

CHAPTER I INTRODUCTION

This chapter presents the discussion on the background of the study, scope & limitation of the study, statements of the problem, purposes of the study, significances of the study, and definition of the key terms.

A. Background of the Study

All of the people in this world want to live in a quiet, peaceful, and happy condition without any problems or something disturbing in their life. But, it is impossible to see life without any problems. The cause of those problems can be by many things around such as friends, family, environment, society, and so on. Sometimes, those problems often make people so frustrated, depressed, trauma, worry, and frightened about something worst whereby it certain called as anxiety. Freud as quoted by Feist & Feist (2006: 33), anxiety is a felt, affective, unpleasant state accompanied by a physical sensation that warns the person against impending danger.

According to Freud as quoted by Sarjono (2016), “anxiety is an erective condition which motivates someone to do something, the function is for giving a warning about something dangerous namely signal for the *ego* that will be increased continuously if someone does not take the suitable action for reducing the anxiety”. Anxiety should not be ignored since it can bring into anxiety disorder and eternal unpleasant feeling. The unpleasantness is often vague and hard to pinpoint, but the anxiety itself is always felt.

It is actually about the instability of *Id*, *ego*, and *superego* of human. Anxiety arises when a person feels fear or loss of self-confidence or unprepared for threats. The *ego* is produced by anxiety, but the *Id*, *superego*, and the external world are involved in one of three kinds of anxiety, namely neurotic anxiety, moral anxiety, and reality anxiety as stated by Freud in Feist & Feist (2006: 33). The neurotic anxiety arises from *ego*'s dependence on the *Id*, moral anxiety arises because the dependence on the *superego*, and reality anxiety causes the dependence on the outer world. Freud as quoted by Andri & Dewi (2007) and by Mursyidah & Nur (2013)

considered three types of anxiety; they are moral, reality, and neurotic anxiety.

In this thesis, the researcher would like to analyze even criticize the character of Hannah Baker in Jay Asher's *Thirteen Reasons Why* through psychoanalysis, that is anxiety. Psychoanalysis is created by Sigmund Freud. Psychoanalysis has no aim except for knowing and understanding the unconscious mind in mental life. Freud, as quoted by Guerin (2005: 154), stated that the human mind is structured like the iceberg so that its great weight and density lie beneath the surface (below the level of consciousness).

As it is known, additionally, *Thirteen Reasons Why* is a young adult novel which was written in 2007 by Jay Asher. This novel won many awards such as New York Times Best Seller in July 2011, American Library Association (ALA) as the Best Books for Young Adults in 2010, and many more. A screenplay was written based on the original release of the book, an American TV series—Netflix, made dramatic television series of *Thirteen Reasons Why* and it was released in 2017. With that fact, this novel can be pinpointed as a major novel that is important to analyze and even criticize about anything related part of that novel, especially in a case of anxiety. Finally, this novel has many values and important things that are related to life such as suicide behavior, harassment, and care for each other.

Thirteen Reasons Why is a novel telling about young high school student, Hannah Baker who committed suicide after many problems which happened in her life. Many people, especially her friends made Hannah's life fall apart. Her friends spread the gossip about her, discouraged her, claimed her confidence, and all made Hannah depressed and desperate to end her life. Hannah Baker detailed the thirteen reasons why she ended her life in the audio tapes which was mailed to a friend two weeks after her death.

The personality of people who commit suicide is essentially almost the same as normal people in general. The difference is when a person experiences an event which eventually triggers to commit suicide. The thought of suicide arises when the *Id* is over the personality system. The dominance of the *Id* makes *ego* and *superego* weak and unable to perform the task as it should be. *Id* that follows the principle of satisfaction seeks to satisfy its desire to

reduce the tension within a person. When *Id* fails to fulfill its desire, then there is tension within the self that triggers the occurrence of anxiety. Anxiety in a person is what leads to irrational behavior in self then results in suicidal behavior. Therefore, it is so crucial and vital to see this novel with this angle, because anxiety can affect someone life.

