

## **THE ANXIETY AND DEFENSE MECHANISM OF GILMORE IN *HAPPY GILMORE* MOVIE**

**Rusnandar Siregar, Anjar Dwi Astuti, Fatimah M.**

English Department, Faculty of Cultural Sciences

Mulawarman University

Email: siregarrusnandar@gmail.com

### **ABSTRACT**

*Happy Gilmore* is a movie that tells the story of Gilmore whose ambition was to become a professional hockey player. However, he had to leave it to find money to pay for his grandmother's house. Then, he jumped into golf tournaments because he could raise money quickly. In his struggle, Gilmore must experience a lot of anxiety and he must fight these feelings to achieve his goals. The first purpose of this study is to determine the type of anxiety experienced by Gilmore in the *Happy Gilmore* movie (1997). Besides, this study also aimed to determine the type of defense mechanism Gilmore used to overcome his anxiety. This study was qualitative research because it focused on analyzing the psychological aspect of a character in a movie. Accordingly, the approach used here was the psychological approach. In this study, the researcher used Freud's theory about anxiety and defense mechanisms. Based on the results of the study, it was found that Gilmore experienced neurotic anxiety, moral anxiety, and realistic anxiety. To overcome his anxiety, Gilmore used several types of defense mechanisms. These defense mechanisms were sublimation, displacement, projection, rationalization, reaction formation, regression, denial, and compensation.

**Keyword:** anxiety, defense mechanism, Happy Gilmore movie

### **ABSTRAK**

*Happy Gilmore* adalah film yang menceritakan kisah Gilmore yang berambisi menjadi pemain hoki profesional. Namun, ia harus meninggalkannya untuk mencari uang guna membayar rumah neneknya. Kemudian, dia terjun ke turnamen golf karena dia bisa mengumpulkan uang dengan cepat. Dalam perjuangannya, Gilmore harus mengalami banyak kecemasan dan dia harus melawan perasaan tersebut untuk mencapai tujuannya. Tujuan pertama dari penelitian ini adalah untuk mengetahui jenis kecemasan yang dialami oleh Gilmore dalam film *Happy Gilmore* (1997). Selain itu, penelitian ini juga bertujuan untuk mengetahui jenis mekanisme pertahanan yang digunakan Gilmore untuk mengatasi kecemasannya. Penelitian ini merupakan penelitian kualitatif karena difokuskan untuk menganalisis aspek psikologis seorang tokoh dalam sebuah film. Oleh karena itu, pendekatan

*yang digunakan di sini adalah pendekatan psikologis. Dalam penelitian ini, peneliti menggunakan teori Freud tentang kecemasan dan mekanisme pertahanan. Berdasarkan hasil penelitian, ditemukan bahwa Gilmore mengalami kecemasan neurotik, kecemasan moral, dan kecemasan realistik. Untuk mengatasi kecemasannya, Gilmore menggunakan beberapa jenis mekanisme pertahanan. Mekanisme pertahanan tersebut adalah sublimasi, perpindahan, proyeksi, rasionalisasi, pembentukan reaksi, regresi, penolakan, dan kompensasi.*

**Kata kunci:** *kecemasan, mekanisme pertahanan, film Happy Gilmore*

## **A. INTRODUCTION**

People must need interaction each other, at some time they were trying to make their identities through their feelings, thoughts, and emotion in their interaction in society. They also had a different behavior and different life experiences that shaped personality and it could be seen from how they socialized. Someone could understand the other person's personality from his habit, behavior, or even words in daily life. Not only understanding real characters/people around, someone could even make assumptions about the personality of a fictional character in a literary work because literature is believed to be a representation of real life.

