



**DEFENSE MECHANISM TOWARDS SOCIAL ANXIETY  
AS REFLECTED BY THE MAIN CHARACTER  
IN PALACIO'S *WONDER***

**Final Project**

**submitted in partial fulfilment of the requirements for the degree  
of Sarjana Sastra in English Literature**

by

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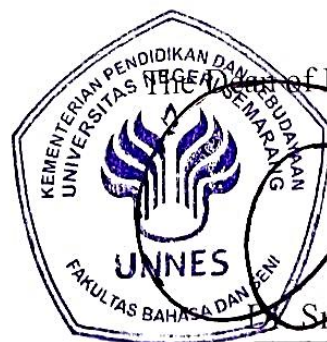
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## **MOTTO AND DEDICATION**

While we are at the lowest point of our lives, we have three choices.

Giving up, staying stuck or moving on.

*This final project is dedicated to*

*My beloved family*

*My one and only self*

*My friends in ups and downs*

*and those who have inspired and encouraged me over past few years*

## **ACKNOWLEDGEMENT**

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The Writer

## ABSTRACT

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**Key words:** *Defense mechanism, Social anxiety, Freudian psychoanalysis.*

Defense mechanism is a kind of defense that is used by human to react towards the source of danger including anxiety. Subsequently, it becomes one of the psychoanalysis focuses that is applied to analyze literary works. This research was conducted to analyze defense mechanism towards social anxiety applied by the main character in Palacio's *Wonder*. The objectives of this study are to explain how defense mechanism towards social anxiety is described in the novel and to what extent that the anxiety creates character's defense mechanism. The object of the study is a novel entitled *Wonder* written by Raquel Jaramillo Palacio. This study was conducted using descriptive qualitative method by applying Freudian psychoanalytic theory. The theory was used to analyze the data that had been collected by reading the novel, note-taking, classifying, and rejecting the irrelevant ones. By using the psychoanalytic theory, the analysis focused on the main character's anxiety and defense mechanism. The results show that there are two kinds of anxiety that are considered as social anxiety, which are realistic and moral anxiety. Meanwhile, the results also show five kinds of defense mechanism applied by the main character including denial, displacement, rationalization, regression, and reaction formation to reduce anxiety that affect himself. Those kinds of defense mechanism create the main character's self-improvement and motivational personality covering confident, optimistic, courageous, smart, and forgiving that result on gaining an award. In conclusion, that anxiety and defense mechanism have the contribution in affecting the main character's self-improvement.

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# CHAPTER I

## INTRODUCTION

This chapter covers the background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study, and outline of the study.

### 1.1 Background of the Study

Any creature, particularly human, struggles with anxiety caused by various reasons. Anxiety itself means the effect of threat to make someone feel no calmness. Some people are able to overcome their anxiety, while the rest are not. Meanwhile, Hall (1954, p. 61) defines anxiety as a painful emotional experience as a result of stimulation (from internal or external factors and driven by the autonomic nervous system) in the internal organs of the body, in which the signs of anxiety show some conditions like heartbeat fast, rapid inhale, dried mouth, and sweaty hands. Anxiety is becoming increasingly difficult to ignore since that happens to everyone, not only people in common but also deformed people. The anxiety of a deformed person commonly concerns with society which is usually called as social anxiety. Ben and Debi (2005, as cited in Fidhzalidhar, 2015) state that deformity commonly causes a social problem like being rejected by society, having difficulties in social interaction and receiving mercy and overprotection from the surroundings. The sufferer will have difficulties dealing with socialization and interaction, so it also creates a difficulty in society' acceptance.

In real life, this condition happened to Jono Lancaster, one of the deformed people who experienced social rejection and bullying. He is a man who suffers from *Treacher Collins*, a syndrome causes facial deformity and effects on the hearing (California Ear Institute, n.d.). In detail, the condition of *Treacher Collins* syndrome is that cheekbones and jawbones are grown imperfectly (Children's Craniofacial Association, 2005). As the sufferer of the syndrome, he was rejected by his own biological family and bullied by society. The rejection that he

experienced absolutely results on anxiety and effects on his life in the future. Then, he becomes the inspiration for deformed people and writers to speak up for an acceptance by expressing it through a literary work.

What had experienced by Jono Lancaster is reflected in two literary works. The first example of the literary work is *Ugly* (2015), a novel written by Robert Hoge telling a story of his own life. Having a cancer on his face and one short leg makes his existence rejected by his own mother as he was left by alone in the hospital where he was born. Later on, his mother, supported by the family members, decides to bring him home. The similarity of both stories is that they were rejected by their surroundings due to their deformity, which indeed it results on anxiety.

Therefore, R. J. Palacio wrote *Wonder* in 2012 inspired by an encounter with a girl having a facial deformity which it surprises herself and her sons. The encounter made Palacio create a character of August Pullman (Dooley, Joseph, & Valiente, 2017). August Pullman is described as a child who suffers from *mandibulofacial dysostosis* which is similar to *Treacher Collins* that makes him homeschooled due to several surgeries. He is challenged by his parents to go to school in order to get more knowledge. His parents' decision makes him must confront people who are not accustomed to him, in which it indicates that he must confront the source of threat (his anxiety).

Based on the background of the study above, the reason why the writer is interested in analyzing the main character of *Wonder* that it depicts a problem that experienced by a person in real life. Though *Ugly* is much more similar to *Wonder*, the writer has more interest on *Wonder*, because the novel is more popular. In the end, by using *Wonder*, it can be used as a way for us to experience understand the problem through the character portrayed in the novel.

## **1.2 Reasons for Choosing the Topic**

The reasons of the writer for choosing the topic “Defense Mechanism towards Social Anxiety as Reflected by the Main Character in Palacio’s *Wonder*” are as the following:

1. The issue in the novel is a very crucial problem in real life which is interesting to discuss;
2. Anxiety and defense mechanism which are experienced by the main character caused by some problems in a new environment have influenced himself, so psychoanalysis theory is suitable for analyzing this novel.

### **1.3 Statements of the Problems**

From the background of the study above, the problem can be identified into:

1. How is defense mechanism towards social anxiety described in Palacio's *Wonder*?
2. To what extent does the anxiety create character's defense mechanism?

### **1.4 Objectives of the Study**

From the statements of the problems above, it can be concluded that the objectives of this study are to explain how defense mechanism towards social anxiety is described in the novel and to explain the extent of anxiety in creating the main character's defense mechanism.

### **1.5 Significance of the Study**

In general, this study is expected to be beneficial and useful theoretically and practically. Theoretically for the readers, it is expected to be able to give more knowledge in comprehending the issue of defense mechanism towards anxiety through the portrayal of the main character. Since the novel is a realistic children literature, it is also expected to be able to introduce readers about a complex social life problem from children's perspective.

Practically, this study can be used as the reference by researchers, particularly for English Department students, in conducting the next research. The reference that can be used in this study includes the novel, approach, or theory. In the end, it is expected that all readers are able to gain benefit from this study.

### **1.6 Outline of the Study**

This final project is divided into five chapters.

Chapter I is introduction that covers the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study and the outline of the study.

Chapter II is review of related literature that covers reviews of previous studies, theoretical reviews and theoretical framework.

Chapter III presents research methodology that includes research design, research instrument, object of the study, roles of the researcher, procedures of data collection, and procedures of data analysis.

Chapter IV is results and discussion. In this chapter, the analysis on the anxiety issues found in the novel is presented. It contains two sub chapters including defense mechanism towards social anxiety as described in Palacio's *Wonder* and the extent of anxiety in creating the main character's defense mechanism.

Chapter V as the last chapter consists of conclusions and suggestions of this final project.

Finally, references and appendices are also attached at the end of this final project.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter provides reviews of previous studies, theoretical reviews, and theoretical framework.

#### **2.1 Reviews of Previous Studies**

In order to support this study, the writer reviewed several previous studies that are related to the topic. In general these previous studies use psychological approach. The differences among them are as follows:

Studies that focus on defense mechanism had been conducted by several researchers. Generally, the studies focus on the main character's defense mechanism, but another minor characters are also possible to be analyzed. The reviewed studies are below:

A study entitled A Freudian Psychoanalysis of Hulga in "Good Country People" conducted by Bao & Zhao (2015). This study focuses on the main character named Hulga who has a crippled body. By using Freudian's theory, this research focuses on Hulga's libido, defense mechanism, life and death instinct, and the spiritual crisis in the whole society. The results of the study are that Hulga suppresses her longing for love by underestimating men, in defense mechanism, she experiences projection, denial and displacement, while her life-and-death instinct by changing her name (herself abasement and disgusting to her wooden leg) and wearing short skirt (the form of betrayal to God) which indicates that she can balance two forces.

Another study was conducted by Shah & Khoso in 2017. The study entitled Freudian Analysis of "The Handmaid's Tale": Analyzing the Defense Mechanism focuses on the main character's anxiety and her defense by using Freudian psychoanalysis. The study results in some defenses conducted by the main character are denial, selective memory, selective perception, and avoidance.

Babae, Lee & Babae (2016) also conducted a study entitled Eco critical Survival through Psychological Defense Mechanisms in M. R. Carey's *The Girl with All the*

*Gifts*. This study uses Freudian psychoanalysis that focuses on the characters who survive against hungries. The results of this study are defense mechanism used by the main characters including denial, identification, repression, and altruism, and also thy way of Miss Justineau's ultimate survival reflects eco critical elements.

A Freudian analysis was also conducted by Sarijaloo & Kiaci (2016) in *Pamela* novel. The study entitled A Freudian Reading of Samuel Richardson's *Pamela* highlights some points which are defense mechanism by Mr. B and Pamela, and also the element of uncanny in the novel. The results show that Mr. B's defenses are projection, displacement, repression and denial, while Pamela's are sublimation and displacement. The elements of uncanny in the novel are the embodiment of double and Déjà vu.

There is a study entitled 'The Defence Mechanisms and the Core Issues of Dee in Alice Walker's *Everyday Use*' conducted by Munir in 2017. The study focuses on defense mechanism used by the main character including denial and avoidance and core issues including sense of self, fear of abandonment and fear of intimacy. The defense mechanism and the core issue explains Dee's quest to be accepted in society.

Nurtjahyo did a research entitled 'The Anna Leonowens' Anxieties and Ego Defense Mechanisms as Found in Elizabeth Hand's *Anna and the King: A Freudian Psychoanalytical Approach*' in 2016. The study applies Freud's theory of defense mechanism and anxiety. the results show that Anna, as a royal governess, uses repression towards her anxiety on her first arrival, repression towards her including being asked personal questions, repression towards her anxiety on the King's plan to reside her inside the palace, repression towards postponing the meeting with the king, reaction formation towards slavery in Siam, repression towards preparing king's anniversary dinner, repression towards princess Fa-ying's death, and displacement on lady Tuptim's execution.

Freudian's theory is also implemented by Ulogo (2014) in his study. His study entitled 'Anxiety and Repression: A Psychoanalytic Study of Ezeulu' focuses on Ezeulu's decision and the patterns of his defense. Ezeulu as the priest-chief has a crisis of anxiety which is actually based on his ability or the way he manages

pressure by his own decision. The result reveals that the self-identity making creates strategies that project him more as a human reacting to the issue as a layman, rather than iconic religious. In conclusion, Ezeulu's course of anxiety and sequence of defense, leave him shattered and humiliated, as he distorts reality and represses a lot of tension. Those work against his psyche and lead him to dementia.

An article written by R (2012) entitled "*The Hunger Games: Teori Psikoanalisis (The Hunger Games Novel: Psychoanalysis Theory)*" also focuses on the main character's anxiety and defense mechanism. Though the author uses psychoanalysis, the findings show that the main character applies several defense mechanisms for the same conflict to solve anxiety. Moreover, regression which becomes particular character of Freudian is also undergone by the main character. Defense mechanism of main character seems running well. Main character could be free from pressure and undergoes life well.

Next, there are two authors who also conducted a research namely "The Captain's Psychological Problems and the Process of His Withdrawal from Reality in Strindberg's *The Father*". The authors, Limanta & Sutanto (2008), put the research focus on the main character's psychological complication by using Freud psychoanalytic theory. The results of the study are that the main character undergoes reality and neurotic anxiety, and the defense mechanism which he applies are sublimation, projection, and repression.

Meanwhile, Fanani's research (2008) entitled "Struktur dan Mekanisme Pemertahanan Jiwa Tokoh Utama Dalam Kumpulan Cerpen Nyanyian Imigran (Kumpulan Cerpen Buruh Migran Indonesia) Telaah Psikoanalisis Sigmund Freud" explains the structure of mind and defense mechanism. The results show that the defense mechanisms used by the main character in the short stories are repression, displacement, and rationalization. Those defences are used to stabilize the relationship of the structure of mind.

