

**THE DEFENSE MECHANISM OF ANNE SHIRLEY IN BUDGE
WILSON'S *BEFORE GREEN GABLES***

THESIS

Presented to Universitas Islam Negeri Maulana Malik Ibrahim Malang In Partial
Fulfilment of the Requirements for the Degree of Sarjana Sastra (S.S.)

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Malang, June 25th 2023

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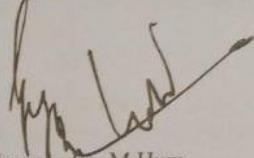
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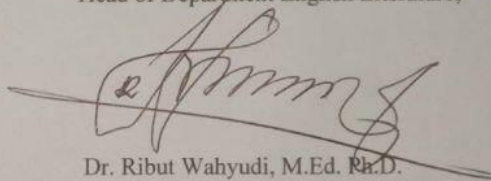
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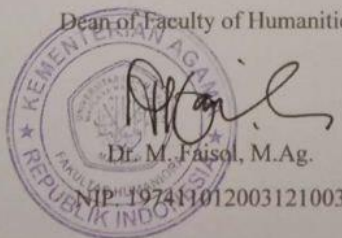


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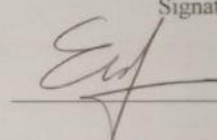
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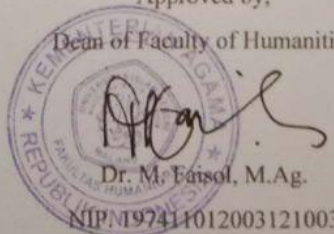
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MOTTO

عَسَىٰ أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ ۖ وَعَسَىٰ أَنْ تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَّكُمْ ۗ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ

لَا تَعْلَمُونَ (البقرة: ٢١٦)

Perhaps you dislike something which is good for you and like something which is bad for you. Allah knows and you do not know (Al Baqarah: 216).

เรียนหกปีไม่โตแปลว่าใจ (พอดตาสต์ ดุยกับตัวเอง)

记住该记住的，忘记该忘记的，改变能改变的，接受不能改变的

DEDICATION

I dedicate this thesis to the individuals who have been the guiding lights in my academic journey, the unwavering support in my pursuit of knowledge, and the source of inspiration that has fuelled my passion for research.

To my supervisor, Mr. Dr. Syamsudin, M. Hum, your expertise, guidance, and encouragement have been invaluable throughout this thesis. Your mentorship has shaped my research skills and broadened my horizons. I am grateful for your patience, insightful feedback, and unwavering belief in my capabilities.

To my parents, Muhammad Sholeh and Vivit Eka Damayanti, thank you for your endless love, encouragement, and sacrifices. You have always believed in me, even when I doubted myself. Your unwavering support has been the driving force behind my academic achievements. This thesis is a testament to your unwavering faith in me.

To my family, extended family, and friends, your support and understanding have meant the world to me. Thank you for your words of encouragement, listening ears, and belief in my abilities. Your presence in my life has made this journey more meaningful and enjoyable.

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ACKNOWLEDGEMENTS

In the name of Allah, the Most Gracious, the Most Merciful. Praise be to Allah, the Lord of all worlds, and may peace and blessings be upon His final messenger, Muhammad. I express my gratitude to Allah for the countless blessings He has bestowed upon us. From the air I breathe to the sustenance I receive, every aspect of my life is a testament to His mercy and generosity. I am grateful for the gift of life and the opportunity to strive in this world.

I would like to take a moment to express my sincere gratitude and appreciation to all those who have been a part of my journey. Finally, I can finish my thesis entitled "*The Defense Mechanism of Anne Shirley in Budge Wilson's Before Green Gables*". Your support, encouragement, and contributions have made a significant impact on my life, and for that, I am truly grateful.

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Once again, I extend my heartfelt appreciation to all those who have touched my life in meaningful ways. Your impact will always be cherished, and I am truly thankful for your presence in my journey.

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ABSTRACT

Shovyanti, Hanin Amalia. 2023. *The Defense Mechanism of Anne Shirley in Budge Wilson's Before Green Gables*. Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Syamsudin, M.Hum

Keywords: Defense mechanism, Ego, Anxiety

The Defense mechanisms are a form of defense that is carried out in an unconscious state. Defense mechanisms are usually used to overcome unpleasant feelings or anxiety. Anyone can use defense mechanisms, whether old, young, male, or female. Likewise, what happened to Anne? The anxiety she has experienced since childhood has made Anne apply several defense mechanisms in her life. And that is what will be discussed in this research. This research focuses on two things, namely; defense mechanisms used by the main character (Anne Shirley), and what impact the use of defense mechanisms has on the characters in the novel *Before Green Gables* by Budge Wilson. The Researcher used Sigmund Freud's psychoanalytic approach to examine the novel *Before Green Gables* by Budge Wilson. According to Freud, there are 3 personality structures; id, ego, and superego. The ego works to satisfy the id, therefore the ego has no energy because the ego receives energy from the id. The Researcher found that the main character uses 6 types of defense mechanisms, namely; denial, projection, fantasy, reaction formation, aggression, and rationalization. Several defense mechanisms used by the main character influence the main character, including; cheerful, confident, and rational. The use of fantasy makes Anne have a cheerful soul. Meanwhile, the reaction formation made Anne look more confident. Anne also became rational after using the rationalization several times.

مستخلص البحث

صافياتي ، حنين عماليا. ٢٠٢٣. آلية الدفاع عن آن شيرلي في *Before Green Gables* كتبها Budge Wilson. البحث الجامعي، قسم اللغة الإنجليزي، كلية العلوم الإنسانية، جامعة مولان مالك إبراهيم الإسلامية احلكومية مالننج. املشر ف: أ. د. شمس الدين، الماجستير.

الكلمات الرئيسية: آلية الدفاع، الأنا، القلق

آليات الدفاع هي شكل من أشكال الدفاع يتم تنفيذها في حالة اللاوعي. تُستخدم آليات الدفاع عادةً للتغلب على المشاعر غير السارة أو القلق. يمكن لأي شخص استخدام آليات الدفاع، سواء كان كبيراً أو شاباً أو ذكراً أو أنثى. وبالمثل، ما حدث لأن. القلق الذي عاشته منذ الطفولة جعل أن تطبق عدة آليات دفاعية في حياتها. وهذا ما سيتم مناقشته في هذا البحث. ويركز هذا البحث على أمرين هما؛ آليات الدفاع التي تستخدمها الشخصية الرئيسية (Anne Shirley)، وما تأثير استخدام آليات الدفاع على الشخصيات في رواية *Before Green Gables* للكاتب Budge Wilson. استخدم الباحث منهج سيجموند فرويد في التحليل النفسي لدراسة رواية "Before Green Gables" للكاتب Budge Wilson. وفقاً لفرويد، هناك 3 هياكل للشخصية؛ الهوية والأنا والأنا العليا. الأنا تعمل على إشباع الهو، وبالتالي ليس للأنا طاقة، لأن الأنا تتلقى الطاقة من الهو. ووجد الباحث أن الشخصية الرئيسية تستخدم ٦ أنواع من آليات الدفاع وهي؛ الإنكار، والإسقاط، والخيال، وتكوين رد الفعل، والعدوان، والتبرير. العديد من آليات الدفاع التي تستخدمها الشخصية الرئيسية لها تأثير على الشخصية الرئيسية، بما في ذلك؛ مرح وواثق وعقلاني. استخدام الخيال يجعل أن تتمتع بروح مرحة. وفي الوقت نفسه، تشكيل رد الفعل جعل أن تبدو أكثر ثقة. أصبحت أن أيضاً عقلانية بعد استخدام التبرير عدة مرات

ABSTRAK

Shovyanti, Hanin Amalia. 2023. *Mekanisme Pertahanan Anne Shirley Dalam Novel Before Green Gables oleh Budge Wilson*. Skripsi. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang Pembimbing: Dr. Syamsudin, M.Hum

Kata Kunci: Mekanisme pertahanan, Ego, Kecemasan

Mekanisme pertahanan merupakan suatu bentuk pertahanan yang dilakukan dalam keadaan tidak sadar. Mekanisme pertahanan biasanya digunakan untuk mengatasi perasaan tidak menyenangkan atau kecemasan. Siapa saja bisa menggunakan mekanisme pertahanan, baik yang tua, yang muda, laki-laki, atau perempuan. Begitupula yang terjadi pada Anne. Kecemasan yang dialaminya sejak kecil, membuat Anne mengaplikasikan beberapa mekanisme pertahanan dalam hidupnya. Dan itulah yang akan dibahas pada penelitian ini. Penelitian ini berfokus pada dua hal yaitu; mekanisme pertahanan yang digunakan oleh tokoh utama (Anne Shirley), dan bagaimana dampak penggunaan mekanisme pertahanan terhadap karakter dalam novel *Before Green Gables* oleh Budge Wilson. Peneliti menggunakan pendekatan psikoanalisis Sigmund Freud untuk meneliti novel *Before Green Gables* oleh Budge Wilson. Menurut Freud, struktur kepribadian ada 3; id, ego, dan superego. Ego berkerja untuk memuaskan id, oleh karena itu ego tidak memiliki energi, karna ego menerima energi dari id. Peneliti menemukan bahwa tokoh utama menggunakan 6 jenis mekanisme pertahanan, yaitu; penyangkalan, proyeksi, fantasi, reaksi-formasi, agresi, dan rasionalisasi. Beberapa mekanisme pertahanan yang digunakan oleh tokoh utama kemudian memberikan dampak kepada karakter tersebut, diantaranya; ceria, percaya diri, dan rasional. Penggunaan mekanisme pertahanan fantasi membuat Anne memiliki jiwa yang periang. Sedangkan reaksi-formasi membuat Anne terlihat lebih percaya diri. Anne juga menjadi rasional setelah beberapa kali menggunakan mekanisme pertahanan rasionalisasi.