Movie became one of the most developed and popular literary works in the 20<sup>th</sup> century. According to Hornby, a movie was a series of moving pictures recorded with a sound that tells a story (950). Movie was a communication medium that serves to entertain, teach, and inspire the viewer. It was classified as a literary work because "movie is the contemporary movement from textual literary to visual literary" (Klarer, 54). Some elements of movie could be the object of research, one of which was character. Character was an important thing to be analyzed to understand or learn the story of the movie. Character, or so-called actor in movie, had similar characteristics as people in everyday life such as physical form, personalities, and attitudes. Thus, a character could be analyzed through his psychological condition which was implicitly displayed on storyline of literary work. In this study, the researcher chose the main character named Gilmore in the *Happy Gilmore* movie as the object of the study.

Therefore, the researcher wanted to further analyze Gilmore's psychological state. To identify the psychological state of Gilmore, the researcher used Sigmund Freud's psychoanalytic theory which consisted of id, ego, and superego. It was to show that Gilmore could not balance his id, ego, and superego so that he had psychological problems such as unstable emotion, feeling anxious, or threatened. This could be seen from the characterization of Gilmore in the movie as someone who is grumpy, rude, and has excessive anxiety about something. The purposes of this research were to found out the types of his anxiety, and found out kind of ego defense mechanism he used to overcome his anxiety.

## **B. REVIEW AND RELATED THEORIES**

### **1. Movie**

The movie was a collection of single photographic combined into one unit to form a meaningful and storytelling motion picture. The movie developed in the 20<sup>th</sup> century as a semi-textual genre that influence and influenced by literature and literary criticism. It was said to be semi-textual because the movie was collaboration between text and visualization. In that century, movie also had a way of depicting photography that went far beyond the realistic way of depicting drama in the theater (Klarer, 54).

### **2. Character and Characterization**

Character was one of the most important elements that could be found in the movie. A character could also mean people, society, or characters in literary works. Then, characterization meant character description. Gill explained in his book entitled *Mastering English Literature*, a character was a person in a literary work and characterization was how a character is created (127). The author of literary work had tried to make his characters understandable and came alive for the reader or viewer, therefore Gill stated that characters in literary works have all kinds of relationships with society in reality (128). These two terms referred to the way the author presented a character or actor in a literary work so that the reader or viewer seemed to be dealing with the character directly.

### **3. Psychology of Literature**

The psychological approach focused on the psychological aspects of a character such as behavior, personality, habits, emotions, and motives. One of theories that were widely used in the analysis of the psychological aspect in literature was psychoanalysis. With psychoanalysis theory, it was possible to discover what was not said directly, perhaps what the writer was not consciously saying, and understand what was implied by the character in the movie (Dobie, 54).

### **4. Psychoanalysis**

The psychoanalysis theory was first introduced by Sigmund Freud in 1920. Freud was a neurologist and his theory had been very influential in the 20<sup>th</sup> century to the present, especially in the field of psychology. Psychoanalysis was not only a theory of the human mind, but a practice for curing those who were considered mental ill or disturbed. Psychoanalysis was used by Freud as method of medical treatment for his patients those suffering from mental and neurological disorders (Corey, 60).

Psychoanalysis discussed the subconscious mind, especially regarding motivation, emotions, conflicts, neurotic systems, dreams, and a person's character. Thus, psychoanalysis could help someone to understand human behavior and be able to understand more deeply about literary texts related to human behavior. In other words, psychoanalysis was concerned with understanding a character's personality or behavior.

Freud's psychoanalysis split into three personality structures that were the id, ego, and superego, in which these three related to each other (Hilgard & Atkinson, 467).

## **5. Anxiety**

Anxiety occurred when ego was too stressed/depressed because it was unable to balance the demands of the id, reality, and superego. According to Freud, anxiety was a signal to the ego that danger was coming. Anxiety was fear that is not real, a feeling of being threatened in response to something that was not actually threatening (Corey, 63). It could be concluded that anxiety was an emotional state that affected a person's psychological condition such as feelings of fear, tension, worry, and unpleasant circumstances.