An article entitled "Self Defense Mechanisms in Obesity as Reflected in Meg Cabot' *Size 12 Is Not Fat (A Psychological Analysis)*" written by Pase (2014) explains the main character's personality through psychological view. The results of this study are that the main character is described as an irritable and rude person,



the obesity is the main character's problem affecting her psychological conditions. On the one hand the main character tries to be confident with her new body size, but on the other hand, she feels desperate with her body, and the main character applies some defense mechanisms, which are denial, reaction-formation, rationalization, displacement, and compensation.

In Sari's research (2013), which is entitled "Sayuri's Defense Mechanism in Arthur Golden's *Memoirs of Geisha*", highlights defense mechanism used by the main character. The types used are postulated by Sigmund Freud. The results of the study show that the main character uses repression, suppression, rationalization, and acting out because having such realistic and moral anxiety. The result of the defense mechanism usage is that Sayuri can adapt to environment and become a popular geisha.

Narizwana & Darma (2016) conducted a research entitled "Defense Mechanism of Miranda Priestly in Lauren Weisberger's *The Devil Wears Prada*" focusing on defense mechanism of Miranda Priestly seen from psychological view. The results reveal that Miranda uses defense mechanism such as intellectualization, acting out, denial, and projection.

Sundari, Elfiondri, & Dahlan (2016) have done a research entitled "The Portrayal of Anxiety and Defense Mechanism of the Main Character as Reflected in *Into the Wild* by Jon Krakauer". This research uses psychoanalysis theory by Sigmund Freud and Anna Freud and it aims to describe the anxiety and defense mechanism. The results are realistic anxiety which the main character experiences fear of wilderness and fear of death and neurotic anxiety which the main character experiences the rebellion to his parent's will in education and their life style, and disclaimer of society rules in education and job. Moreover, the main character defends himself by applying humour for fear of wilderness and death, acting out in parents' will, isolation in parents' will in education, and also suppression.

In addition, there is also an article by Kustiyah, Adiana, & Basuki (2013) that analyzes defense mechanism used by a character. The title of the article is "An Analysis of Ego Defense Mechanisms of Mr. Borkman in Henrik Ibsen's *John Gabriel Borkman*", discussing how John Gabriel uses defense mechanism to cover

uncomfortable feelings. The results show that John Gabriel uses projection, denial, isolation, displacement, reaction formation, and rationalization.

Nugroho & Viladinia (2018) also did a research entitled “Audrey Turner’s Conflicts and Defense Mechanisms in Kinsella’s *Finding Audrey*”. They put the focus of the study on the investigation of conflicts and defense mechanisms conducted by Audrey Turner. The results reveal that internal conflict (person vs. her/himself) happens 52 times. In external conflicts, the categorization is person vs. person happens 23 times, while person vs. society and person vs. society happens only once. Defense mechanisms that used by Audrey are denial, projection, and identification. In overcoming her conflicts, she mostly uses denial.

A psychological study also conducted by Pangestu & Sunardi (2016) with title “An Incomplete Psychological Novel: a Psychoanalytical Analysis of Hazel Lancaster in John Green’s *The Fault in Our Stars*”. The study focuses on defense mechanism and core issue of the main character. The findings are that defense mechanisms used by the main character cover selective perception, denial, avoidance, displacement, fixation, rationalization, and identification. Meanwhile, the core issue includes fear of intimacy, fear of abandonment, and low self-esteem.

Anshori (2011) conducted a research entitled “Fleming’s Defense Mechanisms in Stephen Crane’s *The Red Badge of Courage*”. The study uses Sigmund Freud’s Psychoanalysis. The findings show that there are 25 defense mechanisms used by Fleming, which are ten types of defense mechanism by Anna Freud including denial, regression, fantasy, displacement, sublimation, projection, rationalization, intellectualization, repression and reaction formation.

Wahyuningtyas (2014) also did a research entitled “An Analysis of Defense Mechanisms of the Main Character in Dave Pelzer’s a Child Called ‘It’”. This research aims to determine the personality structure of the main character, defense mechanism and its factors. The findings are that David gets suppressed by superego, so he makes his ego suppressed to decide something and he also does some defense mechanisms covering repression, substitution, displacement, reaction formation, rationalization, and regression.

In Jannah's research (2016), "Anxiety and Defense Mechanism on Alan Turing in the *Imitation Game* Movie", she focuses the research on the main character's (Alan Turing) anxieties and defense mechanisms. The results show that Alan experiences neurotic and realistic anxieties. The factors of his anxieties are bullying, childhood experience, violence, parent's disconnecting, and the loss of the loved people. In reducing his anxieties, he uses displacement and reaction formation.

Besides, in another psychoanalysis studies, several researchers put their focus on structure of mind, a theory by Sigmund Freud. The studies are reviewed below:

A research entitled "A Freudian Psychological Issue of Women Characters in Daphne Du Maurier's Novel *Rebecca*" had been conducted by Margawati in 2010. The research focuses on psychological aspects of female characters covering Rebecca, the second Mrs. De Winter and Mrs. Danvers. Based on the personality theory by Sigmund Freud, the result of the study shows that the novel itself reflects a portrait of life which is full of emotion, disappointment, determination, hatred, and revenge. The problem of female characters in the novel is reflected through Rebecca who is charming and beautiful but unfair to her husband; the second Mrs. De Winter tends to be modest and naive, even she is a sexual inexperience, so that De Winter totally oppressed her; and Mrs. Danvers whose presentiment of evil tightened her heart played role as a person who determined the existence of both Manderley and the second Mrs. De Winter which she never expected to come.

A research using psychological approach was also conducted by Hetami in 2011. The research entitled "Multiple Personalities: Childhood Unresolved Conflicts and Trauma in Clark's *All around the Town*" focuses on the main character who has multiple personalities as result of childhood conflict and trauma. The results reveal that the character of Laurie Kenyon is round and developing. It is shown by her traits which are smart and sweet, yet sometimes anxious and afraid. As her Id is weak, and her Superego strongly embedded in her personality, then her Ego is created in a form of multiple personalities as a way to solve her problems.

In the study of Cahya & Margawati (2019) entitled "Dualism in The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Stevenson: A Demolition of Alter"

mentions three objectives of the study, which are the development of the main character's multiple personality disorder, the deal of the main character deals towards multiple personality disorder, and the impacts of the disorder in the character's life. The study uses psychoanalysis by Sigmund Freud. It results the explanation of multiple personality disorder which gives bad impacts to the character. For example, the relationship with his colleagues as scientist become worst and it also makes him being psychiatric disorder as his will to do physical abuses in the form of Mr. Hyde in purpose to keep his reputation as Dr. Jekyll safe. In the end, the multiple personality disorder brings him to death.

There is an article entitled "Konflik Kejiwaan Tokoh Utama dalam Novel Korupsi Karya Tahar Ben Jelleoun (Psychological Conflict of the Main Character in Tahar Ben Jelleoun's Novel, Korupsi)", a study that conducted by Rahmawati (2017). The study combines the structural approach in determining the characterization and psychological theory in investigating the main characters' conflict. The results show that the main characters are temperamental, inconsistent, and impatient. The tendency of corruption is inseparable from influence and pressure from family and friends. The psychological conflicts effect on the main characters to shame, guilt, nightmare, and tendency of suicide.

An analysis on literary works by using psychoanalysis Sigmund Freud was also conducted by Saraswati (2011). The study entitled "Pribadi dalam Novel Ayat-Ayat Cinta dan Laskar Pelangi Telaah Psikoanalisis Sigmund Freud" focuses on the structure of mind. The results of the study are that both novels have Islamic background as Superego, so that Id can be controlled by religious norms.

In the same year, Saraswati (2011) conducted a research entitled "Struktur Psikis Tokoh Utama Novel Ziarah Karya Iwan Simatupang dan Novel Saman Karya Ayu Utami: Sebuah Analisis Komparatif dengan Pendekatan Psikoanalisis Sigmund Freud". Based on the analysis the structure of mind of the main character in Saman novel portrays Id as dreams relating to the image of his mother and siblings. Meanwhile, his superego is the education that he gets in pastoral, and his ego is helping neighbours on rubber plantation without any tendency to give its benefits to the company. In Ziarah novel, the main character's superego is painting,

and the ego as an artist. He sells his works and gets much money, so that the id is the desire to live in hedonism. Then his superego warns him to stop from his behaviour, then he decides to be an inspector.

Kusumawati (2013) also conducted a research with title “The Personality of the Main Character as Reflected in Paulo Coelho’s *The Devil and Miss Prym: A Psychological Study*”. The research focuses on the personality of the main character and factors that influence the personality of the main character through Freudian viewpoint. The results of the study state that the personality of the main character is influenced by internal and external factors. The internal factor consists of heredity features relating to physic, psychological features relating to physical state, and the heredity features of the character. The external factor consists of some part of life like family, environment, and job.

A study entitled “Aspek Kejiwaan Tokoh dalam Novel *Sebelas Patriot* Karya Andrea Hirata” had been written by Marsanti, Suyitno, & Wardani (2012). The study focuses on aspects of characters’ psychology in the novel covering major and minor characters who have significant roles. The research’s findings show that psychological process of each character in the novel is influenced by both inside and outside factors. The character of Ikal in the beginning, has a normal and stable personality until he finds an old photo album of his father. Ever since, he decides to continue his father struggle. It means that his personality development is stimulated externally, but it results to forces from Superego in form of failure. Therefore he uses repression as defensive action. Meanwhile, his father becomes to be introvert, since he is ashamed of himself being oppressed in the past.

Asmarani (2013) conducted a research entitled “Analisis Terhadap Tiga Pasangan Muda dalam *Pride and Prejudice* Karya Jane Austen dari Perspektif Psikoanalisis”. The study aims to analyze the three young couples in Jane Austen’s novel entitled *Pride and Prejudice* through Freudian psychoanalysis of personality structure. The results show that each character in every couple tends to have similar personality and the colour of their marriage life is influenced by the personality of each character in every couple. Jane and Bingley are similar that they tend to fulfil superego, Elizabeth and Darcy are similar because their personality are dynamic,

and Lidya and Wickham are similar since they tend to fulfil id. Those similarities result in each couple marriage life that Jane-Bingley are harmonious, Lizzy-Darcy are dynamic, and Lidya-Wickham are hedonic.

An article entitled “Psychological Conflicts of Annie Character in the Horse Whisperer Novel Written by Nicholas Evans” written by Lestari (2015) uses psychological theory by Sigmund Freud to analyze the novel deeply. Lestari finds that the character Annie is comfortable with Tom (id), since Annie feels less love for her husband. Being with Tom satisfies her Id. Annie decides her ego to satisfy the id, but as Tom dies and their gives Annie’s a pregnancy, it can be concluded that superego wins. Therefore, Annie has to go back in her life and puts superego controlling her mind.

Fadriah & Zakrimal (2017) also conducted a research namely “The Analysis of Heathcliff Character in Wuthering Heights by Emily Bronte: A Sigmund Freud’s Theory”. Through Sigmund Freud psychoanalysis, this study aims to find out the personality structure of the character. The result of this study finds that Heathcliff tends to id personality which is rude, irrational, revenger, and disbelief in God.

Moreover, Helmita & Putri (2018) conducted a research entitled “The Failure of Ambition to Be a Queen as Seen in Philippa Gregory’s The Other Boleyn Girl” by using psychological theories of Sigmund Freud. After reading the article, the results of the research show that although it is good to have ambition of achieving goals, but an ambition without limit could destroy everything and everyone around you. It is shown by two sisters, Anne and Mary. Anne stole Mary’s position to be a King’s Mistress because she knows that she more ambitious than Mary who was happy with the things where they are.

Assegaf, Widayanti, & Purwanto, (2019) conducted a research with title “The Influence of Parent’s Empty Nest Syndrome towards the Children as Reflected on Family Ties by Danielle Steel” by using psychological approach. The research aims to investigate the influence of parent’s Empty Nest Syndrome towards the children in making decision regarding to them. The results of the research show that the cause of Empty Nest Syndrome for parent is the children’s ids and the effect is the parent’s rejection. This rejection makes the children rebelled the parent’s decisions

and the impact is that the children become closer to their parent. Thus, the final conclusion is the Empty Nest Syndrome gives not only bad influences to the person who experienced it but also the good ones, in this case it improves the relationship of Annie and her children.

An article entitled “A Psychoanalysis on the Main Character and the Author of *Sherlock Holmes: A Study in Scarlet*” had been conducted by Mario (2013). The research focuses on both the main character and the author of the novel. The results of the study show that Sherlock Holmes’ character is selfish, self-destructive and perfectionist. He also does some defense mechanisms like denial and reaction formation. The character of Watson in the novel is similar to Doyle, since both are doctors. Moreover, the character of Sherlock Holmes is inspired by Joseph Bell, an expert in deduction.

