

CHAPTER TWO

LITERATURE REVIEW

The theory employed in the research, as well as the technique used as direction in performing this research. The previous study will be briefly explained in this chapter. Furthermore, the author chose some of the research articles that included the results using prior studies as supporting parts of the research. To reach its goal, all prior research and theory connected to the anxiety condition is required. This material will aid the researcher in doing a more in-depth analysis for the study.

2.1 Previous Studies

The previous research is significant since it aids the writer's research and that of the next researcher. Previous study provides an example of how to perform analysis and research in a high-quality manner. It also serves as a resource for fresh study discoveries. To support the analysis, the authors analyze various prior studies relevant to the issue while performing this research.

The first study is a journal article according to Krisnawati, R. (2011) with the title of *The anxiety of Raju Rastogi in Rajkumar Hirani's 3 Idiots movie (2009): A psychoanalytic approach*. This study's goal is to investigate anxiety disorders from a psychoanalytic perspective. The researcher chose this as a previous study because it can be concluded that it shows characters' anxiety, which is expressed in their gestures and actions. The researcher's understanding of the anxiety disorder from the perspective of the fictional character is aided by this study. This study's influence on the researcher's thesis is a result of the researcher's use of Sigmund Freud's psychoanalytic theory. The similarities between this study and the

researcher's research center on the characteristics. The distinction, though, is due to the study's greater emphasis on Sigmund Freud's theories. However, the anxiety portrayal is the main emphasis of the researcher's study. Additionally, this study's main in this study's analysis of a novel, the researcher will use the character to look for signs of an anxiety disorder. This study and the researcher's study are only distinguished by the subject of the literary work.

The second previous study by Inaya (2021) with the title of *The Anxiety of Pauline and Madeline in Nicola Yoon's Everything, Everything*, employing Sigmund Freud's idea of anxiety and coping mechanisms. The goal of this study is to analyze the defense mechanisms used by Pauline and Madeline to deal with their anxiety issues, which is why the characters' issues are comparable to those of the researcher. But the feminist theory is used in this work, along with a deeper examination of anxiety as a protective mechanism. The anxiety is continued by the defense system. Using the same direction as the anxiety kind is where the researcher studies and yours differ. It even makes use of the literary character's personality analysis. The third previous study was made in the same year when Mawarni (2016) made the thesis titled *Anxiety Disorder in JK Rowling's Harry Potter and The Philosopher's Stone, Harry Potter and The Chamber of Secret, and Harry Potter the Prisoner of Azkaban*. This research uses three different sources of data, all of which come from the works of the same author. In order to assess an individual's personality in the context of an experiment, the research makes use of the same method as Freud theory does. In addition to that, the character patterns in the novel were analyzed as part of this research. Using the quote that makes a reference to the sensation of being worried. Because it makes use of the author's preferred theoretical

framework, the research is useful to the author. This research will be useful to the author because it constitutes one of the discoveries that were made while writing about the anxiety theory.

The fourth study coming from Farohah (2015) with the title *Anxiety suffered by Elizabeth Holland in Anna Godbersen's Splendor*. The primary character of this book, Elizabeth Holland, is investigated to see if she is going through the stages of anxiety. This research focused on Sigmund Freud's anxiety theory and included an analysis of the primary character. The researcher study, however, focuses on the anxiety analysis more, while this study focuses more on the defense mechanism theory. The researcher will continue to use this thesis as support while concentrating more on anxiousness. The writer benefited from this research since it continues to examine the same fundamental theory, which will help the writer better comprehend how anxiety will be analyzed in relation to the data.

The fifth previous study is obtaining resources from Karlina (2019) that was conducting a study entitled *Anxiety as Seen in Sophie Kinsella's Finding Audrey*. This study offers a thorough assessment of the current status of anxiety and discusses intriguing future potential for both research and practice using the psychoanalytic study method. Reality, neurotic, and moral anxiety are the three categories of anxiety that Freud distinguished. It seems that the primary character has a tendency toward neurotic anxiety more so from the symptoms where they belong, according to this study's findings. The findings of that study point to this conclusion. The psychological technique that was pioneered by Sigmund Freud will be of great assistance in the advancement of this inquiry.