Based on Freud's theory, there were three types of anxiety, namely neurotic anxiety, moral anxiety, and realistic anxiety (cited in Corey, 63).

### **a. Neurotic Anxiety**

This anxiety was arising from undetected dangers. The feeling was formed in the Ego but originated from the Id (Feist & Feist, 34). This anxiety arose when instincts could not be controlled, causing a person to commit punishable acts.

### **b. Moral Anxiety**

Moral anxiety happened if someone failed to do what he considered as a good thing. This feeling of fear of negative self-evaluation stemmed from the conscience or superego. Moral anxiety appeared as guilt or shame for thinking of doing something that went against moral norms.

### **c. Realistic Anxiety**

Realistic anxiety or objective anxiety was defined as feeling unhappy and not specific about the dangers that may occur. This anxiety came from threats and real dangers that exist in the environment or from outside oneself. It was almost the same as fear but different because this anxiety did not have a specific object of fear (Adler & Rodman, 42).

## **6. Defense Mechanism**

Anxiety occurred in the subconscious mind then it created a feeling of discomfort that the Id could not accept. Since that happens, the ego had had a hard time making the Id and superego happy. However, the ego had several tools that could help maintain the ego in its role as the mediator of the Id and the superego. It was called the Defense Mechanism. Freud stated that the importance of the defense mechanism was to help people to overcome anxiety and prevented threats from the ego (cited in Corey, 63). Freud divided the defense mechanism of the ego into nine parts as follows.

### **a. Repression**

Freud considered repression to be the fundamental and most important defense mechanism. In repression, the ego denied circumstances that cause anxiety as memories that cause a sense of shame, guilt, or humiliation. The ego would

suppress the feelings, desires, and experiences that threaten the ego to the unconscious and kept there so as not to disturb the ego again.

**b. Sublimation**

The ego changed or replaced Id's impulses by diverting instinctual energies into socially acceptable forms of behavior. With this defense, people succeed in transferring emotions and substituting their uncomfortable feelings into activities that were constructive rather than destructive.

**c. Projection**

Projection protected a person from recognizing unacceptable qualities, to give it to others in excessive amounts. Projections occurred when individual cover up the shortcomings, problems, or mistakes he face by passing them on to others.

**d. Displacement**

Displacement meant transferring displeasure with one object to another. Here, the ego moved the impulse Id from an unavailable object to an existing object. In this case, someone made other people or objects as targets or scapegoats for their emotions.

**e. Rationalization**

Rationalization was creating an acceptable but untrue explanation of a situation. Here, the ego reinterpreted behavior to make it more acceptable. Rationalization referred to assigning logical or socially desirable motives to what people did so that they appeared to have acted rationally. If a person acted impulsively or on a motivation that he did not want to admit even to himself, he rationalized what he had been done to put the behavior into a better perspective. In rationalization, a person looked for good reasons rather than the right reasons. This reason usually made sense.

**f. Reaction Formation**

Reaction formation reduced anxiety by taking on the opposite feeling. Here, the ego formed behavior or thoughts that were contrary to the Id impulses. Sometimes the individual could hide a motive from himself by giving a strong expression to the opposite motive.

**g. Regression**

Regression is a defense mechanism when the individual returned to an earlier period of life that was more enjoyable and free from the frustration and anxiety he was currently facing. Regression occurs when the ego developed behavior that was retrograde to a period or period of life that was less stressful and displays childish behavior.

**h. Denial**

Sometimes, denying the facts may be better than facing them. When the external reality was too unpleasant to deal with, the individual could refuse to admit that the unwanted reality existed. The ego could reject the existence of external threats or traumatic events. The form of denial was not too extreme

could be seen in individuals who consistently ignored the criticism. While in a severe crisis denial allowed time for the person to face the grim facts gradually.

**i. Compensation**

Compensation was an effort to protect the ego by covering up weaknesses in one area by making high achievements in other fields. Thus, the ego avoided ridicule or feeling inferior.