Moreover, the writer also reviewed two researches that discuss the main character’ anxiety. The theory used in both studies is different, while the focus is the same. The studies are presented below:

Wang’s research (2011) entitled “Archetypal Anxieties in Stanley Kubrick’s *The Shining*”, the focus of analysis is located in the main character (Jack) who experiences anxieties. The analysis in this study uses Jung’s theory of archetype. The author of this research states that Jack’s anxiety is reflected in his nightmare. The formation of dreams can be provoked in two different ways—either through the id or through the ego. Moreover, the author also states that Room 237 has sexual connotations for a woman (Danny) as well. Jack decision to enter it represents Danny’s psychic and sexual awakening, leading him to full complexity.

A research that uses psychological approach was also done by Rejo (2013). The research entitled “Kecemasan Tokoh Utama Novel Orang Miskin Dilarang Sekolah Karya Wiwid Prasetyo (Kajian Psikoanalisis Sigmund Freud) The Main Character’s Worried in Novel Orang Miskin Dilarang Sekolah by Wiwid Prasetyo (Through the Sigmund Freud’s Psychological Approach)” highlights the main character’s anxiety caused by his environment. The anxiety includes morality anxiety, reality anxiety, and, neurotic anxiety. The reality anxiety is shown by the main character’s fear to face reality in his environment, the neurotic anxiety is shown by the main

character's self-perception of being weak, fearful, and even afraid of abandonment, and the morality anxiety is shown by the sympathy of the main character towards his friends.

Further, there are also studies that combine Sigmund Freud theory and another theory, yet the combination of two theories still focuses on psychological issue. The studies are:

A research also conducted by Apriliawan (2013) namely "Love in Samuel Taylor Coleridge's 'Desire' and Percy Byshee Shelley's 'Love Philosophy'". This research uses a psychological theory postulated by Sigmund Freud and love theory by Elaine Hatfield. Both poems describe human's feeling of love. Both poems explain the influence of the unconscious mind in every human being behavior. In poem "Desire", it tells about desire of human nature to live with the loved one that it is the human's *ego* in meeting the personal needs. *Superego* in a form of moral value teaches people to live well for the sake of society. When desire tries to release the sexual tension by meeting the value of moral kindness, and then love will appear. Meanwhile, in Percy Byshee Shelley's "Love's Philosophy", it explains that love makes a will to share love with another person. Here, an *ego* is explained that everything in nature has a pair. Both poems tell a feeling called love. Moreover, the desire in human's thought is caused by the state of longing for something or someone in the human mind. This phenomenon has a psychical purpose to satisfy and to fulfill the need of someone. This state called as passionate love. The idea to fulfill the individual needs by taking the value of kindness will bring up something called love.

Moosavinia, & Bavarsad (2018) conducted a research namely "The Illusory World of a Peculiar Man: A Psychoanalytical Study of Nicholai Gogol's "Diary of a Madman" using psychological approach of Freud and Lacan. The results of the study are that the main character (the madman) shows psychological disorder. He shows symptoms of Schizophrenia, delusions, hallucinations, disorganized speech and disorganized behaviour. The madman cannot enter the Symbolic Order and this is regarded as the reason of his psychosis. He is in the Imaginary Order, for he cannot tolerate reality and as a reaction to this unbearable world he creates an



imaginary world in which he builds up False Images of himself. Thus, the untrue illusory world of the madman was the aftermath of his psychosis (schizophrenia) which his inability to deal with the real world.

Apart from those focuses, the analysis of an individual matter through the lens of psychoanalysis that is a study about a main character conducted by Mustika, Wulandari, & Hartono (2019) entitled “The Significance of Memory in Solving Individual’s Identity Crisis Depicted in James Dashner’s *The Maze Runner*” highlights the identity crisis of the main character and its factors by using Erikson’s stages of development’s theory. The study results show that the identity crisis of Thomas is the results of the changing environmental condition and Thomas’ missing memories that made him unable to make new sets of values needed to form an identity. In order to solve his identity crisis, Thomas had to remember old memories he had forgotten in order to create new sets of values.

Hence, the studies that discuss the novel (*Wonder*) also conducted by some researchers. Even though the focus is on the main character, the theory used is different. The studies are:

Nuriza (2014) conducted research entitled “A Child Character’s Development in R.J. Palacio’s Children’s Realistic Fiction Novel *Wonder*”. The research aims to investigate the main’s character development as a child and identify the contribution of focalization to the main character’s development by using the theory of narratology of Mieke Bal. The result of the study shows that the main character developed in two ways: four narratives events and the character’s focalization. The development is shown by the main character’s betterment.

An article entitled *The Solidarity in Addressing Terms of R. J. Palacio’s Children Novel ‘Wonder’: A Sociolinguistic Analysis* conducted by Jannah & Ratnadewi in 2018 focuses on the addressing terms used by characters that portray solidarity. In conducting this research, they use Paltridge’s framing and foregrounding to the related topic, Ronald Wardhaugh’s indicators of addressing terms, solidarity behaviour principles by Siegwart Lindenberg *et.al*, and also Dell Hyme’s context. The results show that the addressing terms used to gain solidarity

are mentioning first name, using kinship term, calling nickname, and endearment name.

Therefore, the several previous studies above are used to support this study, not only as a theoretical reference, but also as a discovery of a gap in the novel. In conclusion, this study focuses on the defense mechanism towards anxiety conducted by the main character in the novel.

## **2.2 Theoretical Reviews**

The theoretical reviews aim to support this research that covers intrinsic elements of novel, anxiety, defense mechanism, and Sigmund Freud's psychoanalysis.

### ***2.2.1 Intrinsic Elements of Novel***

Novel is a fictional written work which is based on the writer's thought. A literary work can be called as a novel if its length is forty-five thousand words or more (Kenney, 1966 p. 103). Novel itself contains intrinsic and extrinsic elements, which in this study, some intrinsic elements are used to support the analysis of the study. The intrinsic elements that are used are as follows:

#### **2.2.1.1 Theme**

Theme is a main idea of the author and a basis for building a story from the beginning until the end. According to Schirova (2006, p. 48), theme is a main idea which the author intertwines throughout the story and it can be found as the story ends. Not to mention, Islam (2016, p. 38-39) defines theme as an element that unifies another elements (such as creating plot and putting character into being) in the story. The theme itself cannot stand alone, since it is supported by other elements – like character, plot, setting, – to create such a complete story. Therefore, the reader can understand what the author means after reading the whole story.

Kenney (1966, p. 99) argues that theme is a reflection of primary and universal of human desire in form of fictional work which aims to make human having such a sense of experience. Thus, through different themes, it also gives the readers different senses of experience.

### 2.2.1.2 Plot

Plot is defined as an arrangement of events in the story. The plot gives momentum that all elements work together to build readers' interest (Disher, 2001, p. 100). The plot makes readers realize behind each event happened in the story. In accordance with Kenney (1966, p.14), the plot makes readers aware of the pattern of cause and effect. Hence, Griffith (1998, p. 30) concludes that plot is a selection of events that has pattern on cause and effect with conflict in it.

The common structure of the plot includes exposition, conflict, the rising action, the high point (climax), the falling action, and denouement (resolution) which is called as *Freytag Pyramid*. The term was developed by Gustav Freytag that is used to describe common five stages of tragedy that forth used in common literary works (Griffith, 1998, p. 30).

Plot's movement is based on conflict happened in the story. Schirova (2006, p. 11) describes a conflict as an unstable situation in the common pattern of cause and effect. Conflict is divided into two, which are internal conflict and external conflict. Internal conflict is a conflict that happens to a character and his inner self, while external conflict is a conflict between a character and his society, a character and another character, a character and nature, or a character and technology, etc.

### 2.2.1.3 Character and Characterization

Character in literary work is the actor who included in the plot of the story. Roberts (2003, p. 66) defines character as a representation of a human being written in literary work through the portrayal of actions, conversations, utterances, reactions, thoughts, etc. Therefore, the reflection of people in the real world is represented by the character in literary work.

There is a categorization of characters based on their role in a story. Roberts (2003, p. 70) uses the term by a novelist and critic E. M. Foster to distinguish characters into round and flat. Round characters allow us to understand him thoroughly and give much impression and memory. It is because round characters are dynamic which they understand, develop, and adjust to the situation.

Meanwhile, flat characters are static which they do not develop or they just emphasize the role of round characters.

Another categorization of character is determined by the forces of conflict. The term to call this categorization is protagonist and antagonist. Commonly, protagonist is defined as ‘main character’, but it is more proper to be defined as a person who struggle for something. Meanwhile, antagonist is defined as the opposition of protagonist that tends to be evil and wicked (Griffith, 1998, p. 31).

Besides character, there is also characterization that is important to understand the characters in the story. Robert’s *Writing about Literature* (2003, p.68-69) mentions five methods to determine or judge the qualities of characters in the story that are the actions of the characters, the author’s description about the characters, dramatic statements and thoughts of other characters, the character says about other characters, and the author’s speaking as a storyteller or as an observer.

#### 2.2.1.4 Setting

Setting is the place, the time and the situation of the story happens. Schirova (2006, p. 34-36) mentions that setting includes place, time, social environment and atmosphere. The setting of place deals with geographical location which means where the story takes place - e.g. at school, in Indonesia, at home, in a bookshop etc.; the setting of time is defined as when the story happens - e.g. in World War II, in the morning, at night, at 7 o’clock, during breakfast etc.; the setting of social environment describes moral values that govern the characters’ society, manners, customs etc.; while atmosphere directs to emotional reaction of the readers and the characters towards the setting of the story but has no effect on it. In short, setting is described in narration in order to help the understanding of the literary work.

#### 2.2.2 *Anxiety*

Anxiety is a part of human’s problem that people try hard to get rid of it. Anxiety itself refers to a condition of tension and worry caused by threatening circumstances (Zeidner & Matthews, 2011 p. 5). To understand more about anxiety, Barlow (2002, p. 37) gives an example of anxious feelings experienced by Alice towards Red

Queen. Red Queen who always creates threats in Wonderland is similar to anxiety dominating emotion. A person who experiences anxiety shows that defense is weakening and he is getting closer to a dangerous zone which it may appear from the dominant Id or the dominant Super Ego or else from the out of tune of both (Paduska, 1997, p.167-168).

Furthermore, the person who experiences anxiety shows signs. Jonston (2006, p. 5-7) mentions some signs of anxiety which are physical sign, emotional sign, cognitive sign, and behavioral sign. The physical sign includes *Nausea*, sweating, dizziness or headache, chills or hot flashes, trembling or shaking, etc.; the emotional sign includes fear of losing control, fear of going crazy, fear of dying, fear of embarrassment, fear of being rejected by others due to anxiety and fear of the future; the cognitive sign includes overthinking about fearful situation more and more, having difficulties, worrying that any physical symptom is the beginning of anxiety attack, thinking excessively about failure etc.; and not to mention, the behavioral sign includes avoiding situations that have made anxious in the past, freezing up, performing ritual that helps control anxiety, being unable to do normal tasks caused by anxiety, etc.

As the father of psychoanalysis, Sigmund Freud defines anxiety as an affective and unpleasant feeling comes together with physical sensation resulting in a warning against danger (Feist & Feist, 2006, p. 42). He (in Hall, 1954, p. 63-68) also divides anxiety into three kinds, which are:

- (1) Neurotic anxiety means an unpleasant feeling caused by an insight of outside danger;
- (2) Moral anxiety means an unpleasant feeling in the ego caused by the conscience's danger;
- (3) Realistic anxiety means an unpleasant feeling caused by instinct.

Besides, in the practice of human life there is a term called social anxiety. Social anxiety is an unpleasant feeling to confront society. Social anxiety makes the sufferer worried to socially interact to people, then it results on a tremendous self-consciousness, willingness to avoid social interaction, and fear to be considered as a fool in public (Jonston, 2006 p. 24). Although the sufferer of social anxiety

experiences fear of being insulted, rejected and seen negatively by society, they are also worried about performing imperfect in the front of people (Elliot & Smith, 2010, p.25). In experiencing social anxiety, Sclenker & Leary (as cited in Zeidner and Matthews, 2011 p. 32) distinguish it into ‘interaction anxiety and ‘audience anxiety’. The interaction anxiety happens in contingent interaction that people must respond to others. Meanwhile, the audience anxiety occurs in noncontingent interaction that people are anxious to perform in front of people.

The discussion of social anxiety focuses on the children, since the main character of this study is a kid. The social anxiety sufferer will be offended on their development towards the functional interference in relating to social anxiety when they are adults (Nutt & Ballenger, 2003, p. 98). Therefore, social anxiety needs to be understood earlier by parents, or else the children will get in trouble.