Those previous studies are important to this study because they will help the writer evaluate the psychology of anxiety disorder through the novel, *They Both Die at the End*. Furthermore, journals assist researchers in analyzing issues by following a pattern in identifying symptoms and applying relevant theories. As a result, in the next section, the author will expand on the concepts and approaches that are thought to be capable of achieving the study goal. Those prior studies are pertinent to our investigation. In addition, the journals aid the writer in analyzing the main character's psychological issues by following a pattern in identifying symptoms using suitable theory. As a result, in the next section, the author will expand on the concepts and approaches that are thought to be capable of achieving the study goal.

2.2 Psychological Approach

The term of the psychological approach to literature is the analysis and interpretation of literary works as seen through the lens of psychology. (Fard, 2016) It involves exploring the inner thoughts, feelings, motivations, and behaviors of fictional characters. Additionally, it involves investigating the psychological aspects of the author's creation and the reader's reaction.

In the study of literature, the psychological method typically makes use of psychological theories, concepts, and frameworks in order to comprehend the characters and their relationships, as well as to examine the themes and symbolism that are inherent to the text itself. According to Goldman et al (2016) It seeks to extract the psychological depths of characters, as well as their struggles, desires, and transformations, in order to reveal insights into human nature and the complexity of the human psyche. Specifically, it strives to elicit these depths through the use of thoughtful questions.

By utilizing psychological theories and concepts, researchers have a better chance of gaining insights into the complexities of human behavior and the human psyche as reflected in various works of literature. In addition to this, it may study how the author's decisions represent larger human experiences, societal difficulties, or psychological concepts. In the study of literature, the psychological method can be of use to academics in comprehending the author's goals. When analyzing literature from a psychological perspective, one must take into account the role of the reader as well as their psychological engagement with the work.

Sigmund Freud's conception of the psychological method incorporates a number of concepts on the conscious and subconscious levels of experience. Within the field of psychology, Freud (1923) identifies it as a crucial aspect of his psychoanalytic approach, and he considers it to be an essential component. He proposed that the mind can be broken down into three distinct states: the conscious, the preconscious, and the unconscious states. The conscious mind, according to Freud's definition of the term, includes all of the ideas, perceptions, and experiences that we are consciously aware of in the area of living our lives. It involves our current awareness of our surroundings in addition to our ongoing thoughts and emotions about those circumstances. The conscious mind comprises all of the mental processes that are open to human participation and are easily accessible to them. The preconscious mind is where knowledge is stored that is not immediately available to our conscious awareness but is easily retrievable and has the potential to be brought into conscious awareness. This includes recollections, pieces of knowledge, and ideas that are not readily accessible to us at the moment but can be recalled if necessary. According to Freud, the element of the mind that carries the

most weight and significance is the unconscious mind. It is made up of thoughts, wants, memories, and feelings that aren't consciously accessible to us at this moment. Our thoughts, feelings, and actions are all influenced by events that we have either repressed or forgotten, as well as deep-seated tendencies, wishes, and fears. Freud opinion that our conscious ideas and behaviors are subject to the unconscious mind's tremendous influence, even though we are typically oblivious of this effect.

Freud's psychological method serves three purposes. First, in gaining a knowledge of the creative process; second, in making use of literary biography; and third, in analyzing the characters. Firstly, investigating the creative process that goes into the production of literary works is one of the focuses of the psychological approach. According to Kváry, Z. (2011), there is a line between one's creative abilities and the mind that decides the work that constitutes their masterpiece. Secondly, the psychological method involves analyzing and comprehending authors' works by using information from the authors' biographies. It is possible to gain insight into both the specific obstacles that the writer faces as well as the underlying themes and motifs that are present in their works by analyzing the writer's biography, which should include personal issues as well as underlying patterns in their writing. The last one from the psychological method, makes it possible to do research on fictitious characters that are found in works of literature. Utilizing psychological theories and concepts helps shed light on the psychological complexity of the characters and improves overall interpretation of the work. Critics can improve their understanding of the characters' motives, difficulties, and development by applying these theories and concepts. (Aras, 2015)

The connection between the psychological approach and anxiety in literature study is clear when we look at how anxiety is used as a theme and when we look at how characters' mental states change over the course of a story. Literature is a great way to explore the depths of human feelings, like anxiety, and to learn more about how complicated the human mind is. Overall, the psychological method to studying literature helps the researcher learn more about anxiety by looking at how it is shown, how it affects people, and what psychological processes are at work behind the scenes.

