

ANXIETY REFLECTED IN GILLIAN FLYNN'S *DARK PLACES* (2009):

A PSYCHOANALYTIC PERSPECTIVE



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirements
for the Getting Bachelor Degree of Education in English Department**

by:

WHENNY TRIJAYANTI

A320120298

**ENGLISH DEPARTMENT
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2016

APPROVAL

**ANXIETY REFLECTED IN GILLIAN FLYNN'S DARK PLACES (2009):
A PSYCHOANALYTIC PERSPECTIVE**

RESEARCH PAPER

by

WHENNY TRIJAYANTI
A 320 120298

Approved to be Examined by the Consultant

Consultant



Dr. M. Thoyibi, M.S.

NIK. 410

ACCEPTANCE

**ANXIETY REFLECTED IN GILLIAN FLYNN'S DARK PLACES (2009):
A PSYCHOANALYTIC PERSPECTIVE**

by:

WHENNY TRIJAYANTI

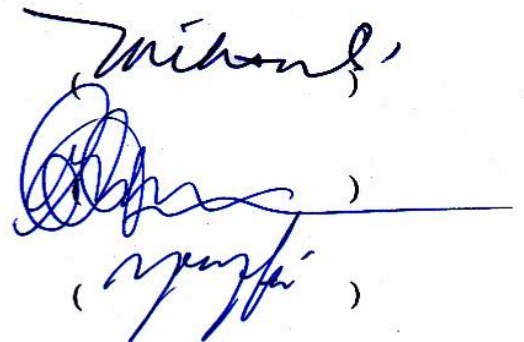
A 320120298

Accepted by the Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta

On December 2016

The Board of Examiners:

1. Dr. M. Thoyibi, M.S
(First Examiner)
2. Dr. Abdillah Nugroho, M.Hum.
(Second Examiner)
3. Yeny Prastiwi, S.Pd., M.Hum, Ph.D.
(Third Examiner)



Surakarta, 15 December 2016

Muhammadiyah University
School of Teacher Training and Education



Prof. Dr. Harun Woko Pravitno, M. Hum.

NIP. 196504281993031001

TESTIMONY

I am as the researcher, signed on the statement below:

Name : WHENNY TRIJAYANTI

NIM : A320120298

Study Program : Department of English Education

Title : Anxiety Reflected in Gillian Flynn's Dark Places (2009): A
Psychoanalytic Perspective

Here with, I testify that this research paper is an original work written and submitted by me and aren't copied from any reports, except which are cited in the text and mentioned in the bibliography. If later proved that this research paper is the result of plagiarism, I am completely responsible and willing to accept sanction in accordance with the applicable regulations.

Surakarta, 15 December 2016

The Researcher,



Whenny Trijayanti

A320120298

MOTTO

If you can not be intelligent, be a good person.

Life is a choice, and we must dare to choose.

Learning to appreciate a process for a change.

DEDICATION

Proudly and whole heartedly, the researcher dedicate this research paper to:

- ♥ Allah SWT for the great blessing and the great prophet Muhammad SAW,
- ♥ My beloved parents, Wono Mulyanto and Almh. Sumarni, who always give the best prays, loves and supports,
- ♥ My beloved brothers, Wibowo Joko Nuryanto and Romadhona Fazauri,
- ♥ All of my friends in English Department 2012,
- ♥ All of my friends everywhere, thank you for your help and friendship,

Thankyou for everything ~

ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb.

In the name of God, the most gracious and the most merciful. All the praises were due to the Almighty God, Allah SWT, and the Lord of the Worlds. The Lord who always gave uncountable blessing and mercies to the researcher, hence she finally finished and completed her research paper entitled **ANXIETY REFLECTED IN GILLIAN FLYNN'S *DARK PLACES* (2009): A PSYCHOANALYTIC PERSPECTIVE**. The first and most important, she would like to thank Allah for blessing and helping.

Secondly, the researcher extended gratitude to the prophet Muhammad SAW. May bless and mercy everlastingly was upon him who guided and led us from darkness into the shining path. Thirdly, the researcher expressed her deepest gratitude and appreciation to the following people:

1. Prof. Dr. Harun Joko Prayitno, M. Hum., Dean of School of Teacher Training and Education Muhammadiyah University of Surakarta,
2. Mauliyah Halwat Hikmat, Ph. D, Head of English Department on Muhammadiyah University of Surakarta,
3. Dr. M. Thoyibi, M.S., the consultant who patiently guided the researcher in arranging this work, provided time for consulting, criticizing, and giving the nice suggestion.
4. Susiyati as the academic consultant who gave the researcher guidance as long as she studied in Muhammadiyah University,
5. All lecturers of English Department for being good educators who gave the board knowledge to her during she studied in Muhammadiyah University,
6. Her best and beloved parents who always gave her the endless prayer, spirits, motivation, and supports because without all of those from both of them she would be nothing at all.

7. Her brothers, who gave her the best support, thank you for keeping the support,
8. Her lover, Nico Arrosyid Shiddiq, who gave her the best support, thanks for caring and keeping the relationship,
9. Her beloved friends: Shabrina Nur Husna, Ria Trisnawati, Gitti Febriani Pradita, Ida Purnamasari, Ariyani Pratiwi, and Hana Nur Hidayah thanks for the greatness support, motivation, and for the times they spend and pass together.

The last, the researcher extended her greatest gratitude to everyone who helped her that could not be mentioned one by one. The researcher realized that this research was far from being perfect and there were many weaknesses in this research paper because of the limited capability and knowledge. Therefore, suggestion and criticism are welcome and acceptance. Finally, she expected and hoped that this research paper will be useful for the readers.

Wassalamu'alaikum Wr. Wb.