In the end, though the excessive and uncontrolled anxiety can provide obstacles in human’s development, Klein argues that anxiety can be a motivation to encourage human’s development instead (Emanuel, 2000, p. 22). Basically, anxiety can effect on someone depending on the level of anxiety that he experiences.

### **2.2.3 Defense Mechanism**

Defense mechanism is a way used by living things to get over anxiety. According to Cramer (1991, p. 3), defense mechanism is the way of people defend themselves by messing up recognizing the painful events or feeling and act defensively towards the inability of interpersonal recognition. When someone faces anxiety, he/she will unconsciously set defense to overcome it. By doing such defense, it may be difficult since it is used to avoid problems, but in contrast, it can also reduce pain and get accustomed to the other problems (Lindgren & Fisk, 1976, p. 92). In Freud’s theory, he argues that we seldom use only one defense, so we might use some of them at once (Schultz & Schultz, 2009, p. 58). The most common defense mechanisms postulated by Freud are as follows:

#### **2.2.3.1 Denial**

Denial is a kind of defense that denies the unpleasant reality that has happened. For example, a loss of their son, parents keep his room unchanged (Schultz & Schultz,

2009, p. 59). This kind of defense regarded as dangerous, since people cannot run from the reality forever. Moreover, Anna Freud completes denial by using fantasy which means that someone denies the unwanted reality by creating imagination or fantasy (Boeree, 2010, p. 40).

#### 2.2.3.2 Reaction Formation

Reaction formation is a defense which uses the contrary impulse towards the disturbing impulse. For example, an unusual thing in society replaced by an acceptable thing or someone is being disturbed by something will become more friendly and kind (Schultz & Schultz, 2009, p. 59). The use of a reaction formation is usually carried out excessively such as repressing hatred and giving an extraordinary sense of love in order to create such camouflage towards the unwanted impulses (Sarwono, 2015, p. 128).

#### 2.2.3.3 Displacement

Another defense that is possibly used is displacement. Displacement is a kind of defense that switches impulses coming from the dreadful object into the lesser one (Heller, 2005, p.70). The example of displacement is when someone gets stressed and outrageous because of his parents' punishment, he would rather release his madness to his pet or sibling than release it directly towards his parents. Since his parents have more authority, he prefer shifting in to another object that is weaker.

#### 2.2.3.4 Regression

Hilgard distinguishes two kinds of regression, which are primitivation retrogressive and behavior. Primitivation is defined as a person who has no moral and out of control, so that he is reluctant to do something harmful (Minderop, 2016, p. 38). Meanwhile, retrogressive behavior happens when a person faces anxiety, so that he retreats to the earlier of a pleasant stage. In which, he is back to the stage of childhood for safety and acts childish and dependent (Schultz & Schultz, 2009, p. 60).

#### 2.2.3.5 Rationalization

According to Hilgard, rationalization has two aims, the first is to reduce disappointment of failure, and the second is to shift a true motive into a motive that can be accepted (Minderop, 2016, p. 35). Rationalization itself means looking for another motive that seems more rational to satisfy Id in order to reduce anxiety. It means that rationalization is a kind of defense mechanism that is used to face reality by deceiving the inner self.

#### 2.2.4 *Sigmund Freud's Psychoanalysis*

The implementation of psychology in literature can be conducted in four ways, which are the study of the author, the author's psyche in the process of writing, the characters in the work, or the readers' reaction to the work (Wellek & Warren, 1949, p. 75). In several decades, the implementation of the criticism mostly concentrated on the author, but later the analysis turned to the character. Seeing character as a center of analysis, this criticism focuses on the personal character by seeing the concept of character's personality development through motivation and action (Bressler, 1999, p. 161). This explains that psychology and literature are intercorrelated.

Sigmund Freud, the father of psychoanalysis had given a big contribution to human's personality, behavior, and mind to literary analysis. For example, Freud divides the concept of personality into unconsciousness and consciousness. Unconsciousness divided into two different levels, unconsciousness proper and consciousness. The unconsciousness contains impulses and instincts that locate in our unawareness, yet mostly support our words, utterances, actions, and feelings. Meanwhile, Freud explains the level of preconsciousness that our mind contains all elements of unconsciousness that is able to be conscious when it is ready or it confronts difficulty. Furthermore, consciousness has less role in psychoanalysis, because those mental elements locate in our awareness (Feist & Feist, 2006, p. 24-25).



Years afterwards, Freud found a simple model of structure of the personality (or usually called as tripartite personality) which is divided into three: id, ego, and superego. The explanation is as follows:

#### 2.2.4.1 The id

The id exists and develops since the birth of an infant, in which it is the oldest and longest principle (Benson, 1999, p. 51). The id stands alone for a long time, because the ego and superego do not exist yet in this stage. The id is very selfish and egoist, so that the will of id must be fulfilled. In the id also contains the impulses of sex and aggression impulses. Salkind (1985, p. 91) explains that the id itself is driven by pleasure principle that aims to cover the immediate gratification and reduction of the tension. The pleasure principle in an infant is looking for pleasure - like the need of food or comfort; and rejecting the unwanted thing – like hunger, sick and anger. Therefore, if the id is fulfilled, then the pleasure is gained; while the id is unfulfilled, the tension is gained.

Further, there is a term called as primary process thinking in the id that is infinite, irrational, and nasty thought that results on the inability to distinguish between fantasy and reality. After the child recognizes the external world that demands him to understand how his surrounding works, the primary process thinking will be less dominant (Heller, 2005, p.91).

#### 2.2.4.2 The ego

Different from the id that exists since the birth of an infant, the ego grows for about two years afterwards (Benson, 1999, p. 51). The ego appears when someone interacts to the surroundings and the reduction of tension is correlated to a specific need. In the stage that someone starts to apply ego is called as *identification*, in which someone indicates the self-awareness. In the ego, a person who has already known how to differentiate between fantasy and reality applies secondary process thinking. In the id, the irrational discharge is freely released, while the ego allows to do something in external world based on intention, so that the tension is reduced and satisfied (Salkind, 1985, p. 91).

The ego works based on the reality principle. In this case, the ego intends to cover the id by considering decisions based on reality. Therefore, Heller states that planning, decision making, setting, pushing impulses, and considering the consequences are things done by the ego (Heller, 2005, p.91).

#### 2.2.4.3 The superego

The superego develops since three years old during childhood (Benson, 1999, p. 52). The superego usually called as the opponent of the id, since it aims to force impulses of the id that is inappropriate to society's ideal (Salkind, 1985, p. 93). The superego persuades the ego to raise a moralistic goals rather than to be realistic. In functioning as the control for the id, the superego is divided into the conscience and the ideal-self.

The superego works by adopting external norms into someone's conscience in order to control the desire of the id. This process helps to form the ideal self – achieving the perfection. Meanwhile, the conscience works when someone wins the desire of the id, then the superego will give punishment by feeling guilty (Heller, 2005, p.92). In giving punishment the superego is considered as cruel. Paduska (1997, p. 80-81) mentions three reasons relating to the cruelty of the superego punishment, which are both thought and action are deserved to be punished – by only thinking is considered as doing, so it is deserved to be punished; the new and fresh of the superego enforces absoluteness – it is firm against wrong or right and bad or good; and the excessive breakeven in punishing the own self – by thinking too much of something bad.

The relationship of this personality structure - that the id strikes to be satisfied and the ego is suppressed by unacceptable demands, creates such an unpleasant feeling detained in the consciousness. Briefly, this is called repression, suppressing unpleasant things from the consciousness (Wright, 1984, p. 11). The theory of repression is the basis of psychoanalytic theory with Freud's new conclusion which uses investigation methods by revealing repression and replacing it with conscious acts of judgment (Habib, 2005, p. 574). Repression can be used to overcome the

anti cathexis or to transfer the incarnated object to the right symbol (Suryabrata, 2013, p. 145-146).

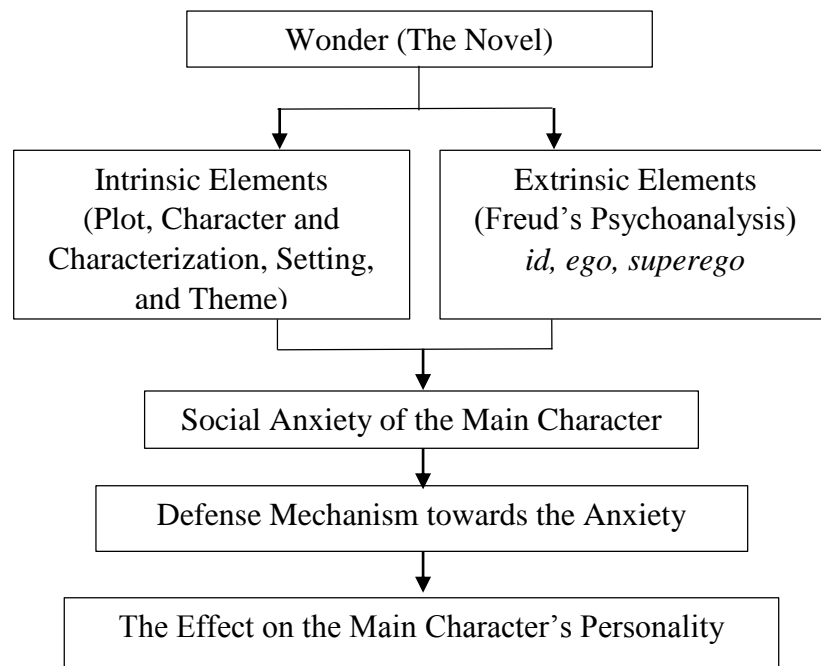
Therefore, the theory of repression needs to be connected with the theory of unconsciousness, which is the key to psychoanalysis. Besides, there is a term called primal repression. It creates the unconsciousness and it is also indelible and perpetual. It includes counteracting the entry of physical representation of consciousness causes fixation by separating consciousness from unconsciousness. Freud marks this primal repression as an access of linguistic to symbolic world. Besides, the secondary repression refers to after-pressure which is responsible for keeping guilty feeling from the consciousness. This condition creates the repressed experiences the mechanism which marks both the forbidden desire and the resistance to it. In which that the primary process authorizes the psychical energy to flow in unbound, the 'secondary process' transform it into 'bound energy' in that its process is checked and driven by the rational ego. It is regarded as the nature of classical psychoanalytic criticism (Wright, 1984, p. 11-12).

Moreover, the theory of repression has connection to anxiety. The existence of anxiety is because there is something repressed such as painful, guilty or frightening experience. Dealing with the anxiety, psychoanalysis aims to break down defenses in order to effect basic changes in the structure of personality and action (Tyson, 2006, p. 17).

Thus, the explanation of Freud's theory above is the chosen basic concept which is used to analyse in accordance with the topic. Of course, there are still other concepts of psychoanalysis by Sigmund Freud that is able to be used in another research.

### **2.3 Theoretical Framework**

This study uses a novel entitled "Wonder" written by R.J. Palacio as the object. The data in the novel are be identified, classified, analyzed, summarized, and concluded using Freud's theory of defense mechanism. This study focuses on the defense mechanism used by the main character to reduce anxiety. The figure of theoretical framework can be drawn as follows:



*Figure 2.1 Theoretical Framework*

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter covers research design, research instrument, object of the study, roles of the researcher, procedures of data collection, and procedures of data analysis.

#### **3.1 Research Design**

In this study, the writer used a qualitative method based on the Creswell's explanation (2014, p. 152) which states that the qualitative project is describing data into words in order to be more understandable. Denzin and Lincoln (2005, p. 3-4) explain that a qualitative research means to explore the natural setting in order to understand, make sense, and elucidate the occurrences which people give meanings to them. In addition, they also mention that a qualitative research may require the collection of materials which aims to explain and describe the important problems and valuable moments of living things. In short, a qualitative study describes phenomena by using words in order to understand them.

Since the novel of is a reflection of real world, the issues or phenomena in the object of this study need to be understood. In this research, the approach which was used to interpret the issue in the novel is postulated by Sigmund Freud, namely psychoanalysis. Psychoanalysis emphasizes the main's character problems of psyche caused by emotional experience, so this research put a focus on August Pullman's anxiety and the defense mechanism in facing society. August's personal experience concerns with the difficulty to adapt, since he has never went to anywhere without companion and protection. In addition, the analysis to August covered tripartite personality as the base for determining the cause of anxiety, the classification of anxiety, and the defense mechanism conducted by the main character to overcome anxiety. Furthermore, Wright (1984, p. 1) states that psychoanalysis directs to the matter of language, which highlights the effects of desire in language and all forms of symbolic interaction. Based on the language, the

interpretation of anxiety and defense mechanism carried out the utterances, dialogues, and actions in the novel as forms of symbolic interaction.

