realistic anxiety shows the condition of Libby where shw is affraid of seeing something bad and scary, affraid of loosing something usual (such as, loosing friend, loosing money, etc), affraid of making contact with strangers or making a new relationship with others.

Third, the type of anxiety that is dominant in the “*Dark Place*” novel is realistic anxiety where she feels anxious when she heard the name of Runner Day (her father), the a bad feeling of seing dead body of her family, Libby feels anxious related to lyle condition, and the bad and anxious feeling of Libby related to her body contact with stranger.

Fourth, Gillian Flynn addresses anxiety in the “*Dark Places*” novel where based on the indicator of anxiety, Gillian wants to address anxiety by showing how the anxiety appears. In the novel, Gillian shows the cognitive anxiety through the Libby’s character. Libby has a lot of negative expectation appears such as, assuming everything bad in the world that could happen and she would meet harm and danger among the case. Based on motoric motoric reaction, body movement visually, such as; shrugged (shows a simple shoulder shrug), become a sensitive person and becomes aware on something, paced around to release muscular tension or discomfort, and bristled and tensed body. The somatic anxiety and affective anxiety is that Libby realy anxious about the investigation of her family murder. She feels that in every situation always involve fast blood rush in her body that always makes her panic and shaking, offended easily, yelling, shouting and grumbling like an idiot, get drunk, the unsteady feeling. While, Gillian addresses the anxieties in the “*Dark Places*” novel by neurotic anxiety showed with the sample of Libby’s life, where the bad background in the past (dim past) will give a bad impact in present life. In Moral anxiety, when Libby has mistake among Ben, she feels regret and sorry about it. In realistic anxiety Libby is affraid in remembering something bad in the past, affraid of seeing something bad and scary, affraid of loosing something usual (such as, loosing friend, loosing money, etc).

B. Suggestion

The researcher gives recommendations related to the research. She hopes that these suggestions are useful for lecturers, readers and other researchers.

1. For lecturers
 - a. Be more creative and selctive on choosing the literary work as a teaching media.
 - b. They can used the theory of anxiety to find out the students psychologically and they will be able to teach them without giving them the anxiety.
2. For society

The society able to to stay away from anxiety and gets a lot of friends together supposed to be able to solve the matter of anxiety.
3. For other researchers
 - a. Create a new research using the same subject but different approaches
 - b. Create a new research using the same approach for the same subject.

C. Pedagogical Implication

This study identifies that there are some relationship between the psychoanalytic (anxiety) in the novel and in real life. In reality, the anxiety appears in people unpredictable and common people can not identified the anxiety in detail and sometimes because of the anxiety, some of people sometimes able to do something crazy to get away from it. Through the messages that are given by the author in the novel, the researcher tries to conclude it with the real life supposed the reader can learn about how to stay away from anxiety.