Surakarta, 15 December 2016

The Researcher,

Whenny Trijayanti

A 320120298

SUMMARY

WHENNY TRIJAYANTI. A320120298. **ANXIETY REFLECTED IN GILLIAN FLYNN'S DARK PLACES (2009): A PSYCHOANALYTIC PERSPECTIVE.** RESEARCH PAPER. SCHOOL OF TEACHER TRAINING AND EDUCATION. MUHAMMADIYAH UNIVERSITY OF SURAKARTA.

This research aims to identify the indicators of anxiety in the novel, to find out the dominant type of anxiety in dominant in the novel, to describe how anxiety is reflected in the novel, and to reveal the reasons why Gillian Flynn addresses anxiety in the novel. The type of this research is descriptive qualitative. The researcher gets the data from the novel includes the sentences, and paragraph. The techniques of collecting the data are reading the data repeatedly, taking notes, underlying the important words, arranging the data, selecting the data, and drawing conclusion. The technique of data analysis is descriptive qualitative which comprises three procedures, namely: data reduction, data display, and conclusion. The results of this research show: the indicators of anxiety consist cognitive anxiety, motoric anxiety, somatic anxiety, and affective anxiety. The anxiety reflected in the "Dark Places" novel consists of neurotic anxiety, moral anxiety and realistic anxiety. The type of anxiety that is dominant in the "Dark Place" novel is realistic anxiety. Gillian Flynn address anxiety in the "Dark Places" novel where based on the indicator of anxiety, Gillian wants to address anxiety by showing how the anxiety appears. Based on 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 really anxious about the investigation of her family murder.

Keywords: anxiety, psychoanalytic, Dark Places novel

RINGKASAN

WHENNY TRIJAYANTI. A320120298. **ANXIETY REFLECTED IN GILLIAN FLYNN'S DARK PLACES (2009): A PSYCHOANALYTIC PERSPECTIVE.** SKRIPSI. FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN. UNIVERSITAS MUHAMMADIYAH SURAKARTA.

Penelitian ini bertujuan untuk menganalisis indikator-indikator kecemasan di dalam novel, untuk mengetahui jenis-jenis kecemasan dominan dalam novel, untuk menggambarkan bagaimana kecemasan tercermin dalam novel, dan untuk mengungkapkan alasan mengapa Gillian Flynn membahas kecemasan dalam novel. Jenis penelitian ini adalah deskriptif kualitatif. Peneliti mendapatkan data dari novel termasuk kalimat, dan paragraf. Teknik pengumpulan data yaitu dengan membaca berulang kali, membuat catatan, memperhatikan kata-kata penting, mengatur data, memilih data, dan menarik kesimpulan dari novel. Teknik untuk menganalisis data adalah deskriptif kualitatif yang terdiri dari tiga prosedur, yaitu: mengurangi data, menampilkan data, dan kesimpulan. Hasil penelitian menunjukkan: indikator-indikator kecemasan terdiri dari kecemasan kognitif, kecemasan motorik, kecemasan somatik, dan kecemasan afektif. Kecemasan yang tercermin dalam novel "Dark Places" terdiri dari kecemasan neurotik, kecemasan moral dan kecemasan realistik. Jenis kecemasan yang dominan dalam novel "Dark Places" adalah kecemasan realistik. Gillian Flynn membahas kecemasan di "Dark Places" Novel di mana berdasarkan indikator dari kecemasan, Gillian ingin membahas kecemasan dengan menunjukkan bagaimana kecemasan muncul. Berdasarkan reaksi motorik, gerakan tubuh secara visual, seperti; mengangkat bahu (menunjukkan gerakan mengangkat bahu yang sederhana), menjadi orang yang sensitif dan menjadi sadar tentang sesuatu, mondar-mandir di sekitar untuk melepaskan ketegangan otot atau ketidaknyamanan, dan merinding serta tubuh menjadi tegang. Kecemasan somatik dan kecemasan afektif digambarkan bahwa Libby benar-benar cemas tentang penyelidikan pembunuhan keluarganya.

Kata kunci: kecemasan, psikoanalitik, Novel Dark Places

TABLE OF CONTENT

TITLE.....	i
APPROVAL.....	ii
ACCEPTANCE	iii
TESTIMONY.....	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
MOTTO	vii
SUMMARY	ix
RINGKASAN	x
TABLE OF CONTENT	xi
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Problem Statement	5
C. Objectives of the Study	5
D. Limitation of the Study	5
E. Benefit of the Study	5
F. Paper Organization	6
CHAPTER II LITERATURE REVIEW	7
A. Underlying Theory	7
1. Notion of Psychoanalysis	7
2. Freud's Structure of Personality	8
3. Anxiety	10
B. Previous Studies	14

CHAPTER III RESEARCH METHOD	16
A. Type of the Study	16
B. Object of The Study	17
C. Type of the Data and the Data Source	17
1. Primary Data Source	17
2. Secondary Data Source	17
D. Technique of the Data Collection	18
E. Technique of the Data Analysis	18
1. Reducing the Data	18
2. Displaying the Data	18
3. Drawing conclusions	18
CHAPTER IV RESEARCH FINDING AND DISCUSSION	19
A. Research Finding	19
1. The Indicators of Anxiety.	19
2. The Anxiety Reflected in the Novel.	24
3. The Dominant Type of Anxiety	28
4. Gillian Flynn Addresses Anxiety	29
B. Discussion	31
CHAPTER V CONCLUSIONS, SUGGESTIONS, AND PEDAGOGICAL IMPLICATIONS	33
A. Conclusion	33
B. Suggestion	34
C. Pedagogical Implication	35
BIBLIOGRAPHY	