### 3.2 Research Instrument

The research instrument of this study which was used to collect data was in a form of an observation sheet. It was used to select the conversation, utterance and narrative in the novel which was considered as important to answer the statements of the problems. The table consists of columns of data number, form of the data, the data (utterance, narrative, or conversation), location (page and line), interpretation and answering question in “statements of the problems” number. The example of the table can be seen as follows:

No	Data	Page	Interpretation	Answering Question Number

*Figure 3.1 Observation Sheet Table*

### 3.3 Object of the Study

The object of the study is divided into two which are material object and formal object. The explanation is provided below:

#### 3.3.1 Material Object

The material object of this study is a novel entitled *Wonder* by R. J. Palacio published in 2012. This novel tells about the life of a boy who has a facial deformity. His condition forces him meeting new people since his parents ask him to go to public school.

#### 3.3.2 Formal Object

The formal object in this study are the problems in the novel that had been analyzed. The problems are plot, character and characterization, setting, theme, tripartite

personality, the main character's anxiety and his efforts to overcome anxiety by using defense mechanism.

### **3.4 Roles of the Researcher**

In this research, the writer had done several roles. The first role was observing data as a step to determine the topic and the problems of analysis. The second role was collecting main and supporting data. The third role was analyzing data through Freudian view covering tripartite personality, anxiety, and defense mechanism of the main character. In the end, the last role was reporting the result by providing the discussion in the next chapter.

### **3.5 Types of Data**

The data in this study are classified into two, they are main data and supporting data. Main data were obtained from the novel itself including the narration, dialogues, action, events, etc. Meanwhile, the supporting data were obtained outside the novel including explanation, citation and quotation from other sources to support the main data.

### **3.6 Procedure of Data Collection**

In this study, the writer used some steps of data collection as follows:

1. Reading the novel Wonder thoroughly and repeatedly;
2. Note taking the main and supporting data;
3. Classifying the data into categories;
4. Rejecting the data irrelevant to the topic

### **3.7 Procedure of Data Analysis**

After conducting the steps of data collection, the data were analyzed through the determination of the intrinsic elements of the novel covering plot, conflicts, character and characterization, and setting. It was done to present the important parts of the story related to the issue and to determine anxiety experienced by the main character based on the conflicts or problems. This determination was aiming at answering the first statement of the problem.

After that, the next step that the writer took to analyze the text was unlocking the hidden meanings contained in the novel through an interpretation of the text by using psychoanalysis. A Freudian perspective explains that all images and actions within a text must be traced to the author's id (Bressler, 1999, p. 162). Since the focus of analysis is on the character's mind and personality, interpretation of the text is necessary to be done in order to uncover it. Therefore, the next step that the writer used was applying Freud's psychoanalytic approach to literature through the investigation of concept of psyche and concept of repression. This investigation was used to identify defense mechanism applied by the main character and to uncover how defense mechanism affects the main character. This step was conducted to answer the second statement of the problem.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion of analysis based on the research questions formulated in chapter one. It is divided into two subchapters by focusing on defense mechanism towards social anxiety as described in Palacio's *Wonder* and the extent of anxiety in creating the main character's defense mechanism.

#### **4.1 Defense Mechanism towards Social Anxiety as Described in Palacio's *Wonder***

August Pullman's anxiety is caused by his surroundings. He is a boy who suffers *mandibulofacial dysostosis* and he survives to be accepted equally in the society. As the main character, August Pullman lacks self-confidence, it is because he is treated differently by society. Therefore, the explanation of social anxiety in this novel can be seen from the character himself who experiences the internal and external conflicts. Then, the conflicts he experiences are linked to anxiety.

##### **4.1.1 General Description of the Main Character**

Each character in a story has its own unique characteristics. The way of characteristics formed is by the influence of internal and external factors. The characterization of a character can be found in some ways such as the actions of the characters, the author's description about the characters, dramatic statements and thoughts of other characters, the character says about other characters, and the author's speaking as a storyteller or as an observer (Robert, 2003, p. 68-69). The characteristics of the main character changes as the story goes on. In this subchapter, the general description August Pullman's character is presented by explaining August Pullman's self-confidence, August Pullman's existence in the scope of his life, and August Pullman's anxiety.

#### 4.1.1.1 August Pullman's Self-confidence

Self-confidence means trusting his/her own self to confront something or to be confident in himself/herself which can be over or less. Basically, the less of self-confidence leads to insecurity and worry. August Pullman's condition of having facial deformity made him have many surgeries, so was home-schooled by his mother since going to school was still not possible. That condition made him rarely interact to people, so he lacks of self-confidence in facing new people, particularly when he asked to go to a public school.

- (1) I know I'm not an ordinary ten-year-old kid. I mean, sure, I do ordinary things. I eat ice cream. I ride my bike. I play ball. I have an XBox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don't make other ordinary kids run away screaming in playgrounds. I know ordinary kids don't get stared at wherever they go.

If I found a magic lamp and I could have one wish, I would wish that I had a normal face that no one ever noticed at all. I would wish that I could walk down the street without people seeing me and then doing that look-away thing. *Here's what I think: the only reason I'm not ordinary is that no one else sees me that way.* (Palacio, 2012, p. 3)

Quotation (1) shows the first appearance of August Pullman in the novel which is spoken by himself. The quotation says how August Pullman sees himself. He tells everything about what he wants to become and how he wants to be treated as normal as others. The statement which is spoken by August, "*Here's what I think: the only reason I'm not ordinary is that no one else sees me that way*" (Palacio, 2012, p. 3) explains that he does normal things, but his surroundings treat him differently, so this condition explains why he lacks self-confidence that he cannot trust himself.

- (2) "So sending him off to middle school like a lamb to the slaughter..."  
Dad answered angrily, but he didn't even finish his sentence because he saw me in the mirror looking up.  
"What's a lamb to the slaughter?" I asked sleepily.  
"Go back to sleep, August," Dad said softly.  
"*Everyone will stare at me at school,*" I said, suddenly crying.

"Honey," Mom said. She turned around in the front seat and put her hand on my hand. "You know if you don't want to do this, you don't have to. But we spoke to the principal there and told him about you and he really wants to meet you." (Palacio, 2012, p.10)

Quotation (2) explains that in the very beginning of the story, August was homeschooled. In a very long consideration, his parents decide to put him in a public school, because they think that August needs more than just being taught by his mother at home. The conversation happens on the way home when August accidentally wakes up and hears them. His father and mother argue how time has come to make August face his reality, even though they are still worried about it. August who hears their conversation feels worry by saying *"Everyone will stare at me at school,"* (Palacio, 2012, p.10). The statement shows that he does not trust himself to adapt to a new environment and feels worried about people's judgment toward him. In the end, to calm him down for a moment, his mother let him consider his decision.

Finally, August agrees to visit his new school named Beecher Prep., but he just gets surprised for a school tour and meeting new friends. At the end of the school tour, he finally makes a decision to be a new student.

(3) Mom nodded again. She pressed her fingers on her forehead like she was pushing against a headache.  
 "I'm so sorry, August," she said quietly. Her cheeks were bright red.  
 "No, it's okay, Mom, really."  
 "You don't have to go to school if you don't want, sweetie."  
*"I want to," I said. "August . . ."*  
*"Really, Mom. I want to." And I wasn't lying.* (Palacio, 2012, p. 34)

The quotation above explains that even though August experiences a bad impression on the school tour, he ensures his mother that he really wants to go to school by repeating his statement *"I want to," I said. "August . . ."*, *"Really, Mom. I want to." And I wasn't lying* (Palacio, 2012, p. 34). This case shows that August's ego finally considers a decision to go to school. It means that August's life is developing as well as he is getting better and bolder in facing reality.

After officially becoming a student, August experiences bullies and harassment which causes inner problems. However, he tries to survive with the help of Jack Will and finally gets acquainted with Summer who is nice to him. The situation is going well until the school celebrates Halloween and something bad happens to August.

- (4) "I don't know," answered the mummy. "Tushman asked me to hang out with him at the beginning of the year, and he must have told all the teachers to put us next to each other in all our classes, or something." The mummy shrugged. I knew the shrug, of course. I knew the voice. I knew I wanted to run out of the class right then and there. But I stood where I was and listened to Jack Will finish what he was saying. "I mean, the thing is: he always follows me around. What am I supposed to do?"

"Just ditch him," said Julian.

*I don't know what Jack answered because I walked out of the class without anyone knowing I had been there. My face felt like it was on fire while I walked back down the stairs. I was sweating under my costume. And I started crying. I couldn't keep it from happening. The tears were so thick in my eyes I could barely see, but I couldn't wipe them through the mask as I walked. I was looking for a little tiny spot to disappear into. I wanted a hole I could fall inside of: a little black hole that would eat me up. (Palacio, 2012, p. 77)*

Quotation (4) is the conflicts happen to August. Jack who has become August's first partner in crimes of school life, finally betrays him in a blink of an eye. It happens when August, who wears bleeding screams costume, overhears Julian, Jack, other friends having a conversation which makes him surprised. The statement spoken by August explains what fears August the most is judgement toward his face and becoming different from the others. The quotation is the response for not being ready to face the situation when the source of his anxiety attacks unexpectedly. In this case, anxiety is caused by Superego in the form of someone's words.

Though the friendship between August and Jack becomes complicated, Jack did not know that August wore bleeding scream costume, he thought he wore Boba Fett costume and was not there when the conversation happened. After that incident, August is finally getting used to school problems, while Jack is trying hard to fix

his friendship with August. Until the holiday comes, Jack's family gets a holiday card from August's family, which is good for him to try to fix their friendship. August forgives Jack for what he had done. This phase is the rising action that Jack and August are getting closer.

In spring, August's school arranges a three day-two night event in a nature reserve. August, Jack and their classmates, except Julian, join that event. In the beginning, all situations are normal until August and Jack Will want to go to the toilet. On their way back, both of them met some bigger boys from another school. When August and Jack get into trouble with the big kids, the other friends like Amos, Miles, and Henry help them. Though this is a hard time for August, he is finally friends with the others. This is a climax of the story.

- (5) "Okay," said Amos, "but, little dude, don't walk around here alone again, okay? If you need to go somewhere, tell us and we'll go with you."  
*"Okay." I nodded.* (Palacio, 2012, p. 271)

Quotation (5) shows that everyone starts to accept August by giving him protection. In this phase, August begins to get his friends' recognition and to trust them thoroughly. August's response *"Okay." I nodded* (Palacio, 2012, p. 271) gives meaning that he totally trust his friends to protect him. This phase also shows that August's surrounding has changed by a means of August's acceptance and recognition. The recognition and acceptance from his friends is the falling action.

After all, the supports gained from August's surroundings influence him to be braver to face reality. At the end of the story, August is given an award for his courage, friendship, kindness, and character. The barriers that he has experienced boost him to become more confident. Those things finally succeed to change his self-confidence from less to more. The award he gets becomes the resolution of the story.

From the explanation above, August's self-confidence is developing along with the story. The changes are influenced by internal and external factors which include his Id, family, friends, and situation. It can be concluded that August is a round character because he is dynamic throughout the story. To get a deeper

understanding of August Pullman's character, the explanation is presented in the next point.

#### 4.1.1.2 August Pullman's Existence in the Scope of his Life

The theme of the novel is about the meaning of friendship and family in life. It focuses on August who gets a lot of new experiences. When August finally decides to go to school, it means that he must be ready to face new people and new surroundings. August's existence in his family and a new school environment shows a variety of characteristics that can be considered as a protagonist.

The first of August's characteristics is that he is a friendly kid. This characteristic is proven by two characters, they are Summer and Jack Will. August is opened up to someone who wants to be his friend. That is the reason why Summer sees him as a nice person.

- (6) Some kids have actually come out and asked me why I hang out with "the freak" so much. These are kids that don't even know him well. If they knew him, they wouldn't call him that.  
*"Because he's a nice kid"* I always answer. "And don't call him that." (Palacio, 2012, p. 119).

The quotation *"Because he's a nice kid"* (Palacio, 2012, p. 119), spoken by Summer reveals that she has a different perspective towards August. She can say that, because when she accompanied August for lunch in the first day of school, he was just welcome her nicely. From that situation, it makes Summer believe that there is nothing wrong with August, so the truth is that August is just a kid who is funny and easygoing.

Meanwhile, Jack also says when he is getting used to August, he knows him as a cool kid. That is the assessment from Jack to August since they first know each other.