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CHAPTER I

INTRODUCTION

This chapter contains an introduction that consists of; background of the study, problem of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of the Study

The defense mechanism is some action that we do unconsciously to protect ourselves from unwanted feelings. As Freud (1937) “The ego makes use of various procedures for fulfilling its task, which to put it in general terms, is to avoid danger, anxiety, and unpleasure” (Bateman and Holmes, 2002, p. 76). We call these procedures 'mechanism of defense'. The defense mechanism is about how the ego protects itself from internal conflict, especially impulses recognized as something unacceptable by the ego. As its name, a defense mechanism is used to defend unacceptable feelings by the ego. The ego works as a pleasure principle.

An expert says that literary works are an imitation of real life, it makes sense if we find some related issues in literary works, for example defense mechanisms. An example of a defense mechanism shown in the novel is Cormac McCarthy's *The Road*, in this novel the main character uses rationalization. He rejected his son's demand to help someone he does not know because that person might harm him or his son. The defense mechanism is also shown in Budge Wilson's *Before Green Gables*, the main character of this novel (Anne Shirley) imagines many things to defend herself from the unpleasant feeling. In Anne's conscious mind, she created

imaginary friends, Katie Maurice and Violetta. This novel is worth investigating because the topic of defense mechanisms is quite important to know and many people do not realize that they are practicing defense mechanisms. This novel also contains the timeless moral values that everyone needs to know.

This study will analyze the main character's defense mechanism, and how is defense mechanism affects her personality. The analysis will be using Sigmund Freud's theory about defense mechanisms. To do this analysis I read some studies related to this topic. In the research by Husni Mubarak entitled *The Main Characters Defense Mechanism in Cormac Mccarty's Novel The Road* (2019). This research found that the main character uses five kinds of defense mechanisms; repression, regression, denial, projection, and rationalization. The next research is a thesis by Nanda Saraswati entitled *Anxiety and Defense Mechanism of Hsigmundh baker in Jay Asher's Thirteen Reasons Why* (2020) this research finds out that Hsigmundh has moral anxiety and to deal with it, she applied some defense mechanisms; regression, repression, rationalization, reaction formation, and aggression. The next research comes from Crystal Tanjung Kusuma Dewi entitled *Defense Mechanism towards Social Anxiety as Reflected by the Main Character in Palacio's Wonder* (2020). In this research, the author finds out that social anxiety is shown by the main character August Pullman, he applies some defense mechanisms they are; denial, displacement, rationalization, regression, and reaction formation.

I Also Read Some Previous Studies in The Form of a journal. The first journal was written by Doni Sehat Sitanggang, Prof. Dr. Sri Minda Murni. M.S, and

Dra. Meisuri. M.A. under the title *Defense Mechanism In Rambo: The First Blood Film In Reference To Semiotic* (2017). This research found that Rambo often used projection, he also applied other defense mechanisms; denial, repression, reaction formation, and displacement. The next journal is entitled *Repression, Defense Mechanism and the Unreliability of Steven's Narration in The Remains of the Day* by Lulu Guo (2018). There are five defense mechanisms applied by Steven; selective memory, projection, denial, reaction formation, and rationalization. The other journal is written by Golan Hasan under the Title *Defence Mechanism of the Main Characters in "Wuthering Heights" By Emily Bronte: Psychological Approach* (2018). In this journal, the writer found Heathcliff as the symbol of the id mind, Catherine as the symbol of the ego-mind, and Edgar as the symbol of the super ego-mind.

The Next Journal Entitled *Defense Mechanism of the Main Character in Laurie Halse Anderson's Speak Novel* Written by Ritsnaini Zulfaisya and Hasnini Hasra (2020). This journal found that the main character in the novel uses repression, reaction-formation, projection, regression, replacement, sublimation, rationalization, identification, turning against the self, and isolation. The other journal related to this topic is a journal by Esternita Warke, Surya Sili, and Chris Asanti entitled *Moses' Anxiety and Defense Mechanism in Exodus: Gods and Kings Movie* (2020). In this journal, the author found that Moses encountered three types of anxiety; neurotic anxiety, moral anxiety, and realistic anxiety, and he applied five defense mechanisms; repression, denial, aggression, formation, and isolation. The next research by Agus Hadi Psupito and Agnes Widyaningrum is entitled *Ego*

Defense Mechanism of The Main Character in "Fight Club" Novel (1996): Psychoanalytic Study (2020). This research found that anxiety makes the main character apply displacement and reaction formation. The next journal entitled *Analysis of defense mechanism in Simon vs the Homo Sapiens agenda novel by Tri Marwenti (2020)*. This journal found out that Simon applies 7 kinds of defense mechanisms; denial, fantasy, displacement, projection, reaction formation, and compensation.

B. Problems of study

1. What are the types of defense mechanisms used by the main character in the novel *Before Green Gables* by Budge Wilson?
2. How does the defense mechanism influence the main character's personality in the novel *Before Green Gables* by Budge Wilson?

C. Significance of Study

I hope this study can be useful in two ways, theoretically and practically. Theoretically, I hope this study can give a contribution to understanding the topic of defense mechanisms. And give knowledge about the use of defense mechanisms. Practically, this study contains information about the novel *Before Green Gables* by Budge Wilson, and I hope this study can give a deeper understanding of this novel.

D. Scope and Limitation

The scope and limitation are made to avoid any topic that does not relate to the topic that I discuss. In this study, I focus on discussing the defense mechanism used by the main character, and how it influences Anne's personality as the main character.

E. Definition of key terms

1. Defense Mechanism: a mental process that makes the mind compromise with conflicts that cannot be resolved
2. Ego: an executive aspect of personality conscious and unconscious.
3. Anxiety: an adaptive response of the ego and a stimulus psychological or behavioural action.

CHAPTER II

LITERATURE REVIEW

This chapter contains a literature review. The overview of the theory will be explained here. This study uses a psychological approach, and the researcher uses the defense mechanism theory by Sigmund Freud. In this chapter, some common defense mechanisms will be explained such as; repression, denial, displacement, projection, fantasy, reaction-formation, regression, sublimation, aggression, and rationalization.

A. Psychology of Literature

“Psychology Literature was born as a type of literary study that is used for reading and interpreting literary works, literary authors and readers using various concepts and frameworks theory in psychology” (Wiyatmi, 2011, p. 6). Psychology and literature have a relationship; both of them have the same human object. No wonder we find some psychological matters in literary works because the author is also human which is the object of psychology. What distinguishes between psychology and literature is that psychology discusses the real condition of humans, and literature discusses the imaginative case and condition.

According to Wellek and Warren (1949), there are four definitions of the psychology of literature; 1.) the psychological study of the writer as a type and an individual, 2.) the study of the creative process, 3.) the study of the types and laws that are present in literary works, and 4.) the study of the effects of literature on the readers (Meiliana, 2020, p.20). In the psychological study of the writer, the writer

is seen as an individual, highlighted in the uniqueness that unites the individual human ensemble. His world consists of what he feels, feels, sees, thinks, and imagines in a way that no other person can identically reproduce.

Psychology of literature aims to understand psychological aspects in literary work. "there are three ways to understand the correlation between psychology and literature, they are; (1.) understanding the author's psychological aspects, (2.) understanding the psychological aspects of the fictional character in the novel, and (3.) understanding the psychological aspects of the reader" (Minderop, 2010, p. 59).

B. Psychoanalysis Sigmund Freud

Psychoanalysis was first introduced by Sigmund Freud in 1895. He collected the material based on the treatment of his patient or based on an analysis carried out on him. In the first period from (1895-1905), he published five works on which his theory was based, they are; *The Interpretation of Dreams (1900)*, *The Psychopathology of Everyday Life (1901)*, *Three Essays on the Theory of Sexuality (1905)*, *Jokes and their Relation to the Unconscious (1905)*, and *Fragments of an Analysis of a Case of Hysteria (1905)*.