2.3 Anxiety

2.3.1 The Definition of Anxiety

Anxiety is a broad term for a range of physical and mental responses that include feelings of fear, dread, worry, and unease. (Dale, et al, 2019) It includes a wide range of feelings, from short bouts of nervousness to crushing, long-term states of anxiety that make it hard to go about daily life. Anxiety is a normal and adaptive response that helps us stay alert and deal with possible threats. However, it can be crippling when it goes beyond what is normal or stays even when there is no immediate danger.

Moreover, the word anxiety refers to a state of mind and body that is marked by feelings of fear, dread, worry, and unease. It includes a wide range of feelings and experiences linked to getting ready for future events or situations that are seen as dangerous or difficult. (Stephan, 2014). Anxiety is often followed by physical symptoms like a faster heartbeat, shallow breathing, tense muscles, and a feeling of being on edge.

Anxiety is a normal and adaptive reaction to some situations, helping people get ready for possible dangers and take the right steps to protect themselves. But when anxiety is too much, lasts too long, or happens in situations that don't deserve it, it can get in the way of daily life and well-being. (Powell & Enright, 2015). In these situations, worry may be called an anxiety disorder, which includes conditions like generalized anxiety disorder (GAD), social anxiety disorder (SAD), panic disorder, specific phobias, and others. To understand what anxiety means, you have to realize that it is a subjective feeling and that everyone reacts to events that make them anxious in their own way. Anxiety is a broad term that covers a wide range of symptoms, levels of severity, and underlying causes. When talking about anxiety, it's important to take each person's situation and context into account. (Bandelow & Michaelis, 2022).

Anxiety is also caused by things like how people think and how they understand things. Negative thought patterns, like worrying too much, thinking the worst will happen, or having wrong ideas about possible threats, can keep anxiety feelings going. Bad ways of thinking can make you feel more afraid and unsure, which can make you feel anxious over and over again.

In conclusion, anxiety is an emotion that has many different parts. It includes feelings of fear, dread, and unease. Even though anxiety is a normal response to possible threats, too much and lasting worry can have a big effect on a person's quality of life. Understanding what anxiety is and what causes it is important if you want to know if you need help, a solution, or effective ways to deal with it. By

recognizing how complicated anxiety is, we can try to make a setting where people with anxiety disorders can feel supported and understood.

2.3.2 The Cause of Anxiety

According to Freud the term "anxiety" can be characterized with the connection of the conflict between the ego and superego, although anxiety can also be caused by threats, the environment, repression, frustration, gender, fear, responses, age, and desire conflicts. (Freud, 1926).

a) Threat

Freud believed anxiety alerts people to possible threats and helps them cope. He also noted that unresolved unconscious conflicts may cause excessive or illogical worry. Freud's work emphasizes anxiety's intricacy, its external and internal causes, and its significance in the complicated conscious-unconscious relationship. These threats might come from within, in the form of excessive worry or illogical fears, or from the outside, in the form of the possibility of actual harm or danger. (LeDoux, 2015). A child, for instance, who watches a horror movie may acquire anxiety due to the internal anxiety that something similar may happen to them, despite the fact that it is improbable that this will actually occur. In a similar vein, a person may have feelings of anxiety while they are home alone because of the external threat of a possible invader.

b) Environment

The environment in which a person lives can have an effect on the amount of anxiety that person experiences. The environment you're in might

influence the anxiety people feel. A setting that is peaceful and helpful might make you feel safe, reducing anxiety. Noisy or chaotic environments may exacerbate anxiety. Cities, with all of their hustle and bustle, may be stressful, but nature areas are frequently comforting. Also, the people surrounding you have an influence on your anxiety—whether they be helpful friends or unpleasant connections. As a result, your surroundings have a significant impact on how anxious or secure people feel. (Chorpita & Barlow, 2018) The ways in which people understand and react to sources of stress can be influenced by a variety of factors, including socioeconomic level, cultural norms, and social support. For instance, people from different social classes may be exposed to a variety of stressors and utilize a variety of coping techniques, which can contribute to variances in levels of anxiety.