- (7) First of all, you do get used to his face. The first couple of times I was like, whoa, I'm never going to get used to this. And then, after about a week, I was like, huh, it's not so bad.  
 Second of all, he's actually a really cool dude. I mean, he's pretty funny. Like, the teacher will say something and August will whisper

something funny to me that no one else hears and totally make me crack up. *He's also just, overall, a nice kid. Like, he's easy to hang out with and talk to and stuff.* (Palacio, 2012, p. 142)

The quotation (7) *He's also just, overall, a nice kid. Like, he's easy to hang out with and talk to and stuff.* (Palacio, 2012, p. 142) spoken by Jack indicates that August is welcome to everyone who wants to be his friend. August likes to help Jack in science because Jack is bad at it while August is good at it. Helping each other makes both of them get closer as friends and partners in a school project.

Next, the good side of August is sympathetic. He cares about the things that happen around him. The first is when Summer invites him to dinner at her house, he asks about Summer's father.

(8) *"Are your parents divorced? I've never seen him at drop-off or anything."*

"Oh, no," I said. "He was a platoon sergeant. He died a few years ago."

"Whoa! I didn't know that."

"Yeah." I nodded, handing him a picture of my dad in his uniform.

"Wow, look at all those medals."

"Yeah. He was pretty awesome."

*"Wow, Summer. I'm sorry."*

"Yeah, it sucks. I really miss him a lot." (Palacio, 2012, p. 128)

Asking *"Are your parents divorced? I've never seen him at drop-off or anything."* is a sensitive question, after hearing Summer's answer, August feels sorry about that. August just wants to sympathize, but like other children, August is still naive. Therefore, by replying *"Wow, Summer. I'm sorry."* (Palacio, 2012, p. 128) indicates that he is regretful for asking that and sympathetic for Summer's loss.

Then, he also sympathizes with his mother who gets injured and he also gets panic about Daisy the dog's condition. At the same time August also felt sorry for Daisy's condition, he asks Olivia, his sister, how is Daisy in pain and how it bites their mother.

- (9) "August, Mom's taken her to the vet like three times in the last two months. She's been throwing up left and right. Haven't you noticed?" *"But I didn't know she was sick!"* Via didn't say anything, but she put her arm around my shoulders and pulled me closer to her. I started to cry again.  
 "I'm sorry, August," she said softly. "I'm really sorry about everything, okay? You forgive me? You know how much I love you, right?" I nodded.  
 Somehow that fight didn't matter much now.  
*"Was Mommy bleeding?"* I asked. "It was just a nip," said Via. "Right there." She pointed to the bottom of her thumb to show me exactly where Daisy had bitten Mom.  
*"Did it hurt her?"* "Mommy's okay, August. She's fine." (Palacio, 2012, p. 224)

In this case, there are two things that are so in trouble, the first is Daisy's sickness and his mother who is bitten by the dog. The statement *"But I didn't know she was sick!"* (Palacio, 2012, p. 224) shows that August is very regretful for the unknown condition of his dog. In addition, he also is very sorry for the sickness that happens to his dog. Then, the quotation *"Was Mommy bleeding?"* and *"Did it hurt her?"* (Palacio, 2012, p. 224) shows his affection and sympathy to his mother. The question to his sister, Olivia, indicates that he wants to make sure that their mother is fine.

The last characteristic of August is that he is emotional. There are some moments that August's emotion shows up caused by his surroundings, particularly when someone discusses the source of his anxiety. Being emotional is August's way to respond to a thing that makes him annoyed.

- (10) "That took you years to grow!" she said, almost like she was angry.  
 Why did you cut it off?"  
 "I don't know," I answered.  
 "Did someone make fun of it?"  
 "No."  
 "Did you tell Christopher you were cutting it off?"  
*"We're not even friends anymore!"*  
 "That's not true," she said.  
 "I can't believe you would just cut it off like that," she added snottily, and then practically slammed my bedroom door shut as she left the room. (Palacio, 2012, p. 57)



The quotation above happens when August decides to cut his hair off because something that has happened in school. At the same time, Olivia, his sister offends about August's old friend, Christopher, who moves out of town. "*We're not even friends anymore!*" explains that August is emotionally provoked. Specifically, he is mad because something in school annoys him and being offended about Christopher who is not there for him anymore. Something that explains how August is an emotional person is the response to something that bothers him.

Meanwhile, he is also emotionally provoked when someone offends how his days in school. Since every day he has to survive, he brings his anger and madness to home.

- (11) "Then why would he say it? He's been pretending to be my friend all along. Tushman probably bribed him with good grades or something. I bet you he was like, hey, Jack, if you make friends with the freak, you don't have to take any tests this year."  
 "You know that's not true. And don't call yourself a freak."  
 "*Whatever. I wish I'd never gone to school in the first place.*"  
 "But I thought you were liking it."  
 "*I hate it!*" He was angry all of a sudden, punching his pillow.  
 "*I hate it! I hate it! I hate it!*" He was shrieking at the top of his lungs.  
 (Palacio, 2012, p. 112-113)

It all starts when Olivia asked August to tell about how his school going. August tells Olivia an unexpected thing that he experienced in school, in which it makes him upset. When August says "*Whatever. I wish I'd never gone to school in the first place.*" shows how August is regretful about school life. The statement "*I hate it!*" is repeated four times means that August assures that he is really annoyed. The statement is the response to Olivia's question that provokes him to sound angry. Therefore, he is emotional to the things that bother him a lot and he just releases them at home.

Regarding the explanation mentioned above, August has characteristics that on the one hand, he is a good person, but on the other hand, he is a weak person. The characteristics of August Pullman show that he is the main protagonist character. As the main protagonist character, he experiences some conflicts that will be discussed in the next point.

### 4.1.2 *Conflicts Experienced by the Main Character*

A plot in literary works contains conflicts that are experienced by the characters. Conflicts create an interesting plot that readers can follow, and not to mention conflicts determine how the characters act or respond. The conflict in a literary work, particularly in a story or a novel, is divided into internal conflict and external conflict. Internal conflict is a conflict that happens to a character and his inner self, while external conflict is a conflict between a character with his society, a character with another character, a character with the nature, or a character with the technology, etc. In this novel, August Pullman experiences both internal and external conflicts that make the story interesting.

#### 4.1.2.1 The Main Character's Internal Conflicts

August Pullman, a 10-year-old kid, finally starts a school life as other children do in his age. Trying to get out of his comfort zone, he experiences various conflicts in school life. Meanwhile, the internal conflict that August experiences first is when his parents decide to put him into a public school. He really wants to go to school like other kids, but he is worried about starting a new life in a school environment that he never experienced before.

- (12) *"I don't want to go to school,"* I answered, folding my arms.  
 "It would be good for you, August," said Mom.  
*"Maybe I'll go next year,"* I answered, looking out the window. "This year would be better, August," said Mom.  
 "You know why? Because you'll be going into fifth grade, and that's the first year of middle school—for everyone. You won't be the only new kid."  
*"I'll be the only kid who looks like me,"* I said. (Palacio, 2012, p.12)

The excerpt above explains that August is not ready for a new school, which is represented by *"I don't want to go to school,"* but in the deepest heart, he really wants to, which is represented by *"Maybe I'll go next year"*. Otherwise, he is worried about facing a new environment, which is represented by a statement *"I'll be the only kid who looks like me"*. His worry is about the judgement and the bullies from other students toward him. Afterwards, he gains supports and knows a little

about the school through a short tour, he finally decides to become a new student. His decision becomes the manifestation of the ego.

Next, the internal conflict he experiences is prejudice towards Summer. It is caused by the Halloween incident when Jack was telling the truth to others about how Mr. Tushman asked Jack, Charlotte, and Julian to make friends with August and how he was saying an awful thing behind August. In fact, August was there listening to their conversation. This incident makes August finally trust no one, including Summer, who actually is not involved.

- (13) "You know, Summer," he said. *"You don't have to do this."*  
 "What are you talking about?"  
*"You don't have to be friends with me. I know Mr. Tushman talked to you."*  
 "I have no idea what you're talking about."  
*"You don't have to pretend, is all I'm saying. I know Mr. Tushman talked to some kids before school started and told them they had to be friends with me."*  
 "He did not talk to me, August." (Palacio, 2012, p. 125-126)

The excerpt above shows how August has prejudice towards Summer by accusing her for not being sincere to be friends with him. In fact, Summer is the one who sincerely befriends August. Summer who does not know about that replies in persistence.

- (14) "I don't like being accused of things, okay?"  
*"Okay. I'm sorry."*  
 "You should be."  
 "He really didn't talk to you?"  
 "August!"  
*"Okay, okay, I'm really sorry."* (Palacio, 2012, p. 126)

Summer convinces August that she is not involved. Finally, August gives up and begins to trust Summer. Here, August fights his mistrust by asking for an apology to Summer for his accusation. In addition, August tells Summer about the Halloween incident.

August's internal conflict besides those two things is becoming a coward, then he tries to dare to defend himself. He tries to be resistant to a situation that bothers him. Being resistant means preventing something from happening. Since

the beginning of the story, August has always been supported by others to speak as self-defense.

- (15) Jack tried to push past Eddie, but Eddie shoved his hands into Jack's shoulders and pushed him hard, which made Jack fall backward.  
 "Eddie!" screamed one of the girls.  
 "Look," I said bothers, stepping in front of Jack and holding my hands up in the air like a traffic cop. "*We're a lot smaller than you guys . . .*"  
 "Are you talking to me, Freddie Krueger? I don't think you want to mess with me, you ugly freak," said Eddie. And this was the point where I knew I should run away as fast as I could, but Jack was still on the ground and I wasn't about to leave him. (Palacio, 2012, p. 266)

From the excerpt above, the situation is when August and Jack Will want to go to a toilet, on the way they meet other big kids from another school. The kids block both of them and say something awful to August. August tries to be resistant by making peace and deal with the older kids to let them go. In this situation, August encourages himself to speak as self-defence. Even though his effort is unsuccessful, he stands still with Jack despite being scared. From the situation, it can be concluded that August is still less in resistance, but his ego has worked well.

#### 4.1.2.2 The Main Character's External Conflicts

External conflicts experienced by August include conflicts with the social environment and between characters. Basically, the external conflict focuses on social problems such as bully and harassment. The first external conflict that the writer found is between August and Julian.

Julian shows how he dislikes August since they first meet in the school tour. Julian asks sensitive things to August about his face and also makes August stumble back. Those actions are a form of bullying. Furthermore, when August introduces himself in the class, Julian asks a tiny braid in the back of his hair. Julian's question is to lead the discussion towards the Star Wars character that August likes.

- (16) "*What about Darth Sidious?*" he said. "*Do you like him?*"

"Okay, guys, you can talk about Star Wars stuff at recess," said Ms. Petosa cheerfully. "But let's keep going. We haven't heard from you yet," she said to Jack.

Now it was Jack's turn to talk, but I admit I didn't hear a word he said. Maybe no one got the Darth Sidious thing, and maybe Julian didn't mean anything at all. But in Star Wars Episode III: Revenge of the Sith, Darth Sidious's face gets burned by Sith lightning and becomes totally deformed. His skin gets all shriveled up and his whole face just kind of melts.

I peeked at Julian and he was looking at me. Yeah, he knew what he was saying. (Palacio, 2012, p. 44)

The question that Julian asks August is a mockery, which it is an implicit form of verbal bully. August is sure if Julian really intends to insinuate him. In the end, August decides to cut the tiny braid in the back of his hair as a sign of frustration with the bully. Bullying has become frustrating for August because it becomes the source of his anxiety. Another bullying done by Julian is that he leaves mock notes to August's locker.

(17) I got notes like: *Freak!* And another that said: *Get out of our school, orc!*

Summer thought we should report the notes to Ms. Rubin, who was the middle-school dean, or even Mr. Tushman, but we thought that would be like snitching. Anyway, it's not like we didn't leave notes, too, though ours weren't really mean. They were kind of funny and sarcastic.

One was: *You're so pretty, Julian! I love you. Will you marry me? Love, Beulah*

Another was: *Love your hair! XOX Beulah*

Another was: *You're a babe. Tickle my feet. XO Beulah* (Palacio, 2012, p. 208)

Although August still gets bullied by Julian, in the end, he dares to reply with ridiculous things. August, who finally gets friends who support him anywhere and anytime, eventually becomes someone braver. Until the time that the others begin to recognize the existence of August, Julian slowly withdraws himself by not joining school nature retreat and decides to transfer to another school next year. Therefore, the conflict between August and Julian ends.

The next conflict is the between August and Jack Will that occurs when Jack tells Julian and his friends about how he, Charlotte, and Julian were asked by Mr. Tushman to become friends with August. Besides, Jack also tells awful things behind August, who is listening to them. Then August is very angry and begins to move away from Jack Will. Jack, who does not realize, asks about this to Summer. After realizing it, Jack finally asks for an apology to August.