According to Walgito (2004), "some of the basic theory of Sigmund Freud is about conscious and unconscious mind which is considered as the part of personality structure and about instinct and anxiety" (Wiyatmi, 2011, p. 8). Freud describes the human mind as an iceberg where the unconscious mind is placed deep down and larger than the conscious mind. The id position is in the unconscious mind, the position of the ego is between the conscious and preconscious mind, and

the superego has a large position in the unconscious mind and a small position in the preconscious mind.

Psychoanalysis focuses on three areas of study; (1.) the development of the mind and the influence of early experience on adult mental states, (2.) the nature and role of the unconscious mental phenomena, and (3.) the theory and practice of psychology treatment transference and countertransference (Bateman and Holmes, 2002, p. 17). Psychoanalysis has four possibilities and definitions. To (Wellek and Warren, 1990) the first is the study of the psychological author as a type or as a person. The second is creative process studies. The third is the study of types and laws of psychology applied to literature. And the fourth studies the impact of literature on readers (Wiyatmi, 2011, p. 28).

C. Personality Structure of Sigmund Freud

Freud stated three parts build the personality structure. They are id, ego, and super-ego. Freud assumed that id is like a king or queen, and ego is like a prime minister, and the superego is like a pacifier. The three parts of personality structure will be explained in this chapter.

1. Id

It is a part of the personality structure that has an innate instinct in it, it is original since birth. Id aims to fulfill human needs such as; eating, sex, pain, etc (Saleh, 2018, p. 162). Id's role is to avoid the unpleasant feeling and to achieve pleasure. "Id always want satisfaction, human satisfaction is a basic instinct as a pleasure". The id is in the unconscious area, it works as the pleasure principle, and its goal is

to achieve pleasure and avoid unpleasant feelings and anxiety. Id does not affect by reality, logic, or the world because it works based on the pleasure principle and operates in the unconscious mind.

2. Ego

The ego is a part of the personality structure that evaluates reality and its role is to regulate id impulses so as not to violate superego values (Saleh, 2018, p. 163). What ego does is problem-solving, making a decision, and reasoning. The ego has two tasks; the first is to choose to respond to which stimulation and which instincts to fulfill according to priority needs. The second is establishing when and how needs are met by providing minimal-risk opportunities. The ego works to satisfy the id, therefore, the ego has no energy, ego receives the energy from the id.

3. Super Ego

The superego is the moral and ethical force of personality, which uses idealistic principles as opposed to the pleasure principle of id and the realistic principle of ego. The aim of the super ego is; to a controller of the impulses or impulses of the id instinct so that these impulses are channeled in a way or form that is acceptable to society, directing the ego to the goals that are inappropriate with morals (Saleh, 2018, p. 163). and encourage individuals to perfection. One thing that distinguishes the super ego from the ego is superego does not have contact with the outside world, so the demand of the superego for perfection is unrealistic.

D. Defense Mechanism

A defense mechanism is an unconscious action that happens to protect you from anxiety or pain. “Classical psychoanalysis sees defenses from an intrapsychic perspective, placing conflict at the heart of psychic life. First, conflict occurs between wishes and external reality which produces inner tension and anxiety. Second, conflict develops between the different agencies of the mind” (Bateman and Holmes, 2002, p.76). The defense mechanism works as a form of rejection, it means we choose what we want to hear, to see, and to do. "Defense mechanism is about how the ego defended itself against internal events, specifically, impulses that were regarded by the ego as unacceptable” (Baumeister, Dale, and Sommer, 1998 p. 1082).

Ten types of defense mechanisms will be discussed in this study, they are:

1. Repression

Repression is “the pushing back unacceptable desires from consciousness” (Bateman and Holmes, 2002, p.77). According to Freud, repression is the strongest defense mechanism. Repression aims to bring back anxiety and unwanted feelings from the conscious into the unconscious. Repression gets rid of instinctual derivatives, just as external stimuli are abolished by denial. (Freud, 1966, p. 174). An example of repression is when someone forgets an event or cannot remember their father's funeral. You cannot remember it because it is too hurtful, instead of suffering you choose to forget it.

2. Denial

Denial is the act of unaccepting reality. Denial is an action involved with external reality and allows the individual to resist or control and effectively respond to certain aspects (Bateman and Holmes, 2002, p. 88). This happens when someone is not accepting the truth because it is too painful. The example you know smoking is not good for your health but you still smoke because you think you only do it when you are stressed, not every day.

3. Displacement

Displacement is an action of transferring feelings of displeasure or anxiety from one object to another. For example, “an unacceptable violent impulse toward one’s father might be transformed into a hostile attitude toward policemen or other authority figures. The targets of the actual aggression would be related by meaningful associations to the target of the original, inhibited impulse” (Baumeister, Dale, and Sommer, 1998 p. 1093).

4. Projection

Projection is the act of a person who is covering up his shortcomings to protect himself. In simple words, projection is seeing one's traits in other people (Baumeister, Dale, and Sommer, 1998 p. 1090). This defense mechanism also happens when someone passes the blame on others. An example of projection is when are being rude or mean to others, but you know that being rude is not good. You do that to protect yourself, you do not want others to see your weakness.

5. Fantasy

The ego arises as a result of stress due to conflicts in the internal personality structure and this causes someone to create an imaginary space to get rid of the pain. For example, you imagine that you are buying some expensive bags when you are walking in the mall. You know that your money is not enough to buy a luxury brand product, but you imagine buying it when you see it in the mall.

6. Reaction Formation

Reaction formation is a reaction caused by the opposite trend. Sometimes reaction formation can turn someone into anti-social. Reaction formation secures the ego against the return of repressed impulses from within (Freud, 1966, p. 174). This defense mechanism happens when you are afraid of your teacher so you are being polite to him. The other example is when you feel that you are sinful; you will become a fanatical defender of religion (Minderop, 2010, p.36).

7. Regression

According to (Hilgard, 1975) there are two interpretations of regression; the first is *retrogressive behavior*, the behavior of someone who resembles a child such as crying and being very spoiled to feel safe and get attention from others. The second is primitivation, when an adult behaves as an uncultured person and loses control so he does not hesitate to fight (Minderop, 2010, p. 38).

8. Sublimation

Sublimation is an action of redirecting unacceptable feelings into useful action (Minderop, 2010, p.33). For example, after a big fight with your husband, you divert your uncomfortable feelings by cutting the grass in the backyard, or you are playing basketball after fighting with your parents. Instead of scolding people or slamming things you choose to do something useful.

9. Aggression

Aggression is a feeling of anger closely related to tension and anxiety that can lead to destruction and assault (Minderop, 2010, p.38). Breaking things or slamming things can be one of the examples of aggression. (Hilgard, 1975) stated that; there are two kinds of aggression; direct aggression and displaced aggression. Direct aggression is aggression that is expressed directly towards a person or object that is a source of frustration. Displaced aggression is when someone experiences frustration but cannot express satisfaction with the source of the frustration because it is unclear or untouchable. The perpetrator does not know where to attack, and he is very angry and needs something to release (Minderop, 2010, p.38)

10. Rationalization

Rationalization is a defense mechanism that involves re-understanding our behavior to make it more rational and acceptable to us. We seek an excuse or consider a threatening thought or action by convincing ourselves that there is a rational reason behind those thoughts and actions (Andri, 2007, p. 237). For

example, when you say you will not come to the party but the truth is you are not invited. You said that to decrease your disappointment because you are not invited.

E. The Influence of Implementing Defense Mechanism

Defense mechanisms can be helpful or harmful. It depends on the use of defense mechanisms. If using defense mechanisms in the right way it will be helpful. But if used it too much it can be harmful to the person who used it, and the people around him.

An example of a positive impact of implementing a defense mechanism is sublimation. Sublimation is a type of defense mechanism which doing something useful to get rid of anger. Playing basketball after getting scolded by the boss somehow is better than transferring the anger to the family. Screaming while you close your mouth with a pillow is better than punching a wall or anything else (Felton, 2022, para. 9).

The impact of using defense mechanisms sometimes can be positive. For example, defense mechanisms can help to protect individuals from emotional consequences. Defense mechanisms can provide temporary relief, but they do not address the root causes of distress (Cramer, 2015, p.920). There are other positive impacts after applying defense mechanisms such as; reducing tension, dealing with anxiety, and protecting self-esteem (Bateman and Holmes, 2002, p. 76). Using denial as a defense mechanism can temporarily relieve anxiety by refusing to acknowledge a painful reality. Rationalization involves providing logical explanations or justifications for one's behavior or thoughts, which can help

individuals preserve their self-esteem and avoid feelings of guilt or shame. Similarly, projection involves attributing one's undesirable traits or impulses to others, which can help individuals maintain a positive self-image. Those prove that using defense mechanisms in the right way can be helpful.