Based on those explanations above, the researcher decides to analyze “The Anxiety of Hannah Baker in Jay Asher’s *Thirteen Reasons Why*: A Freudian Psychoanalysis” in this study.

B. Scope & Limitation of the Study

Based on the background of the study above, this research has scope and limitation. The scope is Freud’s Psychoanalysis in literary study applied to Hannah Baker in Jay Asher’s *Thirteen Reasons Why*. The limitation is anxiety based on Freud’s theory (Neurotic, Realistic or reality, and Moral). However, the researcher only focuses on analyzing the reality anxiety of Hannah Baker in *Thirteen Reasons Why*.

C. Statements of the Problem

Based on the background of the study that has been exposed previously, it can be seen that this study problematizes the anxiety of Hannah Baker in Jay Asher’s *Thirteen Reasons Why* to formulate research questions. Statements of the problem which can be written as below:

1. How is the anxiety of Hannah Baker described in *Thirteen Reasons Why*?
2. What are the impacts of the anxiety toward the life of Hannah Baker in *Thirteen Reasons Why*?

D. Purposes of the Study

Based on the background of the study that has been exposed previously, this part will answer the statements of the problems above. It is clear to see this research has two main purposes that can be described as below:

1. To describe the reality anxiety of Hannah Baker which occurs when Hannah faces the real object which makes her feels anxious.

2. To describe the impacts of reality anxiety on Hannah Baker's life in the form of disappointment, sadness, hatred, confusion, and hurts.

E. Significances of the Study

Based on the problem and purposes of the study, it can be known the importance of researching anxiety it. It is important to do this research because this research discusses anxiety, especially the anxiety of Hannah Baker in *Thirteen Reasons Why*. To make it clear, this section will provide a brief description of the significances of the study can describe below here:

1. For the students of English Language Education Department who are interested in doing the same research as the study, this literary work is recommended for you, because there are a lot of interesting issues that can be analyzed in Jay Asher's *Thirteen Reasons Why*. Besides, the researcher expects this thesis will give a good contribution to the literary studies, especially in the English Language Education Department. The researcher hopes to be able to assign more understanding about psychoanalysis based on Freud's theory more deeply, so that can be more useful for the next researcher.
2. For the readers, may this novel become one work which shows the portrait of teenagers' life and personality which can influence human behavior. Furthermore, the researcher expects that the reader will understand the aspects that influence human behavior, and the reader will be more interested in reading the novel, especially Jay Asher's *Thirteen Reasons Why*.
3. For the academics, especially University of PGRI Adi Buana Surabaya, this research will help the development of science in scientific studies and technological developments with the publication of the journal regularly and periodically which can assist the academics in the submission of accreditation of the university, and can provide this research further junior researchers.
4. For education, especially in teaching English, this research helps give motivation not only for the teacher but also for students. As a teacher can motivate students who have anxiety and the teacher should be aware of the students, so the students do not

feel alone. Because in the current era, students tend to have anxiety more easily. In English lessons students may be anxious when they cannot answer the question or fear the wrong grammar when they write and speak.

F. Definition of Key Terms

To make it easier in reading this research, therefore it is very important to see this part because it can guide and lead anything important to understand in the intended context. There are some key terms consist which relates to this research:

- Psychoanalysis : Psychoanalysis is a method for treating mental illness and also a theory which explains human behavior (McLeod, 2018).
- Anxiety : Anxiety is a felt, affective, unpleasant state accompanied by a physical sensation that warns the person against impending danger (Feist & Feist, 2006: 33).
- Moral Anxiety : Experienced as feelings of guilt or shame in the *ego* which is aroused by a perception of danger from the conscience (Chunnasart, 2006: 68).
- Neurotic Anxiety : Neurotic anxiety is defined as apprehension about an unknown danger (Feist & Feist, 2006: 34).
- Reality Anxiety : Reality anxiety is closely related to fear. It is defined as an unpleasant, nonspecific feeling involving a possible danger (Feist & Feist, 2006: 34)