(18) 1 New Text Message From: JACKWILL

Dec 31 5:02PM

*he's a jerk. but I was a jerk too. really really really sorry for wat I said dude, Ok? can we b frenz agen?*

1 New Text Message From: AUGUST

Dec 31 5:03PM

*ok*

(Palacio, 2012, p. 166)

The quotation above explains how Jack Will regrets everything that he has said behind August and convinces him that it is a bad deed. The fight between August and Jack is over when Jack admits that he is wrong and August says that they can be friends again. The conflict between these two characters is caused by betrayal. In fact, Jack really wants to be friends with August because he is a nice person, but he also knows that when he is in August's side he must be ready to face the challenge of bully. In the end, both of them face the bullies together.

The external conflict happens not only between two characters but also with the social environment which is August's schoolmates. August's schoolmates are still not familiar with him, so they refuse August who wants to eat lunch at the same table with them and also talk about awful things behind him. The most severe is when they make a game entitled The Plague.

(19) It was actually because I was playing Four Square with August that I found out about the Plague. *Apparently this is a "game" that's been going on since the beginning of the year. Anyone who accidentally touches August has only thirty seconds to wash their hands or find hand sanitizer before they catch the Plague. I'm not sure what happens to you if you actually catch the Plague because nobody's touched August yet—not directly.* (Palacio, 2012, p. 120)

The quotation above is a statement from Summer that explains how the fifth graders in school make The Plague. Indeed, August realizes it and even calls it a Cheese Touch. In fact, this thing implicitly becomes a form of bully and differentiation towards August. However, August does not care and just let them.

The conflict still continues, after the camp at the nature reserve, some friends of August start to help him escape from the seventh-grade kids from another school and try to calm him down. This shows that fifth-grade students of Beecher Prep. now accept August. After the incident, the school holds a farewell, August receives an award and the other classmates give him supports. This is how the conflict ends when August is finally accepted by his friends.

Conflicts experienced by August causes social anxiety on him. His social anxiety will be classified into the categorization of anxiety postulated by Sigmund Freud. The further discussion about anxiety based on psychoanalysis that is experienced by August will be explained in the next point.

### ***4.1.3 The Main Character's Anxiety***

There are two kinds of anxiety experienced by the main character in the novel which are considered as social anxiety. Those are realistic anxiety and moral anxiety. The explanation is as following

#### **4.1.3.1 Realistic Anxiety**

August Pullman experiences three times of realistic anxiety. They are the reality of suffering from facial deformity, meeting new big kids, and going far away from family.

The first realistic anxiety is dealing with the fact that August has facial deformity called as *mandibulofacial dysostosis* which is almost similar to *Treacher Collins*.

(20) If I found a magic lamp and I could have one wish, *I would wish that I had a normal face that no one ever noticed at all. I would wish that I could walk down the street without people seeing me and then doing that look-away thing. Here's what I think: the only reason I'm not ordinary is that no one else sees me that way.* (Palacio, 2012, p. 3)

The citation above explains that August wishes to have a normal face, so he will be seen as a normal kid everywhere he goes and he can do something normal like others. Though he had done many surgeries, his face makes no significant changes. Therefore, he just gives up on his fate and carries on his life.

(21) *I can't say I always wanted to go to school because that wouldn't be exactly true. What I wanted was to go to school, but only if I could be like every other kid going to school. Have lots of friends and hang out after school and stuff like that.* (Palacio, 2012, p. 4)

Besides, he also wants to go to school like other kids on his age. It becomes his another Id that also wants to be satisfied. Otherwise, he had many surgeries to do since he was born, so it could not be fulfilled.

(22) "What's a lamb to the slaughter?" I asked sleepily.  
 "Go back to sleep, August," Dad said softly.  
 "Everyone will stare at me at school," I said, suddenly crying.  
 "Honey," Mom said. She turned around in the front seat and put her hand on my hand. "You know if you don't want to do this, you don't have to. But we spoke to the principal there and told him about you and he really wants to meet you." (Palacio, 2012, p. 10)

Although August's id for being seen as a normal kid and going to school are huge, the fact that he will not be seen strangely makes his anxiety appears. The statement "*Everyone will stare at me at school,*" is the response to the source of danger. Anxiety appears when ego sends a respond to a signal of danger. Therefore, the source of danger that is experienced by August is when his parents discuss to put him in a public school. He just figures out how if every person looks at him strangely at school because he is still not used to that.

(23) *I never used to see August the way other people saw him. I knew he didn't look exactly normal, but I really didn't understand why strangers seemed so shocked when they saw him. Horrified. Sickened. Scared. There are so many words I can use to describe the looks on people's faces. And for a long time I didn't get it. I'd just get mad. Mad when they stared. Mad when they looked away. "What the heck are you looking at?" I'd say to people—even grown-ups.* (Palacio, 2012, p.85)



Being looked strangely is a traumatic memory for August. It is explained by the statement of Olivia Pullman, the big sister of August. She explains how people see August giving a look and an expression in a strange way. Directly or indirectly, of course August realized that moments, so it became a traumatic memory to him. Therefore, when he must face the source of danger like being looked strangely, it becomes realistic anxiety.

The second realistic anxiety experienced by August is meeting new big kids. After deciding to see the principal, August is just surprised when he has to take a school tour which means he has to meet some kids on his age. There are three reasons for the reality of meeting new kids, the first is that big kids say mean things and they mean it, the second is about bullying and the last is they talk about August in the back.

(24) The thing is, when I was little, I never minded meeting new kids because all the kids I met were really little, too. What's cool about really little kids is that they don't say stuff to try to hurt your feelings, even though sometimes they do say stuff that hurts your feelings. But they don't actually know what they're saying. *Big kids, though: they know what they're saying. And that is definitely not fun for me.* One of the reasons I grew my hair long last year was that I like how my bangs cover my eyes: it helps me block out the things I don't want to see. (Palacio, 2012, p. 20-21)

The excerpt above shows how he is anxious about meeting new kids that the kids mean to offend him right on the face. It indicates that he had experienced events dealing with kids things that actually give him a traumatic memory. Besides, August's always wants to be in a comfortable, safe and peaceful zone is contrary to the reality. Therefore, August's realistic anxiety appears from this condition.

(25) "Tristan!" yelled Ms. Rubin, but Tristan didn't even care about the spilled powder on the floor or that he ruined the experiment. What he was most concerned about was getting to the lab sink to wash his hands as fast as possible. *That's when I knew for sure that there was this thing about touching me at Beecher Prep.* I think it's like the Cheese Touch in Diary of a Wimpy Kid. *The kids in that story were afraid they'd catch the cooties if they touched the old moldy cheese on the basketball court. At Beecher Prep, I'm the old moldy cheese.* (Palacio, 2012, p. 72)

Besides being caused by a traumatic memory, anxiety is also caused by things that might happen in the future. As a kid with facial deformity, August predicts that someday he will get bullied by kids in school. Therefore, getting bullied becomes the source of danger. The bully really happens to August which the kids play a game called The Plague or Cheese Touch. The kid who touches the thing that August has touched must wash their hands within five seconds. Bully is one of the reasons why August is so worried about meeting new kids because he becomes the object of the bully. Therefore, realistic anxiety happens when August wants to stay safe in his comfort zone, but the reality is against it.

(26) I could tell I was being stared at without even looking up. *I knew that people were nudging each other, watching me out of the corners of their eyes. I thought I was used to those kinds of stares by now, but I guess I wasn't.*  
*There was one table of girls that I knew were whispering about me because they were talking behind their hands. Their eyes and whispers kept bouncing over to me.* (Palacio, 2012, p. 49-50)

The third reason becomes the source of danger is being talked in the back. Of course, being talked in the back had been experienced by August since in the younger age. Therefore, if people do such thing, he realizes it soon. That is how it explains how he gets anxious when he must face that situation again.

In short, the three reasons above indicate that meeting new kids is like having a nightmare for August. Those reasons gives an explanation how realistic anxiety experienced by August when he must meet new kids.

The third realistic anxiety is being far away from family. August's family has become his guardian since he was born. When he is ready to go for a nature retreat held by the school, he is anxious about things that might happen there.

(27) I nodded. *"What if I have a nightmare?"*  
 "Your teachers will be there, sweetie," she said. "And Jack. And your friends."  
*"I can bring Baboo,"* I said. That was my favorite stuffed animal when I was little. A small black bear with a soft black nose.  
 "You don't really sleep with him anymore, do you?" said Mom.

"No, but I keep him in my closet in case I wake up in the middle of the night and can't get back to sleep," I said. "I could hide him in my bag. No one would know."

"Then let's do that." Mom nodded, getting Baboo from inside my closet.

*"I wish they allowed cell phones,"* I said. (Palacio, 2012, p. 253)

Id of August that is the will of being protected by his parents and being in a safe zone. There is a time for outdoor activity in the nature reserve that requires August to be away from his parents. Going far away from home means his Id is unfulfilled. Meanwhile, the reality that he must face is in the form of fear of the inability to overcome things independently. Therefore, it can be concluded if August is far away from his family, it means his Id is unfulfilled and if the source of danger is coming over, anxiety will arise.

#### 4.1.3.2 Moral Anxiety

August Pullman only experiences moral anxiety once, which is the guilty feeling of having difficulties in acceptance as August's Id is the will of going to school as a nature normal kid. The first day of school gives him a bad impression because kids in the class are not yet used to him.

(28) I'm not sure why, but all of a sudden I started to cry.

Mom put the book down and wrapped her arms around me. She didn't seem surprised that I was crying.

"It's okay," she whispered in my ear.

It'll be okay."

"I'm sorry," I said between sniffles.

"Shh," she said, wiping my tears with the back of her hand.

"You have nothing to be sorry about. . . ."

"Why do I have to be so ugly, Mommy?" I whispered.

"No, baby, you're not . . ."

"I know I am." (Palacio, 2012, p. 59-60)

August feels guilty about his condition and feels guilty for not getting used to his new school life. Here is a battle between the Id that wants to go to school and the Superego coming from the school environment. The superego here is in the form of a stereotype that a public school is only for normal kids, a kid with special needs must not be there. As it is shown by the quotation below:

(29) To that end, I wonder if Jack's unexpectedly violent behavior might have been a result of too much pressure being placed on his young shoulders? *I am speaking specifically of the new child with special needs who both Jack and Julian were asked to "befriend."* In retrospect, and having now seen the child in question at various school functions and in the class pictures, I think it may have been too much to ask of our children to be able to process all that. Certainly, when Julian mentioned he was having a hard time befriending the boy, we told him he was "off the hook" in that regard. We think the transition to middle school is hard enough without having to place greater burdens or hardships on these young, impressionable minds. I should also mention that, as a member of the school board, I was a little disturbed that more consideration was not given during this child's application process to the fact that Beecher Prep is not an inclusion school. *There are many parents—myself included—who question the decision to let this child into our school at all. At the very least, I am somewhat troubled that this child was not held to the same stringent application standards (i.e. interview) that the rest of the incoming middle-school students were.* (Palacio, 2012, p. 162)

The quotation above is an email from Julian's mother, Mrs. Albans, one of the school board members, to Mr. Tushman, the principal. The email is sent after Jack beat Julian because Julian mocked August. In the email, she argues that the decision to accept August is very questionable. Mrs. Albans asks the principal to apply the student's acceptance standard to August. In addition, August is also considered as a kid with special needs by some parents and also considered as a burden for their children. From that explanation, it can be concluded that August is bound by the stereotype. In the end, that is the moral anxiety experienced by August in his school environment.

Those types of anxiety become the source of social anxiety experienced by August Pullman based on the classification of psychoanalysis. Specifically, August experiences anxiety that relates to social life in a new school shown by other signs of social anxiety. The signs are when August gets nervous in the first encounter with Mr. Tushman (Palacio, 2012, p. 15), having heart beating before he has a sudden school tour (Palacio, 2012, p. 20), getting nervous in the school tour with Charlotte, Julian, and Jack (Palacio, 2012, p. 25), getting nervous in the first day of school (Palacio, 2012, p. 35), and getting nervous for joining nature retreat (Palacio,

2012, p. 250). In short, those signs show how social anxiety happens when August Pullman meets new people and new environment. Further, to overcome anxiety, August Pullman applies defense mechanism which is explained in the next subchapter.

## **4.2 The Extent of Anxiety in Creating the Main Character's Defense Mechanism**

To reduce or overcome anxiety, people use a mechanism to defend themselves. Basically, there are many kinds of defense mechanism to be applied by someone that affect on how he acts in society. Like the main character in the novel '*Wonder*' applies defense mechanism to reduce his social anxiety. The way he applies and how it influences himself is be discussed in this subchapter.

### ***4.2.1 The Main Character's Defense Mechanism***

August Pullman performs some kinds of defense mechanism to reduce or overcome anxiety in his life. How it works on him is explained at this point. The explanation is divided into the main character's concept of psyche, the main character's concept of repression, and the main character's defense mechanism.