Defense mechanisms often involve avoiding or suppressing emotions, which can result in unresolved emotional issues (Putri, 2021). By not addressing underlying feelings or experiences, individuals may struggle to develop healthy emotional regulation skills and may experience increased psychological distress in the long run. Defense mechanisms can hinder effective problem-solving and coping strategies (Putri, 2021). Instead of confronting and addressing the root causes of problems, individuals may resort to defense mechanisms as a quick fix, which can lead to unresolved issues and a lack of personal development.

In general, defense mechanisms can have both positive and negative effects on an individual's life. They can help people cope with stressful situations, but they can also interfere with interpersonal relationships, prevent personal growth and development, and limit one's ability to cope with stress healthily and constructively.

CHAPTER III

RESEARCH METHOD

This section consists of research design, data source, data collection, and data analysis.

A. Research Design

The design of this study is literary criticism. This study analyzes the point of defense mechanism using Sigmund Freud's theory of defense mechanism. I think Sigmund Freud's theory of defense mechanism fits the topic of this research, and psychoanalysis is the most appropriate theory to analyze Anne's defense mechanism in Budge Wilson's *Before Green Gables*. This study is a literary criticism, this study aims to describe the defense phenomena, facts, and events that occur in the novel.

B. Data Source

The data source of this study is a literary work. The data source is a novel by Budge Wilson entitled *Before Green Gables*. This novel was published in 2008; it consists of 71 chapters and 389 pages. The content of this novel is mostly from Anne's point of view. In this novel the main character Anne Shirley is facing many problems and oppression, she unconsciously applies some defense mechanisms to protect herself from the pain and unwanted feelings.

C. Data Collection

The data has an important role in doing research. Without data, research cannot be justified. So, to analyze this research, the researcher has collected some important data. There are some steps in collecting the data for analyzing this study, they are:

- The data in this study is collected by reading the novel *Before Green Gables*,
- Take note of some important words, paragraphs, and parts from the novel that relate to the topic of the study.
- The researcher also marked some important words and concluded them in the last.

D. Data Analysis

The researcher will use several steps to analyze this study. First, the researcher will classify the defense mechanism used by the main character in Budge Wilson's *Before Green Gables*. Next, the researcher marked some words that lead to the defense mechanism used by the main character. The researcher also marked some words that led to the evidence and found it relevance to the theory. Then the researcher tried to explain and answer the problems of the study as mentioned in chapter one.

CHAPTER IV

FINDING AND DISCUSSION

This chapter contains the answers to the problems of the study. In this chapter, the researcher tries to explain the problems of the study mentioned above. This chapter is divided into two parts. First, this study will analyze the defense mechanism used by the main character in Budge Wilson's *Before Green Gables*. Second, this study will explain how the defense mechanism used by the main character affects her personality.

The researcher found that the main character applied six defense mechanisms; denial, projection, fantasy, reaction-formation, aggression, and rationalization. These defense mechanisms have influenced the main character. After applying the defense mechanisms mentioned above, the main character becomes cheerful, confident, and rational.

A. The Defense Mechanism Used by the Main Character in The Novel Before Green Gables by Budge Wilson

Defense mechanisms are psychological strategies used by individuals to cope with stressful or threatening situations. They are unconscious mental processes that help people manage emotions, thoughts, and behaviors that may be uncomfortable or challenging. This action is done to prevent that kind of feeling (Cramer, 2015, p. 525). The use of defense mechanisms can be both helpful and harmful. Depends on how the individual uses it.

A defense mechanism is also shown in the literature. The characters in literary works will usually encounter several problems that make them use defense mechanisms. The characters in literary works will usually show some characteristics that will show how they make decisions or deal with problems. The characteristics of the characters in a literary work may determine the defense mechanism that they use.

Characters in literary works are the same as humans who show character and behavior. That is what makes the character can be examined with a psychological approach. In this novel, the main character is applying several defense mechanisms. They are; denial, projection, reaction-formation, fantasy, aggression, and rationalization. The main character faces some problems that make her apply a defense mechanism. Below, the researcher wants to mention the defense mechanisms used by the main character and its reason.

1. Denial.

The first common defense mechanism is denial. Denial is when you deny a truth or a fact. Denial is refusing to know or accept the reality of a situation or problem, often by minimizing, rationalizing, or ignoring it altogether. There are several ways doing denial, such as denying that a problem exists, downplaying the severity of a situation, or avoiding information that contradicts one's beliefs or worldview (Tyson, 2006, p. 15). A person who does denial knows the truth of something, but they choose to deny that truth. In some cases, denial may be a symptom of a larger psychological issue, such as anxiety, depression, or personality disorder.

In this novel, the main character is applying denial. Anne thinks that imagining many things while doing the chores is not wrong. She believes that what she does is normal for her age. This is proven by the statement below:

Mrs. Thomas thinks it's very wicked of me to be dreaming about princesses and fairies and people dancing in beautiful clothes and music playing and all. I can really hear the music if I dream hard enough. Do you think that's wicked?" (Wilson, 2008, p. 212-213).

From the statement above it can be seen that the main character is grumbling about Mrs. Thomas who scolded her for daydreaming. She was lost in her imagination which made her stop what she doing for a while, but it is normal in her opinion. Indeed, a child at her age is still appropriate for doing imagination, but when doing it in the middle of doing the chores it would be a waste of time. She does not think that she is wicked just because of daydreaming while doing the chores. She knows that she is wasting time doing that. But she denies it, stopping for a while when doing the chores for daydreaming is normal in her opinion. This is proof that the main character is in denial.

The main character created an imaginary friend, although she is not real, she believes that she is. This can be seen in the statement below:

And I'm not talking to myself when I'm in the glen. I'm having conversations with Violetta....."Yes. And oh, please don't try to tell me she's not real. She is - to me: I can see her every bit as clear as I can see you right now. (Wilson, 2008, p. 460).

The statement above mentions that Anne is having a conversation with Violetta who is her imaginary friend. That imaginary friend is real to her, Violetta is the name of the hill given by Anne. She named it when she was in the field screaming, and then the echo came, she made it as a friend. When Miss Haggerty asks about Violetta, Anne says that she is real to her even though she knows that Violetta does

not exist. She even tells Miss Haggerty that she can see Violetta as clearly as she sees Miss Haggerty. She knows that Violetta does not exist, but she denies it. This is proof that Anne is doing denial.

Anne even hopes that one day Violetta will talk to her. Of course, she did not mean it, she knew that the voice would echo in the hills, but she took it as an answer from Violetta. This is mentioned in the following data:

Anne knew what an echo was, but she chose to ignore this piece of knowledge. (Wilson, 2008, p. 428).

From the data above, can be seen that Anne knows that if she screams in the hill, the echo will come. She assumes that the echo she heard on the hill is Violetta trying to communicate with her. She knows it, but she chooses to ignore it. What she doing is denial, because she denies the fact that she knows.

Anne also denies that she has stolen a picture from the teacher. This can be seen in the following statement:

She watched as her hand move into the drawer and remove the picture. Then she watched the same hand placed the picture between the pages of her Royal Reader. I'll bring it back in the spring. I'm just borrowing it. (Wilson, 2008, p. 481).

The statement above mentioned that Anne secretly took the picture of Prince Edward Island. She was afraid that she would be bored if she could not go to school during winter, so she came up with that idea. She knew what she was doing was not right, but she dodged it by saying that "I'm just borrowing it". Taking a thing without the owner's permission was the same as stealing, Anne knew that, and she dodged it on the pretext of returning it. What she doing is denial.

2. Projection.

Projection is a psychological defense mechanism that involves attributing one's own unwanted or unacceptable thoughts, feelings, or impulses to another person or object. It is a way of protecting oneself from feelings of anxiety, guilt, or shame by externalizing them onto someone else (Baumeister, Dale, and Sommer, 1998, p. 1090). In simple words, the act of blaming others for your own mistake is projection.

Projection can be both conscious and unconscious. When it is conscious, the person may realize that they are projecting their feelings onto others. However, when it is unconscious, the person may not be aware that they are doing it and may genuinely believe that the other person is responsible for the feelings or thoughts they are experiencing.

Anne thinks that Eliza does not love her again, so she refuses to talk to her on her wedding day. The statement below mentions about it:

But in the rare moments when she wasn't working, she didn't answer when Eliza spoke to her, held herself rigid from Eliza's hugs, and acted as though they weren't in the same room. (Wilson, 2008, p. 121)

The statement above mentioned that Anne refused to talk to Eliza. She assumed that Eliza did not love her anymore. Eliza was the only one who cared about her in the Thomas family. Eliza taught her many things, the poems, and the story, but she was so miserable when Eliza chose Roger over her. Anne thought that Roger would take Eliza and her to live together because that is what Eliza promised. Anne does not like Eliza married to Roger, but in her mind, Eliza is the one who does not like her anymore. The fact is Anne is the one who does not like Eliza because she

chooses Roger over her. Anne is projecting what she feeling to Eliza, what she doing is projection.