## **C. RESEARCH METHOD**

### **1. Research Design**

This study was qualitative since it used words as the data and no number. Bogdan and Biklen had divided the characteristics of qualitative research into descriptive research because the data collected was in the form of words or pictures rather than numbers (26). Qualitative research was concerned with developing explanations of social phenomena that were shared by participants in a particular social. This qualitative descriptive aimed to create descriptions, illustrations, facts, characteristics, and relationships between existing phenomena related to the research (Ary et Al, 423). Here the researcher used a qualitative descriptive method to describe a special phenomenon that was a psychological state and related it to the main character in the *Happy Gilmore* movie.

### **2. Research Instrument**

There were two kinds of research instruments as a key instrument and main instrument. Qualitative research had a natural setting as a source of direct data where the author was a key instrument (Bogdan and Biklen, 27). In this study, the researcher became a key instrument because he directly involved in the process of collecting, analyzing, discussing the data, and even concluding this study. To support this study, the researcher chose observation as the main instrument. The researcher observed directly and repeatedly about Gilmore's life in the *Happy Gilmore* movie.

### **3. Data and Source of Data**

The data source in this study was the script and movie scene of *Happy Gilmore*. Actions, behaviors, conversations, and even a sequence of pictures from the movie were the data since they show the anxiety and ego defense mechanism of the main character, Gilmore. Those data presented in the form of words, phrases, clauses, or sentences.

### **4. Data Collection Technique**

In collecting the data the researcher did these following techniques below:

1. The researcher watched the movie several times to get adequate data to be analyzed;
2. The researcher read the script to adjust it with the movie;

3. After that, the researcher took note of the important parts such as the scene that showed Gilmore's anxiety and his defense mechanism;
4. Lastly, the researcher collected the data and put it into data sheet.

## **5. Data Analysis Technique**

The data analysis technique that used was Miles and Huberman's technique. After the data were collected, there were some steps that the researcher did in the process of data analysis based on Miles and Huberman (10-11). The first step is data reduction. The researcher only focused on things that were important and then discarded unrelated data. At this step, the researcher took data that were completely in accordance with Freud's theory of anxiety and defense mechanisms. The researcher focused on identifying Gilmore's psychological state and relating it to anxiety and the theory of defense mechanisms. The researcher did this repeatedly to ensure that the data were needed for analysis or not. After that, the researcher reduced unnecessary data.

Next step is data display. Displaying the data meant the researcher presented all the necessary data. The display would be in the form of a chart, a brief description, flowcharts, or interrelation of categories. At this step, the researcher described the existing data; determine what type of data is, and its context. For example, if data showed Gilmore's anxiety behavior, the researcher would determine what anxiety he was experiencing at that time. The researcher did this for all data, both related to anxiety and defense mechanism. After that, the researcher would display the data. The researcher began with the kinds of anxiety experienced by Gilmore. After that, the researcher discussed the defense mechanisms carried out by Gilmore to reduce his anxiety.

The last step is conclusion drawing. Conclusion drawing was the final step of the study. After going through all the steps of data analysis, the researcher would have to get results and then had to make a conclusion based on the facts. In this final step, the researcher drew a conclusion about the anxiety and defense mechanism that experienced by Gilmore in the *Happy Gilmore* movie. It would answer the questions that had been made before conducted this study. To get trustworthy results, the researcher would reread the analysis and discussion from the beginning until the end before concluding the study.

## **6. Triangulation**

By using triangulation, the researcher checked the validity and reliability of the data in this study. In this study, there was only data triangulation because the researcher used two different data sources, namely movie scene and script.

## **D. FINDINGS AND DISCUSSION**

### **1. Findings**

In this part, the researcher would present the data of anxiety and defense mechanism that found in the *Happy Gilmore* movie. The researcher also would analyze the data through

descriptive way to give clear explanation. Firstly, the researcher analyzed the types of Gilmore's anxiety. After that, the researcher continued the analysis to the defense mechanism that Gilmore used in the *Happy Gilmore* movie.