c) Repression

How people handle their emotions is connected to their levels of anxiety in social anxiety and depression. The study examines expressive suppression which means hiding true feelings. In short, the more someone hides their feelings, the more likely they are to feel anxious. This suggests that trying to conceal emotions might contribute to social anxiety and sadness. Understanding emotion control is crucial for finding ways to ease anxiety and sadness in social situations. (Dryman & Heimberg, 2018) Repression is the unconscious protective strategy of driving upsetting thoughts, memories, or wants into one's unconscious mind. This can be a desire for something, a memory of something, or a notion. Anxiety might develop as a result of the accumulation of repressed feelings or conflicts that have not

been resolved. For instance, if a person has been through a traumatic incident but has repressed the memories related to it, the unresolved emotions can present itself as anxiety in the person.

d) Frustration

Frustration can manifest itself in a variety of ways, often resulting in feelings of anxiety. When things don't go as planned, it's common for people to become enraged or angry. This fury might build up inside, making it difficult to remain calm. Frustration can sometimes lead to a sensation of helplessness, when one feels stuck and overwhelmed. It's as if you've reached a stumbling block or are constantly confronted with new problems, which may be quite stressful. Frustration and worry frequently coexist, resulting in a difficult emotional combination that can alter how someone feels and copes with various situations. (Saravanan & Wilks, 2014) People experience frustration when they are unable to fulfill their requirements or fulfill their desires. Frustration can also occur when they are unable to fulfill the desires of others. When one's frustrations aren't resolved, it might eventually rise to feelings of worry. This can occur in many different aspects of a person's life, such as unfulfilled personal ambitions, unfulfilled aspirations in their careers, or unfulfilled relationships.

e) Gender

The ways in which men and women experience anxiety can be very different. According to the findings of certain studies, women may be more prone to anxiety than men as a result of variables such as hormone swings,

societal expectations, and cultural standards. Due to biological, psychological, and communal reasons, genders perceive and display anxiety differently. Men often hide their worry due to societal expectations, especially masculinity. Men may suppress their troubles to look powerful and avoid vulnerability, supporting communication norms that prevent open emotional exchanges. To help men recognize and manage their anxiety, these societal standards must be broken down and vulnerability encouraged. (McLean, et al, 2011)

However, it is essential to keep in mind that different people experience anxiety in different ways, and that gender is just one of many factors that might contribute to the development of anxiety. Gender affects anxiety through biology, psychology, and society. Biological differences in hormones may cause varying stress responses in men and women. Cultural expectations impact how people express anxiety, especially for men who feel pressured to appear strong. Recognizing these differences is crucial for providing the right support based on gender. (Downer & Lowry, 2013)

f) Fear

Fear is a potent emotion that, when left unchecked, can lead to worry. Anxiety and fear are related emotions often used interchangeably, but they're different. Fear is an immediate reaction to a threat, triggering a "fight or flight" response. Anxiety is a more general uneasiness, often linked to uncertain future events and less direct than fear. (Perusini, et al, 2015) The connection between anxiety and fear lies in their shared emotional basis. Both activate the body's stress response, leading to increased heart rate and

heightened alertness. Fear is about a specific threat now, while anxiety is a more persistent worry about what might happen later. Certain worries, such as the fear of failing, the fear of being judged, or the fear of specific situations or objects (phobias), can contribute to the development of anxiety disorders or make existing anxiety symptoms worse.

g) Age

The severity of anxiety might change at different points in your life. People of a younger age are more likely to experience anxiety as a result of academic achievement, social demands, or the formation of their identities. Anxiety can affect people at any age, with distinct characteristics emerging in youth and old age. Anxiety in youth is frequently caused by academic pressures, social dynamics, and identity development, manifesting as school-related stressors and peer pressure. Older people may experience anxiety as a result of health concerns, loss of independence, and existential concerns related to aging or life transitions. Physical symptoms, cognitive decline, or exacerbation of pre-existing health conditions can all be signs of anxiety in the elderly. Despite these differences, the relationship between anxiety and age highlights the need for tailored approaches that take into account the unique stressors and contexts associated with each life stage, recognizing the dynamic nature of anxiety across the lifespan. (Brown & Roose, 2011) On the other hand, elderly people may experience anxiety due to the effects of aging, worry about their health, or existential dilemmas.