The act of blaming others is also a projection. The main character is blaming Mr. Thomas for making her cannot go to school. This can be seen in the following data:

"I used to feel great fondness and pity for Mr. Thomas, too, but he ruined my life, so I don't feel like that anymore. He made it so I can't go to school, so my anger is very, very huge. (Wilson, 2008, p. 308).

The data above mentioned that the main character blames Mr. Thomas for making her unable to go to school. The situation made her unable to go to school. She can go to school if she does not care about the house. Because it is not her responsibility to stay in the house to do the chores and keep an eye on the baby. The babies were Mrs. Thomas's, and the house was Mr. Thomas's, so it was not her responsibility to do that. She actually can go if she ignores Mrs. Thomas's demand. But she chooses to stay and then blames others for making her unable to go to school. She is doing projection, because she is blaming others for the decision, she made herself.

3. Fantasy.

Fantasy is a defense mechanism that involves using one's imagination to escape from reality and to fulfill unmet needs or desires (Minderop, 2010, p.38). It is a way of coping with difficult or stressful situations by creating a mental image or scenario that is more desirable or enjoyable than reality.

The main character often uses this kind of defense mechanism in this novel. She does not get to play like other kids in her age. So, she imagines many nice things in her mind to get rid of her through life. She is often immersed in her imagination while doing something. She also spends a certain time imagining many things.

In this novel, Anne has two imaginary friends. She also often imagines the appearance of her imaginary friends. Usually, she comes to them when she has leisure time to take a rest from her tough life. When she lived with Thomas, her imaginary friend was Katie Maurice. She also describes Katie Maurice in detail as in her fantasy. This can be seen in the statement below:

"Katie Maurice!" she said out loud, but in a soft voice. "You are a jumping happy person and a smooth-running, gentle friend, just like I told Eliza about the name of her own friend Katie Maurice." (Wilson, 2008, p. 126).

The main character also describes the appearance of Katie Maurice, she also describes her facial expression. She was facing a glass cabinet which of course reflected her reflection. What she saw was herself, but she took it as her friend. This can be seen in the statement below:

"Hello, dear Katie Maurice. I can see by your face that you are feeling happy. Yesterday you looked so terrible. But not today. No, you looked as though a great big miracle has dropped out of this sky and landed in your arms. (Wilson, 2008, p. 310).

These statements above mention that the main character is playing with her imagination and creating an imaginary friend named Katie Maurice. After several days, she came there to chat with her, and she told her about what she had experienced on that day. She imagined that what she saw in front of the glass cabinet was a friend, but it was her reflection. She also describes Katie Maurice's appearance. She is doing a fantasy. Because what she saw was herself, but she thinks that as a friend.

When she moved to another town to live with the Hammond family, she also has an imaginary friend, named Violetta. Just like Katie Maurice, Anne also sees her as a real human. She even describes what she saw in her mind about Violetta.

This can be seen in the statement below:

"It's a friend," she almost shouted to George. (Wilson, 2008, p. 427).

I can see her already, dressed in a filmy green dress that waves around her legs when the wind blows. She'll have dried flowers in her long floating golden hair - hair like Venus in Mr. Johnson's picture - and she'll have rows and rows of bracelets on, made of red rosehips. around her swan-like neck there'll be a necklace of what, George? of stardust. (Wilson, 2008, p. 427).

From the statement above can be seen that Anne believes that the girl that she saw is a friend. She even tells George about the appearance of Violetta but George does not understand anything. She talks to them like they are a real human. Although she does not get to see their appearance, cannot touch them and converse with them, she still keeps in mind that the imaginary friend is somehow a good listener. She knows that she can talk to them, but they cannot talk to her. Here, can be known that Anne is doing fantasy. She imagines inanimate objects like living

things. She came to them when she wanted to tell them about her current situation. Anne thinks of them as friends, she sees them as real humans, but the fact is not. So, what she doing is fantasy.

Anne was so worried when she had to move to another city with Thomas's family. She was afraid that her friend Katie Maurice would not be brought along to move with them. This can be seen in the following data:

"Listen, Katie Maurice, she whispered. "Maybe you'll be going on the wagon tonight. Or maybe left behind forever. Thank you for being my friend. Thank you for listening to my very sad stories. Thank you for believing that my dreams will come true. Thank you for being my one and only true friend. (Wilson, 2008, p. 172).

The data above mentioned that Anne worried about Katie Maurice. She talks to her like they are about to separate. She has to move to another city because Mr. Thomas got a new job in that city. And they could not bring all the luggage with them. So Anne thought that the glass cabinet where Katie Maurice lives would be left there. Anne also thanks her for being a good friend and listening to all her sad stories. This is proof that Anne is doing fantasy. She only talks to a glass cabinet, not a human, but in her mind, Katie Maurice is a best friend. Humans cannot make a friend with an object. She doing a fantasy about being friends with Katie Maurice.

Anne believes that Violetta answered her. The echo that she hears on the hill, she took it as Violetta's voice. She believes that Violetta called her six times. The statement below mentions this:

"Violetta," she said more quietly, "I know you're there, even when you don't talk back to me. But I know you're going to be my true, true friend because you called me at least six times. I'll come here often - sometimes with George, sometimes not. And you and I will talk. (Wilson, 2008, p. 428).

From the statement above can be known that Anne is sure that Violetta is there even if she does not talk back to Anne. She said to her that she would be coming often, sometimes alone, and sometimes with George. She also said that she would talk to Violetta. The truth is, Violetta is a name given by Anne to the hill. So, Violetta is the name of a hill that she takes as a friend. The existence of Violetta is not real. She just makes a fantasy about it. This is proof that Anne is doing fantasy.

The main character comes to her imaginary friend when she feels anxious. She told Katie Maurice about the other students who talk behind her in the school.

This can be seen in the following data:

"Some of the other children call me a 'teacher's pet,'" Anne confided to Katie Maurice, "and say that she loves me best of all the others. They don't like that. But I don't care if they do or they don't. (Wilson, 2008, p. 348).

From the data above can be seen that the main character talks to her imaginary friend when she is worried about something or when she is anxious. She tells her everything about her sorrow. When the other student said something bad about her, she felt uncomfortable. She then comes to Katie Maurice and tells her the whole story. She felt uncomfortable being called the teacher's pet, so she came to Katie Maurice to tell her problem. She told her problem to Katie Maurice like she was talking to a human. What she doing is fantasy, because she takes an object as a human.

Anne was shocked when Mrs. Thomas's parents said mean words to her. She did not expect that parent could do that to their child, but that is what happens.

Then, Anne came to Katie Maurice to tell her about that. This can be seen in the statement below:

"Let me tell you about today. They all came. Mrs. Thomas's parent, the Harringans, came first. Her mother said bad things and made Mrs. Thomas cry - at last. (Wilson, 2008, p. 382).

"Katie Maurice, she went on and on, and said other mean things. It was awful to listen to. (Wilson, 2008, p. 383).

Anne confided her frustration with Mrs. Thomas' parents to Katie Maurice. The following statement explains that:

"But there's much more awful news to come. You maybe thought that I could walk through that terrible woman's parlor from time to time and have a little talk with you. Listen carefully, Katie Maurice. I have worse things to tell you. Worse, worse, worse." (Wilson, 2008, p. 385).

The statement above shows that Anne was shocked when she heard the mean words that came from Mrs. Thomas's parents. She never expected that parent could do that to their child. Anne took out her disappointment on Katie Maurice about Mrs. Thomas's parents, about her mean words spoken to Mrs. Thomas, she told Katie Maurice everything. She came to Katie Maurice when she was on edge, she talked to her, but she was talking to herself. What she doing is fantasy.

Anne comes to Violetta when she finally has leisure time. She would like to tell Violetta about her situation lately, and the wonderful things that have happened these last day. This can be seen in the following data:

And Anne told her everything - from the first scream she'd heard on that morning when she was on her way to the school, to the miracle of the double birth, to the way both Mr. and Mrs. Hammond seemed too tired to move or talk or act alive anymore. (Wilson, 2008, p. 461-462).

The data above mentioned that Anne told Violetta about what she had been experiencing in these last days. She talks to her like usual. Every amazing thing

that happens, the scream, the double birth, etc. Anne came to her when she finally had leisure time. Miss Haggerty helped Mrs. Hammond give birth and stayed for a while to make sure she was alright. Miss Haggerty then told Anne to come to her friend. Anne comes to her to release all her tiredness, and when she is there, she talks to herself as usual, because Violetta is not a real person. So, what she doing is fantasy.