## **A. Gilmore's Anxiety**

There were three types of anxiety: neurotic anxiety, moral anxiety, and realistic anxiety (Freud cited in Corey, 63). After watching the *Happy Gilmore* movie, the researcher found that Gilmore experienced three types of anxiety.

### **a. Neurotic anxiety**

The characterization of this anxiety was found from character dialogue. For example, when Gilmore was following a selection of hockey member.

COACH : number 9 and number 43. The rest of you, if your number wasn't called, better luck next year.

GILMORE : *Hey, Coach, what's going on here, man? What about me?* COACH : Gilmore. Gilmore, I called your number, didn't I?

GILMORE : No, no, no, no, you didn't.

From the dialogue above, Gilmore looked worried because his coach did not mention his number in the list of members that passed the selection. Gilmore, who was very ambitious in hockey, certainly felt unacceptable because he did not hear his name as a member of the hockey team this year. He lost his id that was the satisfaction of fulfilling his need to become a hockey player. Because, since he was little he had dreamed of becoming a professional hockey player as his father always said. Although he was not threatened with punishment, the failure was a punishment for himself. It also made Gilmore feel guilty because he would be very disappointing his father.

### **b. Moral anxiety**

The characterization of this anxiety was found from character dialogue. For example, when his grandmother's was confiscated.

GILMORE : *Don't worry, Grandma, everything's going to be all right. Look at this place, Silver Acres Rest Home. Hell, it looks more like a country club than a nursing home. Nice grass, nice people. Now, I hope you brought your bathing suit. I'm telling you, this place is perfect. You're gonna make friends in no time.*

The dialog above happened when Gilmore was on his way to drop off his grandmother at a nursing home. It could be seen that Gilmore tried to convince his grandmother that all would be fine by mentioning good things. He did not want his grandmother to worry about living in a new place.

### **c. Realistic anxiety**

The characterization of this anxiety was found between Gilmore and other characters. For example, when Gilmore had tournament golf with Bob.

GILMORE : *That guy's driving me crazy.*

BOB :You know what's driving me crazy? You not getting the ball in the hole.

GILMORE :*Don't push me, Bob. Now's not the time.*

DONALD :Jackass.

From the data above, it showed that Gilmore felt very anxious and could not control himself in hitting the ball due to interference from a mysterious person. However, it was not known by Bob. Bob only saw that Gilmore hit the ball badly. Therefore, Bob put pressure on him to put the ball into the hole. Bob kept on babbling to Gilmore and it made him even more out of control. This could be seen from Gilmore's words above that he felt like starting to go crazy because Bob kept pressing him. In that situation, it can be said that Gilmore's ego was disturbed by someone else and it caused him experience realistic anxiety.

## **B. Defense Mechanism of Gilmore**

Gilmore was presented as a man who felt anxiety. To cope his anxiety, Gilmore used some defense mechanisms in which could be described through his words and actions. From the researcher's observation, the data below were found as the evidence of defense mechanism that Gilmore used in the movie.

### **a. Sublimation**

The characterization of this defense was found from external action of the main character. For example, when Gilmore practiced with Chubbs to suppress his anxiety.

CHUBBS :Remember, now, this isn't hockey. You don't play with raw emotion. You cannot put angry. You have to clear your mind of everything else, and stay focused.

GILMORE :Now how the hell am I gonna do that?

CHUBBS :Think of a place that's really perfect. Your own happy place. Go there, and all your anger will just disappear. Then, putt.

GILMORE :*Happy place. Happy place.*

Gilmore was taught by Chubbs to control his feelings by imagining a happy place. Before he hit the ball, he tried to control his mind by imagining a happy place. When he imagined the happy place, Gilmore used defense sublimation. Gilmore tried to stay positive to overcome his neurotic anxiety and not following his emotion like his real personality. By imagining a happy place, he could hit the ball well.