It is essential to have an understanding that anxiety is a complicated and multi-dimensional phenomenon that is caused by a confluence of different elements.

These reasons are not the only ones that contribute to anxiety, and each person may have a different set of experiences and a different set of variables that make them anxious.

2.3.3 The Types of Anxiety

Sigmund Freud thought that anxiety is caused by disagreements between different parts of the mind, especially disagreements between unconscious wants, fears, and unresolved problems. He named three kinds of anxiety: reality anxiety, neurotic anxiety, and moral anxiety.

a) Reality anxiety

Reality Anxiety is a normal reaction to a threat or danger in the real world. It is a normal and adaptive response to events that pose a real danger to one's health. The term reality anxiety refers to the anxiety that the external world, or objective danger, causes in the ego as a result of the external world not being fitted to the id. (Freud, 1923). For example, reality anxiety is when you feel scared because you are in a dangerous position or being chased by a wild animal. Freud thought that this kind of worry was a normal and healthy reaction. Moreover, Sorrow and anxiety frequently have an intricate connection that can work both ways. Deep sorrow, such as that caused by loss or disappointment, can sometimes cause anxiety about what will happen next or how to cope. On the other hand, chronic anxiety, with its constant worry and unease, can lead to feelings of sorrow or sadness. The interaction of sadness and anxiety varies from person to person and situation

to situation, resulting in a dynamic and intertwined emotional experience in which one may influence or amplify the other. (Morelli & Lieberman, 2013)

b) Neurotic anxiety

According to Freud (1926) neurotic anxiety is the result of incomplete suppression that is not justified by any conscious beliefs. The repressed repeatedly resurrects the innate threat without ever confronting it. As a result, the innate danger spreads throughout the entire area of psychical activity. This kind of anxiety happens when the superego's moral standards are at odds with the unconscious wants or urges. The superego is a person's internalized moral ideals and social norms that they've learned as they grow up. People can have irrational fears and worries when their unconscious wants or urges go against these moral standards. Neurotic anxiety is often out of proportion to the real threat and can show up as phobias, obsessive-compulsive behaviors, or generalized anxiety.

Neurotic anxiety can be seen as a result of this internal conflict where the repression of certain aspects of the psyche is linked to a lack of super ego ability to consciously or unconsciously control the ID (the repressed). When people are unable to effectively manage or control their repressed thoughts or desires, they may develop a heightened sensitivity to external judgement. Fear of being judged negatively by others becomes a trigger for neurotic anxiety. This viewpoint is consistent with the theoretical foundation discussed previously, in which the repression of certain elements within the psyche can lead to increased anxiety and internal discord, particularly in

social contexts where perceived judgement is a major concern. (Loveday, 2018).

The symptom of this anxiety including to Hypervigilance, defined as excessive alertness and heightened sensitivity to potential threats, corresponds to the heightened state of worry associated with neurotic anxiety. The character's fixation on an impending fate, as expressed in their thoughts, emphasizes the obsessive and irrational nature of their anxiety. (Rycroft, 2018) An exaggerated response to perceived threats and a fixation on negative outcomes are common features of neurotic anxiety, even when the immediate situation does not warrant such a heightened reaction. Your observation of hypervigilance and fixation corresponds well with these traits, emphasizing how the character's anxious thoughts go beyond what is reasonable or proportionate to the circumstances. This contributes to a better understanding of the character's psychological state and the narrative's pervasive presence of neurotic anxiety.

c) Moral Anxiety

Moral anxiety happens when a person's acts go against the rules set by the superego. It happens when people break their own moral rules, which makes them feel guilty, ashamed, or judged by themselves. Moral anxiety is the fear of punishment or social disapproval because of what people think are moral mistakes. When a person violates a prohibition, a phenomenon known as moral anxiety or guilt anxiety arises in him. This prohibition may be referred to as a conscience or ego. (Freud, 1926).

Freud's psychoanalytic theory says that anxiety is a sign that there are deeper conflicts and unresolved psychic problems. Psychoanalysis tries to find and solve these conflicts. It does this by helping people understand their unconscious thoughts and feelings and by fixing the problems at their roots.