Anne does not think that Mr. Hammond would die. Only a few days ago Anne told him to make some wooden toys for his children, and he seemed happy while he did. This can be seen in the statement below:

"Oh, Violetta! Perhaps you saw it all from up there on the hill. Or heard it all. But in case you didn't, I need to tell you that Mr. Hammond is dead. I thought he was better, I really did. He seemed to be so happy making the wonderful pen and all those blocks and toys - even wagon with wheels. (Wilson, 2008, p. 488).

From the statement above, can be seen that the death of Mr. Hammond shocked Anne deeply. Anne did not expect that he was in a bad condition. When Anne asks Mr. Hammond to make some toys for his children, he seems so fine. He even looked so happy, therefore Anne was so shocked when she heard this. Anne never thought that Mr. Hammond would die. She tells Violetta of her shock at Mr. Hammond's death. As previously mentioned, Violetta is Anne's imaginary friend, Anne talks to her as if talking to humans, but she only imagines that humans are listening to her story, so it's obvious what she's doing is fantasy.

Anne said goodbye to Violetta when she was about to leave. She comes to the hill like usual, but this time to say goodbye. This can be seen in the following data:

"Violetta! It's Anne! I've come to say good bye! Good bye! Thank you for being my beloved friend!" (Wilson, 2008, p. 504).

The data above mentioned that Anne comes to Violetta. When she has to separate from Violetta, she comes again to the hill. Nothing comes from her mouth except a goodbye word to Violetta. She was too sad to separate from her, and she was worried that no one from Mrs. Hammond's family would pick her. That makes Anne only say goodbye to Violetta, no other words come after. She also thanked her for being her beloved friend, Violetta is not real, she does not exist. This is proof that Anne is doing fantasy. Because Violetta only lives in her fantasy.

The main character often imagines that she still has both of her parents and lives in the little yellow house. But the fact is both of them were dead.

This can be seen in the statement below:

After all she often pretended that she was back in the little yellow house, living with her own parents - who would of course not have died at all - helping her mother make cookies and knead bread, loving the smell coming out of the oven, looking forward for her father's arrival home from his school. (Wilson, 2008, p. 129).

The statement above mentioned that the main character pretended that she was back in the little yellow house where her parent lived. The truth is both of her parents were dead. She imagines that she lives in that tiny yellow house with her family, helping her mother make cookies, and doing many fun things with them. This is also proof that she doing a fantasy. She imagines that her parent is alive, and live in the yellow house. The truth is both of her parent already dead, and she never came to that yellow house.

Anne was so sad when Eliza left her because she was married to Roger. So she makes a fantasy where Roger takes her to live with them. This can be seen in the following data:

"Then," continued Anne, "when the wedding was over, Roger would have turned around and seen me - sitting so sad in the corner, with tears dribbling down my face - and would have said, 'Eliza! Look! There's your Anne! Your own Anne. I was wicked to take you away from her. Let's bring her along with us. To the little house with the lilac bush and the daisies. It would be fun to have a little redheaded girl in our home, and maybe we could get her a doll with painted eyelashes for her birthday. She looks so sad and lonesome in that corner. Eliza, go get her. Bring her over to me so that I can give her a hug. Then she'll know that I really mean it when I say that all three of us will be going to New Brunswick together.'" (Wilson, 2008, p. 134).

From the data above can be seen that Anne makes imagination about living together with Roger and Eliza. Anne thinks Eliza will take her everywhere even after she gets married. Turns out Eliza chooses Roger over Anne, and that makes her miserable. Before marrying Roger, Eliza often told Anne that someday she would take her to live with Roger, in a tiny house. But when the day comes it is not happening, Anne was abandoned by Eliza in Mr. Thomas's house. Then she makes a fantasy where Roger takes her to live with them. What she doing is fantasy.

Anne imagines Mrs. Thomas as her mother when she just enters the house where it is snow outside. She imagines that the one who took care of her at that time was her mother. This can be seen in the statement below:

Anne rapidly replaced her with her own mother, always beautiful, always smiling, holding out her arms in welcome, exclaiming, "You must be so cold. And your feet must be so wet. Quickly! Come into the kitchen and rest beside the fire. I'll be a ginger biscuit and a hot cup of tea. And then you can tell me about your wonderful day." (Wilson, 2008, p. 219).

The statement above explains that Anne can feel the warmth given by Mrs. Thomas when she just enters the house while it is snowing outside. Her body was

so cold because of the extreme winter in Nova Scotia. When she finally gets the feeling of having someone who cares for her, she wants that person to be her mother who has passed away. Then she replaced the appearance of Mrs. Thomas with her mother. She imagines the words that her mother would say, and the things that she would do. She brought up her mother figure to Mrs. Thomas. What she doing is fantasy, because she replaced Mrs. Thomas with her mother which already dead.

Anne makes a fantasy about torturing Randolph. She does not like him, but she cannot fight against him, so she makes a fantasy about it. This can be seen in the statement below:

In my dreams I tie him to a chair and yell mean things at him. Once, when my fantasy was feeling almost crazy, I drove a knight's sword right through him. (Wilson, 2008, p. 252).

The statement above mentioned that Anne does not like Randolph, he is too annoying for her. She does not like his behavior towards the teacher, she hates that he is lazy and never really learns something in the school. But Randolph is taller and older than her, so she is not showing her hate towards him, she makes a fantasy where she can torture him repeatedly. So, what Anne doing is fantasy, because she makes a fantasy to vent her frustration.

The main character often sees an object as a living thing. For example, she sees a tree as a person. This can be seen in the statement below:

"Which would be very sad. I get to love certain beautiful trees. They're almost like people to me. And I make up stories about them." (Wilson, 2008, p. 409).

The statement above mentioned that the main character often thinks that inanimate objects are living things. When she was on her way to school she saw many things and started to be immersed in her imagination. This time, when she moved to the Hammond family, she was a little disappointed because Mr. Hammond was a lumberman. He made many things out of wood. Anne often made up stories about the trees. She saw them as a person in her fantasy. So, when she knows that Mr. Hammond cutting down trees to make a living, she expresses her disappointment to Mrs. Hammond. Because Anne often imagines that the tree is a person. What she doing is fantasy because she sees a tree as a living thing, and the tree is not a living thing.

4. Reaction Formation.

Reaction formation happens when someone acts the opposite of her desire (Bateman and Holmes, 2002, p.88). In a simple word, you smile to someone you hate although in your mind you want to hurt him. The person who practiced this kind of defense mechanism does not want to violate the rule of superego (Saleh, 2018, p.165).

The effects of reaction formation can be both positive and negative. On the positive side, it can help the individual to manage or regulate their emotions, especially if they feel that their true feelings would be unacceptable or could lead to negative consequences. It can also help the individual to maintain social relationships, as they may feel that expressing their true feelings could damage those relationships. And for the negative side, reaction formation can lead to a

lack of self-awareness and a disconnect between one's true feelings and their outward expressions. It can also lead to feelings of guilt or shame if the individual becomes aware of the discrepancy between their true feelings and their expressed behaviors.

Anne hates Randolph, but she shows the opposite behavior towards him. This can be seen in the following data:

"I want to yell at him that he's dumb and mean, but I have to just smile and say nothing." (Wilson, 2008, p. 252).

The statement above mentions that Anne is really mad at Randolph, but she does not show her anger to him. Because she wants and might need his thick dictionary. Randolph is also taller and bigger than her. She might not be able to win against him. What Anne did is the opposite of what she feels. Instead of punching him or saying mean things to him, she just smiles. She showed actions that are contrary to her feelings, which means that she is doing reaction formation.

Anne shows the contrary behavior when she is annoyed by the children of Mrs. Thomas. This can be seen in the following data:

I pretend not to be scared by this, but while I'm smiling and acting like I'm just fine, my insides are doing flip-flops and I hold my hands tight at my sides so the boys won't see them trembling. (Wilson, 2008, p. 279).

From the data above can be seen that Anne tries to act just fine when she is annoyed by Mrs. Thomas's children. She did not care about every mean word that came from them. Although their action hurts her, she tries to act like nothing happens. She did not let others see her shaking or stuttering. She tries to be

confident while she feels vice versa. She shows them the firm side of her. The act of showing the opposite feeling can be categorized as reaction formation. So, this is a prove that Anne is doing reaction formation, because she shows the opposite behavior from her feeling.

Anne chooses to ignore when the babies are crying. She continues her work and lets out the noises. This can be seen in the statement below:

I looked around at all of them and decided to do the only thing I knew how to do, right then. I started to get supper ready. I pretend I wasn't hearing all that noise. (Wilson, 2008, p. 489).