### **b. Projection**

The characterization of this defense was found between Gilmore and other characters. For example, when Gilmore decided to return to his apartment and his girlfriend to go away and did not want to be with Gilmore anymore.

TERRY :You're going nowhere, Happy, and you're taking me with you. All you ever talk about is being a pro hockey player, but there's a problem. You're not any good!

GILMORE :*I am good! You know what? You're a lousy kindergarten teacher! I've seen those finger paintings you bring home, and they suck!*

Gilmore got angry after hearing what his lover said about him. He felt humiliated

especially regarding his ability to play hockey. Gilmore was very anxious when

he was looked down on by someone. In this case, Gilmore felt himself and his dreams had been harassed by Terry. To overcome these feelings, Gilmore said these words. He removed his realistic anxiety by humiliating his lover in return.

He thought that at least he was much better than Terry.

### **c. Displacement**

The characterization of this defense was found from internal action of main character. For example, when Gilmore tried to hit the ball but it just went in the wrong direction.

CHUBBS : Happy, the ball itself has its own energy or life force, if you will. Its natural environment is in the hole. So why don't you send him home? His bags are packed. He's got his airplane tickets. Bring him to the airport. Send him home.

GILMORE :Yeah. Send him home. I'll just send him home. It's time to go home there, ball.... *You son of a bitch, ball! Why didn't you just go home? That's your home! Are you too good for your home? Answer me! Suck my white ass, ball!*

At his words above, Gilmore was bursting out with anger towards an inanimate

object. He made the ball as a scapegoat for his inability. He was embarrassed because all this time his long shots were always good but when he had to hit at close range he could not. In the situation above, Gilmore used defense displacement to eliminate his neurotic anxiety by swearing at a ball.

### **d. Rationalization**

The characterization of this defense was found from external action, in this case society. For example, when Gilmore at the hockey team selection.

GILMORE :*They saw my power, man. Ain't no way they're gonna dog me this year.*

Gilmore had just completed the hockey selection that aimed to select members of

the team. In that selection game, Gilmore made several mistakes. However, he

tried to fight his bad thoughts. He told his friend that he would be on the hockey team this year. From his expression, Gilmore was trying confident because he still had the advantage of strength in a punch. According to him, the mistakes he made were acceptable and the team would consider him. In fact, he said that to get rid of his neurotic anxiety. He thought rationally to justify his own opinion and calm himself.

**e. Reaction formation**

The characterization of this defense was found from description appearance, especially from his attitude toward the agency who tried to sell his grandmother house. For example, he found out that his grandmother's house was confiscated.

AGENCY :Now you're really gonna be mad.... I have to take the house, too. We have to take the house. If you can't repay the money in days, we sell the house to someone else. You hate me, don't you?

GILMORE :*No, no, no, I don't hate you.*

AGENCY :He hates me.

Based on the conversation above, Gilmore said that he did not hate the agency representative. However, what Gilmore said was the opposite of his true feelings. He showed a flat expression but in reality, he was shocked and angry. It could be seen from the actions that accompanied these words. Gilmore threw a punch to the agency representative's stomach. He showed resentment and anger to that person for confiscating everything from his grandma.

**f. Regression**

The characterization of this defense was found between Gilmore and other characters. For example, when Gilmore in hockey team selection.

GILMORE :*That's my puck, baby! Don't you ever touch my puck!*

Gilmore felt anxious when he could not hit the ball on the hockey field. He felt that the ball was always being grabbed by other people so he could not get it. He hit the person as in the picture and from his words, Gilmore confessed that the ball was his. Here, Gilmore returned to repeat his childhood where when he was annoyed by someone he would hit that person. By doing so, Gilmore could feel calm and not worried anymore.