From the statement above can be seen that Anne ignores the noises. The house was so noisy when Anne came to the kitchen. She could have screamed, gotten annoyed, or scolded the babies. But she chose to pretend not to see and hear those noises. She continues what she doing, cooking. She chose not to care about the babies rather than caring about them. She acts as if she didn't hear anything even though she heard everything. What she shows is contrary to what she feels. This is proof that Anne is doing reaction formation.

Anne's feelings changed from fear to anger. She is afraid that she has to live in the orphanage, but she is angry because no one picks her then she is sent to the orphanage. This can be seen in the statement below:

For one terrible trembling moment, Anne thought she was going to cry. Then, almost as quickly, her sorrow and fear were replaced by rage. (Wilson, 2008, p. 536-537).

From the statement above, can be seen that Anne was trembling and she was going to cry. But suddenly it changes. Her fear turned to anger when she found out that she would end up in the orphanage. Being an orphan was very sad for her,

but the orphanage was a nightmare that she had never imagined going there in her whole life. She never wants to come to the orphanage. When she was afraid, she became angry. Instead of crying, she became wrath. What she did was reaction formation because she was showing the opposite feelings.

5. Aggression.

Aggression is a defense mechanism, which occurs when a person feels threatened or insecure and responds with aggressive behavior as a way of protecting themselves (Minderop, 2010, p.38). This type of aggression can be conscious or unconscious and may be expressed physically or verbally. However, some individuals may use aggression as a way of coping with or defending against perceived threats, such as feelings of inadequacy, fear, or insecurity. In these cases, aggression may be seen as a maladaptive coping strategy, rather than a true defense mechanism.

The use of aggression as a defense mechanism is not a healthy or effective way of coping with emotional distress. It can lead to negative consequences such as physical harm, social isolation, and legal consequences. Therefore, it is important for individuals who struggle with aggression to seek professional help to learn more effective and constructive ways of managing their emotions and coping with stress.

Anne replied to Randolph's mean words to the teacher. She is too annoyed by what Randolph doing. This can be seen in the following statement:

"I hate you! You're dirty and smelly and dumb, and meaner than a rabid dog, and Miss Henderson wears exceedingly beautiful dresses, with high necks made of real laces, and puffed sleeves and real pearl buttons, and you only said that because your mother never wears anything but dresses full of holes, and aprons with gravy all down the front! You don't deserve that dictionary!" (Wilson, 2008, p. 267).

From the statement above can be seen that Anne is attacking Randolph with mean words. When there was a fray in the class, Anne could not stand it anymore. She replied to Randolph's evil words to the teacher with words that were no less cruel. She felt that Randolph had gone too far, and Miss. Henderson never treats him badly. Randolph never gives attention to the teacher, he is lazy and dull, and he never takes his studies seriously. But he suddenly mocks Miss Henderson (the teacher) with mean words, so Anne takes this action to vent her frustration. This is proof that Anne is doing aggression because she attacks Randolph with mean words. The act of attacking someone verbally or physically is aggression.

Anne is annoyed by Mr. Thomas's words; it hurts her. So, she is venting her frustration by slamming the door. This can be seen in the statement below:

She dropped the knife she was working with and starred at him, her eyes wide with fear and with pain. The she turned around and raced upstairs, slamming the door of her bedroom behind her, and threw herself on to the bed to cry out her despair and her rage. (Wilson, 2008, p. 293).

The statement above mentioned that Anne was so mad hearing Mr. Thomas's words. She was annoyed by what Mr. Thomas said. She dropped a knife and slammed the door to vent her frustration. What she does is aggression, because she took out her frustration by slamming things. Releasing frustration by committing violence is a form of defense mechanism of aggression.

The main character yelled at Mr. Thomas to tell him that he was not the only one who was tired, but everyone in the house was tired too. This can be seen in the statement below:

"Some of the rest of us," she said, "have stupid, boring work to do, too." And we're not the only ones who make a racket. You scared Noah this afternoon. He's not much more than a baby. And supper's not ready yet." Then she turned her back on him and continued to cut up the potatoes. (Wilson, 2008, p. 212-222)

The statement above mentioned that the main character was too tired to handle all the chores when all that Mr. Thomas could do was complain. She was too tired to hear all the noises in that house. Meanwhile, in that house, everyone is having a boring work to do, not only Mr. Thomas. But he complains that he ever doing something useful to his family. The main character could not take it anymore. She was mad at him and scolded him. What she doing is aggression, because she is attacking Mr. Thomas by scolding him. She does that to vent her frustration. The act of attacking someone verbally can be classified as aggression.

Anne is mad at her friend when she secretly talks bad about her. She heard her friend talk badly behind her, so she threw a plate on purpose. This can be seen in the statement below:

She picked up one of the plates she was washing, held it high in the air, and threw it on the floor - hard. It made a very satisfying noise. "Oops!" she cried. "Clumsy me!" when someone came into the room to investigate the noise of broken crockery. (Wilson, 2008, p. 550-551).

From the statement above can be seen that Anne is throwing a plate hard. She does it on purpose to satisfy her anger. She doing that because she heard her friend was talking bad about her behind her back. When she heard that, she was washing the dishes. Unsatisfied with her friend, Anne throws the plate that she washed. This

is proof that Anne is doing aggression. Throwing things to satisfy anger is aggression.

6. Rationalization.

Rationalization is the act of looking for a rational reason for something. Our mind wants things to become acceptable to us, so rational reason is needed. Rationalization is a psychological defense mechanism that involves explaining or justifying one's behaviors, feelings, or thoughts in a way that makes them seem more acceptable or reasonable. It is a way of avoiding feelings of guilt or anxiety by creating a false or distorted explanation for one's actions or thoughts (Saleh, 2018, p.167). Rationalization helps people to avoid facing the uncomfortable truth about themselves, their actions, or their emotions. It allows them to justify their behavior and maintain a positive self-image, even if their behavior is not necessarily ethical or moral.

Anne does not like when Mrs. Thomas scolded her for daydreaming. She hates her for interrupting her imagination. But she made a rational reason for it. This can be seen in the following statement:

But if there are seven people in the house and four of them are useless little boys, there's an awful lot of work to do. And it's just me that helps her. So I guess it's make sense that she doesn't like me standing around dreaming. (Wilson, 2008, p. 142).

The statement above mentioned that sometimes Anne is angry with Mrs. Thomas when she scolds her for daydreaming. Anne thinks Mrs. Thomas does not like her because she is not hers, she is not her daughter, so everything she does seems wrong in Mrs. Thomas's eyes except doing the chores. But Anne makes a

rational explanation for that, there are many people in that house. Most of them are useless kids because they are still kids, they are useless but Anne is different, she is more than useful in that house. That makes Mrs. Thomas angry easily because there are lot of work to do, and there is only Anne who hopes to help her. What Anne doing is rationalization, because she made a rational reason that can be accepted by her mind. She does hate being scolded by Mrs. Thomas for daydreaming, but she makes a rational reason to normalize Mrs. Thomas's treatment towards her. So what she doing is rationalization.

Anne thinks that she will never be beautiful because of the freckles on her face, and her red hair. Then she makes an excuse about that, this can be seen in the following data:

I'd feel that there was some hope of me - not hope that I'd ever be beautiful, because I know that absolutely impossible. (Wilson, 2008, p. 410).

From the data above can be seen that Anne thinks that beauty is about fair skin, long black hair, and an ideal body. She has freckles on her face and red hair that make her think that she cannot be beautiful. Her appearance did not fit the beauty standard in that era. She makes the beauty standard in that era, a standard for herself too. So, she does not think that she is beautiful, it is impossible for her. What she doing is rationalization, because she makes a rational opinion about something she hates (her appearance).

Anne makes a rational opinion about who should be there on the day Mrs. Hammond gave birth. She thinks who should call Miss Haggerty is Mrs. Hammond's daughter. This can be seen in the statement below:

"Four in May. I was washing dishes and cutting up carrots when I was four. Four's older than you think. I've tied strings to all the threes - not too high. She can follow them. I've told her to keep away from the river. And Mr. Hammond is the father. He could stay home from the mill till the baby comes. I want to go to school." (Wilson, 2008, p. 452).

From the statement above can be seen that Anne compared herself with Mrs. Hammond's daughter. She thinks that Mrs. Hammond's daughter should be there when she is about to give birth. Anne does not want her school interrupted when Mrs. Hammond gives birth. So, she trains Mrs. Hammond's daughter to call Miss Haggerty when the time of birth comes. Then Anne could attend the school if she does not have to call Miss Haggerty. This is a prove that she is rationalized, she made a reason that Mrs. Hammond's daughter has been old enough to call Miss Haggerty.

After the betrayal from Edna, Anne thought that she could be happy only in her fantasy. She made a rational reason for doing fantasy. This can be seen in the following data:

Anne's way of coping with Edna's betrayal was to retreat back into herself again, dreaming her elaborate dreams, taking refuge in her fantasy, voowing to keep aloov from any further overtures of friendship. She wasn't happy and she wasn't unhappy. She still had school and Miss. Kale. No one could take that away from her. Most of the time, she was existing in a short of emotional limbo. (Wilson, 2008, p. 553-554).

The data above mentioned that Anne uses rationalization when she is with coping the betrayal of Edna. Edna is the first to approach her in the orphanage. The two of them have been friends since then. Over time, the other children at the orphanage started to like Anne because of her intelligence and character. Edna who saw that felt jealous, then she started saying bad things about Anne behind her back. After that, Anne never talks to her again, she realizes that only in her fantasy she

can be happy. She knows that in her fantasy she does not have to be worried about anything.

B. The Influence of Using Defense Mechanism of The Main Character's Personality in The Novel Before Green Gables by Budge Wilson

The effects of defense mechanisms on individuals who use them can depend on the person. For some people, using defense mechanisms can provide temporary relief from anxiety or distress, and may allow them to function better in their daily lives. However, for others, using defense mechanisms can become maladaptive and lead to more problems, such as social isolation, relationship difficulties, and a lack of self-awareness. Below are some of the effects arising from the use of defense mechanisms on the main character and their explanations.

1. Cheerful.

The defense mechanism can help people to lose their anxiety. However, if doing it too much it can be dangerous, especially fantasy. If someone uses fantasy excessively to avoid dealing with reality, it can lead to a disconnection from the real world and interfere with their ability to form healthy relationships and engage in productive activities. They may become socially isolated, lose touch with reality, and have difficulty functioning in day-to-day life.

In this novel, Anne is applying fantasy. She plays with her imagination when she is anxious. She can cheer herself with her imagination. Even a simple fantasy can make her forget the pain that she feels. This defense mechanism made her become a cheerful person. This can be seen in the statement below:

I can pretend that the diapers are dancers and I try to hear the music they're dancing to. (Wilson, 2008, p. 204).

The statement above mentioned that Anne is doing a fantasy. Normal fantasy, or the use of imagination in a healthy way, can also have positive effects on cognitive development. It can improve problem-solving skills, enhance creativity and imagination, and help individuals develop a sense of self-identity. Anne is using normal fantasy in this novel. Although she always plays with her imagination every time she is anxious, she still knows that no one of her imagination is true. This can be seen in the statement below:

And I'm not talking to myself when I'm in the glen. I'm having conversations with Violetta....."Yes. And oh, please don't try to tell me she's not real. She is - to me: I can see her every bit as clear as I can see you right now. (Wilson, 2008, p. 460)

The statement above shows that Anne uses imagination within reasonable limits. Although she does it almost every day, it does not make her forget the reality. Anne still does the chores for Mrs. Thomas, she goes to school and does activities like normal people do. The use of fantasy as a defense mechanism helps Anne become a cheerful person.

2. Confident.

Reaction formation is a defense mechanism when people show the opposite behavior of their feelings. The effect of reaction formation as a defense mechanism depends on how it is used and the individual's overall coping strategies. When used in moderation and in conjunction with other healthy coping strategies, it can be a helpful tool for managing difficult emotions. However, when used excessively, it can have negative consequences for mental health and well-being.

In this novel, Anne is applying reaction formation and it helps her become confident. In this case, Mrs. Thomas's children are scoffed at Anne, instead of being afraid, she faces it confidently. She trembles inside but she pretends not afraid. This can be seen in the following data:

I pretend not to be scared by this, but while I'm smiling and acting like I'm just fine, my insides are doing flip-flops and I hold my hands tight at my sides so the boys won't see them trembling. (Wilson, 2008, p. 279).

The data above mentioned that the main character shows them that she is not afraid of them when she is disturbed by Mrs. Thomas's children. Although she trembles and her heart is about to explode, she successfully shows the firm side of her. She does not let them insult her again by acting like she is fine. It does not matter how she trembles inside, the important is she can show them that they have no right to insult her again.

Her opposite action helps her become more confident. She successfully shows that she is not afraid. She became self-possessed in front of those kids. Her action made those kids think again before bothering her.

3. Rational.

Rationalization is a defense mechanism when you try to find a logical reason for one action. The effect of rationalization is that it allows individuals to reduce discomfort and maintain a positive self-image. It can help individuals avoid cognitive dissonance, which is the uncomfortable feeling that arises when a person holds two or more contradictory beliefs or values.

As we get older, the development of the human brain will increase. The more mature a person is will affect his attitude in making decisions. So did Anne, as she got older, she used her logic more and more to think. Especially after implementing several defense mechanisms in her life. She concludes that living in the orphanage is sorrowful, and she has to face some people who might not like her. It makes her life so hard. And after the betrayal of her friend, she knows that her fantasy is her safe zone. She realized that she gained happiness through her fantasy, so she took refuge there. She knows that in her fantasy she does not need to worry about anything. This can be seen in the statement below:

Anne's way of coping with Edna's betrayal was to retreat back into herself again, dreaming her elaborate dreams, taking refuge in her fantasy, vowing to keep aloof from any further overtures of friendship. She wasn't happy and she wasn't unhappy. She still had school and Miss. Kale. No one could take that away from her. Most of the time, she was existing in a sort of emotional limbo. (Wilson, 2008, p. 553-554).

The statement above mentioned that the main character becomes more rational as she gets older. The use of rationalization also plays a part in increasing Anne's logical thinking. If the main character only knows the unpleasant feeling and desired feeling before, now that is not the only thing that becomes her consideration in acting and making decisions.

Anne was thankful before for having Edna as her new friend. Because that was what she told her. Edna promised Anne that she would be her dearest friend. She will be loyal, and kind, and always protect Anne. But in the end, she is the one who betrayed Anne. The statement below mentioned Edna's promise:

Look! I will put my crossed fingers on my brow and tell you that I will always be kind and loyal and faithful. I will never lie to you, never be mean, always protect you. (Wilson, 2008, p. 545-546).

Anne finally knows that only in her fantasy she feels comfort. The orphanage is her biggest nightmare, and now she lives in it. Of course, the days that she passes will be tough. She gains happiness in her fantasy.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion and the suggestion of this study. The researcher concludes the analysis based on the data in Budge Wilson's *Before Green Gables*. This chapter is also equipped with suggestions to help other researchers with similar research topics. The researcher hopes this study can be helpful for those who need it.

A. Conclusion

The researcher found that the main character in Budge Wilson's *Before Green Gables* applied six defense mechanisms; denial, projection, fantasy, reaction-formation, aggression, and rationalization. The main character is doing denial when she denies that a sound that she heard on the hill is an echo, she takes it as a friend. She is doing projection when she refuses to talk to Eliza. She thinks that Eliza does not love her anymore because she chooses Roger over her. But the truth is Anne does not like Eliza being married to Roger. The main character makes a fantasy about having an imaginary friend who she can talk to every day. While what she doing is talking to herself. She is doing reaction formation when she is mad at Randolph, she does not show her true feelings towards him because she might need his dictionary, also, she cannot fight against him because he is taller and older than her. The aggression taken by Anne is when she throws a plate on purpose after hearing her friend secretly talk bad about her behind her back. And the rationalization is when she makes a rational reason for not being beautiful. She

accepts that she cannot be beautiful because of the freckles on her face. Her red hair also made her appearance ugly.

The defense mechanism that is done by the main character shows some impacts; cheerful, confident, and rational. She becomes more cheerful after applying some defense mechanisms. Although she does not get to play like the other kids her age, she has a friend who always listens to her story. The main character's friend is an imaginary friend of her. So, she applied fantasy in her life. The main character also becomes confident after applying reaction formation. She shows the opposite feeling when being disturbed by Mrs. Thomas's kid. She is trembling inside, but she tries to act normally. And she becomes rational after implementing rationalization. The friend that she had in the orphanage betrayed her, she then realized that the friend she wished to give her happiness could not give her happiness.

B. Suggestion

This study is focused on the defense mechanism applied by the main character. After reading and understanding more about the novel, the researcher realizes that there are still many things that could be analyzed in Budge Wilson's *Before Green Gables*. There are many events and other aspects that can be studied. This study is using Sigmund Freud's defense mechanism theory. The many other aspects that can be examined from this novel make the researcher aware that there are still many other literary criticism theories that can be used to analyze this novel.

The researcher hopes that the next researcher will have more understanding of the concept of defense mechanisms. The researcher also hopes defense mechanism can be useful for the readers to reduce anxiety and coping problems. Although defense mechanisms can help individuals to reduce anxiety, the researcher warns to use them properly, excessive use of defense mechanisms can cause mental health problems. Finally, the researcher realizes that this study can still be better. Therefore, criticism and suggestions from readers are needed to conduct better research in the future

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