**g. Denial**

The characterization of this defense was found from internal action of the main character by denying the fact. For example, when his grandmother asked about Gilmore's lover.

GRANDMA :You tell me, how's that nice girlfriend of yours?

GILMORE :*She got hit by a car. She's dead.* Look, I'm telling you, I am gonna get that \$270,000 and we're gonna get your house back. That is a promise.

His grandmother did not know the news about the end of the relationship between

him and Terry. When his grandmother asked the news about his ex-girlfriend, Gilmore answered briefly that Terry was dead. In that situation, he and his grandmother were in trouble so he just wanted to focus on it. He was still worried

because he had to leave his grandmother in a nursing home and had to find much

money to redeem her grandmother's house. Therefore, Gilmore refused to discuss

his ex-girlfriend again. Perhaps he also tried to protect himself from getting hurt

in case of being abandoned by Terry. Moreover, Gilmore did not want her grandmother to think about it.

## **h. Compensation**

The characterization of this defense was found based on reaction from other character. For example, when his rival underestimated him that he could not put the ball in the short shot.

SHOOTER :Let me show you how we do it in the pros.

GILMORE :*Happy learned how to putt. Uh-oh.*

Gilmore seemed arrogant when he said that. It was reasonable because he was talking to his rival, Shooter Mcgavin. Previously, his rival was underestimated him that he did not deserve to be a golfer and he could not put the ball well in the short shots. However, he showed that he could hit the ball in the short shots. Even though Gilmore was arrogant, his actions still showed achievement. He was initially anxious about his ability to play golf. Now, he was paying off it with great progress.

## **2. Discussion**

Based on the finding of this study, the researcher found that Gilmore experienced neurotic, moral, and realistic anxiety. To prevent the anxiety continued, Gilmore tried to protect himself by using defense mechanisms. The defense mechanisms that he used were sublimation, projection, displacement, rationalization, reaction-formation, regression, denial, and compensation.

In this study, there was one defense mechanism that did not occur, namely repression. It happened because the main character, Gilmore, was a person who emphasized more on happy events and did not think about unhappy things. He had a feeling of guilt but he never felt traumatized, specially intended to put the past behind him. When he was emotional, he immediately took it out and harbored no feelings. He seemed to have no burden in his life even though many problems came and prevented him from achieving his goal. He was never overthinking because he always let things happen. Happy Gilmore was a person who always happy even though he often faced problems that made him anxious.

As well as this study, repression was not found by the researcher, defense mechanism theory was still appropriate to get the deeper meaning of this movie by seeing the process of the main character to overcome his problem.

## **E. CONCLUSION**

This conclusion consists of answers to the research questions that the researcher had made in the beginning of this study. It was about the types of anxiety experienced by Gilmore and the types of Gilmore's defense mechanisms in overcoming the anxiety in the movie.

1. The researcher concluded that Gilmore experienced all three types of anxiety proposed by Freud, namely neurotic, moral, and realistic anxiety. Gilmore experienced neurotic anxiety because he fought against the id he had always followed. He also experienced moral anxiety because he acted contrary to his superego. Meanwhile, Gilmore experienced realistic anxiety because of the disturbance from the environment and the surrounding people who made his ego was threatened.
2. The types of defense mechanism used by Gilmore were sublimation, displacement, projection, rationalization, reaction-formation, regression, denial, and compensation. Defense sublimation was used to overcome neurotic anxiety, defense projection and reaction formation were used to overcome realistic anxiety, defense denial was used to overcome moral anxiety, defense displacement and rationalization were used to overcome moral and neurotic anxiety, and defense regression and compensation were used to overcome realistic and neurotic anxiety. In the beginning of the *Happy Gilmore* movie, Gilmore used more defense mechanisms such as displacement, projection, and regression to overcome his anxiety because he was still easily emotional and provoked. However, at the end of the story, Gilmore had been able to control his emotions and he was likely to use defense mechanisms such as sublimation and compensation.

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