#### **4.2.1.1 The Main Character's Concept of Psyche**

Based on the explanation in chapter two, the simple model of psyche structure is divided into three: id, ego, and superego. This point discusses August Pullman's concept of psyche. August Pullman's main Id is that he wants to be a normal person and seen as a normal person, so he always looks for acceptance in society. The general picture of August Pullman showed that his Id is weak that makes him become a person who has many considerations. Therefore, he still needs help from his surroundings to gain supports and attention.

As he was asked to go to school, he considers some possibilities like being bullied or being looked strangely. Otherwise, his parents persuade him regarding science stuffs and also they allow him to quit at any time. That makes him agree to visit the school before it begins. The school tour has given August a consideration

of excitement in becoming a student, even if the superego also demands. In the end, the final decision of agreeing to go to school becomes the manifestation of ego.

The form of superego that influences August's decision of starting school is a judgement. The superego strongly opposes the Id which is reflected by Julian's judgement of looking down on August whether he affords to take the science elective or not.

(30) "I'm taking the science elective," I said.

"Cool!" said Charlotte.

Julian looked directly at me. *"The science elective is supposedly the hardest elective of all," he said. "No offense, but if you've never, ever been in a school before, why do you think you're suddenly going to be smart enough to take the science elective? I mean, have you ever even studied science before? Like real science, not like the kind you do in kits?"*

"Yeah." I nodded. (Palacio, 2012, p. 28)

What Julian said in the excerpt above is a judgement directed to August. Though he experiences judgement, he still insists to join the science elective, because it is his passion. Besides, he also experiences bullies, particularly when he has an experiment to do in science elective. He realizes a game played by his friends behind him which is called as The Plague. He just does not care about it, since he is getting used to it.

August finally is getting used to everything around him. One thing that makes him confused is when he had a conflict with Jack Will. From the incident in Halloween, August gets mad at Jack, so his Id wants Jack to get in trouble because of his bad deed. August also insists on not going to school anymore, because he wants to avoid the possibility of being hurt.

(31) "August," I said. "Are you really going to let a couple of stupid kids keep you from going back to school? I know you've been enjoying it. Don't give them that power over you. Don't give them the satisfaction." (Palacio, 2012, p. 114)

Otherwise, August's problem has become his sister's attention. The citation above is a suggestion from Olivia directed to August says that he needs to ignore

everything that bothers him. At first, Olivia gives much advice to August to be courageous to face everything. She also gives consequences to August if he does not want to go to school, so their parents know that he is in trouble. Olivia's advice here becomes Super ego that makes August decide to go back to school and face the problem. The decision he takes is the manifestation of ego.

Traumatic memories such as bullying, judgement, and harassment experienced at school later appear when August and his friends go to Nature Reserve. There, August and Jack must face the big kids from another school who bully August. Even though August tries to make peace with the kids, but it ends up with the continuity of bullying. This situation is also form of superego that disturbs August's Id of desire for peace. Even though he knows that it is the time to run away, but he also knows that leaving Jack alone is bad. Setting aside the Id in danger makes August implement ego of standing with Jack Will. Finally, some friends are coming to help them escape.

From the explanation above, August is able to face the reality principle by the help of his surroundings. Many things encourage August to be a better person. Therefore, dealing with the concept of psyche, it is clear that the relationship of three agencies (Id, Ego, Super ego) is related to the concept of repression. The concept of repression experienced by August Pullman is explained in the next point.

#### 4.2.1.2 The Main Character's Concept of Repression

The concept of psyche states the relationship between three agencies. Id wants to be satisfied, so it makes Ego pressed by the unacceptable wishes. It becomes a memory that stays in unconsciousness. Therefore, this concept is known as repression. Traumatic memory that is pushed unconsciously, is stored in unconsciousness. It makes the person who has traumatic memory is unaware of that. The effect of repression manifests into symbols which in the form of dreams or behaviour.

As it has been mentioned earlier, traumatic memory that happens to August Pullman is being stared and being talked in the back. The traumatic memory of August happens since he was in a period of growth. As a result, he is afraid of

meeting new people that may look at him strangely or worse reactions. It is stated in the citation as the following.

(32) For me, Halloween is the best holiday in the world. It even beats Christmas. I get to dress up in a costume. I get to wear a mask. I get to go around like every other kid with a mask and nobody thinks I look weird. *Nobody takes a second look. Nobody notices me. Nobody knows me.*

I wish every day could be Halloween. We could all wear masks all the time. Then we could walk around and get to know each other before we got to see what we looked like under the masks.

When I was little, I used to wear an astronaut helmet everywhere I went. To the playground. To the supermarket. To pick Via up from school. Even in the middle of summer, though it was so hot my face would sweat. I think I wore it for a couple of years, but I had to stop wearing it when I had my eye surgery. I was about seven, I think. And then we couldn't find the helmet after that. Mom looked everywhere for it. She figured that it had probably ended up in Grans's attic, and she kept meaning to look for it, but by then I had gotten used to not wearing it. (Palacio, 2012, p. 73)

The quotation above shows how August had unpleasant experiences since he was little which caused him wearing helmet wherever he went. He felt safe and confident wearing the helmet because people would not judge his face. When the helmet was lost, he got very upset because it meant a lot to him. The truth is that his father did not want August wearing that again, so he threw it out. As a result, wearing no helmet makes August stressful.

The unpleasant experiences happened to August become a traumatic memory. If August meets the same unpleasant experiences, but he is not anxious or panic, it is because the memory is stored in the unconsciousness. In order to reduce the tension, the traumatic memory is pushed into unconsciousness to make August is not aware about that.

The unreleased repression experienced by August manifests into a symbol that is in form of behavior. August's behavior is shown by how he meets new people. He will get nervous and cautious. In addition, he also has difficulties to interact with new people, because they will see him as different. Thus, the traumatic



memory affects August by creating a person who lacks the self-confidence, gets emotional, and often prejudices.

#### 4.2.1.3 The Main Character's Defense Mechanism in the Freudian Concept

After explaining the concept of psyche and repression, for further understanding, the explanation about defense mechanism by the main character is also presented. There are six kinds of defense mechanism which are applied by the main character who suffers from anxiety. Those kinds of defense mechanism are denial, displacement, reaction formation, rationalization, and regression which are used to reduce August Pullman's anxiety. The explanation is presented in the following discussion.

##### 1) Denial

There are some acts of denial used by August Pullman. One of which is denial of reality is applied by August Pullman to overcome anxiety. He denies the reality that he should not be seen as different, mocked, or judged.

(33) *But I'm kind of used to how I look by now. I know how to pretend I don't see the faces people make. We've all gotten pretty good at that sort of thing: me, Mom and Dad, Via. Actually, I take that back: Via's not so good at it. She can get really annoyed when people do something rude....*

Via doesn't see me as ordinary. She says she does, but if I were ordinary, she wouldn't feel like she needs to protect me as much. And Mom and Dad don't see me as ordinary, either. *They see me as extraordinary. I think the only person in the world who realizes how ordinary I am is me.* (Palacio, 2012, p. 3)

In the first appearance of August, he tells about his condition. August tells how he is getting used to his face and also able to pretend that he ignores people's face. Moreover, the quotation above also shows how he sees himself as ordinary and positively thinks that he is normal like others. It is clear, that the quotation above proves that August denies the reality. The quotation contains a contradiction, he says his family does not see him as ordinary, while he says he is ordinary.

- (34) No, that's not true. I knew why. It's like people you see sometimes, and you can't imagine what it would be like to be that person, whether it's somebody in a wheelchair or somebody who can't talk. Only, I know that I'm that person to other people, maybe to every single person in that whole auditorium.  
*To me, though, I'm just me. An ordinary kid.* (Palacio, 2012, p. 306)

Until the end of the story, August still believes that he is ordinary, though people see him as different. This belief helps him to survive in various conditions until he gets a recognition by his surroundings.

August also denies the reality by wearing a costume in Halloween. He becomes more confident as he passes some kids in the hall.

- (35) Walking through the halls that morning on my way to the lockers was, I have to say, absolutely awesome. *Everything was different now. I was different. Where I usually walked with my head down, trying to avoid being seen, today I walked with my head up, looking around. I wanted to be seen.* One kid wearing the same exact costume as mine, long white skull face oozing fake red blood, highfived me as we passed each other on the stairs. I have no idea who he was, and he had no idea who I was, and I wondered for a second if he would have ever done that if he'd known it was me under the mask. (Palacio, 2012, p. 76)

The italicized statement above shows denial of reality. It is because August shows how he is confident under the mask and he really wants to be seen. Wearing a costume makes August feel different, which means that he is seen and treated ordinary. Therefore, he can act and do anything as confident as possible like heading up and looking around. August unconsciously denies the reality of being coward in which he feels like he is the same like others, but under the costume.

Moreover, August also denies his reality by creating a fantasy. It happens when he and Summer have a conversation about afterlife.

- (36) *"But they don't come back looking the same,"* he said. *"I mean, they look completely different when they come back, right?"*  
*"Oh yeah,"* I answered. *"Your soul stays the same but everything else is different."*  
*"I like that,"* he said, nodding a lot. *"I really like that, Summer. That means in my next life I won't be stuck with this face."*

He pointed to his face when he said that and batted his eyes, which made me laugh.

"I guess not." I shrugged.

*"Hey, I might even be handsome!" he said, smiling. "That would be so awesome, wouldn't it? I could come back and be this good-looking dude and be super buff and super tall." (Palacio, 2012, p. 129)*

The statement spoken by August shows how he creates a fantasy about himself afterlife. He longs for a perfect life with a perfect face, so he fantasizes the changes of everything about his appearance in the next life. The reality of himself in real life is contradictory to his fantasy, so it can be concluded that he denies the reality. This kind of defense mechanism also proven by a statement *"...And I wondered how it would feel to be in heaven someday and not have my face matter anymore. Just like it never, ever mattered to Daisy"* (Palacio, 2012, p. 227), which explains that August is getting tired of his bitter life. Therefore, he denies it through a fantasy about afterlife. His longing also proven by the fantasy of heaven as a place where people will not matter his face anymore, like his dog did.

Suffering from a rare syndrome makes August have hearing problem. He knows that his hearing is getting worse, but he does not want to tell his parents. Otherwise, his doctor finds that it is the time for him to wear a hearing aid, yet he does not want to wear it because it makes him feel uncomfortable and look weird.

(37) Out of all my features, my ears are the ones I hate the most. They're like tiny closed fists on the sides of my face. They're too low on my head, too. They look like squashed pieces of pizza dough sticking out of the top of my neck or something. Okay, maybe I'm exaggerating a little. But I really hate them.

When the ear doctor first pulled the hearing aids out for me and Mom to look at, I groaned.

*"I am not wearing that thing," I announced, folding my arms in front of me. (Palacio, 2012, p. 211)*

Denial applied by August is proven by an italicized statement above. He knows that he needs to wear that to help him hearing brightly, but he refuses to wear. He has no outer ear, so the hearing aid design is different from the usual that actually makes him uncomfortable. This case indicates that he denies the reality that he needs a hearing aid. The reason why he does not want to August more

concerns about his look than his need. Denial that he applies is only for a moment, because after trying the hearing aid, he decides to wear it. This defense mechanism leads to rationalization.

Moreover, August also denies a reality by saying that he is getting used to people. It is proven by a statement below.

(38) *Anyway, it's not that I care that people react to me. Like I've said a gazillion times: I'm used to that by now. I don't let it bother me. It's like when you go outside and it's drizzling a little. You don't put on boots for a drizzle. You don't even open your umbrella. You walk through it and barely notice your hair getting wet. But when it's a huge gym full of parents, the drizzle becomes like this total hurricane. Everyone's eyes hit you like a wall of water.* (Palacio, 2012, p. 207)

It happens when August and Jack Will have a science project together and all parents are invited to the science fair. There August meets many people including parents of Beecher Prep students that actually bother him a lot. The quotation shows how August denies that he is getting used to everyone, but not parents. Being in such an uncomfortable moment with many parents is in contrast to what August says that he is getting used to people. In short, he applies denial of reality in order to defend himself from anxiety.

## 2) Displacement

The second defense mechanism performed by August is displacement to prove himself. He uses this kind of defense mechanism three times. Displacement is shifting an unpleasant feeling of an object to another object which is more possible. Since he knows that he has a facial deformity, he is passionate about science.

(39) "Well, that you like to read," said Mr. Tushman, "and that you're a great artist." He had blue eyes with white eyelashes. *"And you're into science, right?"*  
*"Uh-huh," I said, nodding.*  
 "We have a couple of great science electives at Beecher," he said.  
 "Maybe you'll take one of them?"  
 "Uh-huh," I said, though I had no idea what an elective was. (Palacio, 2012, p. 16)

The citation above is a question from Mr. Tushman directed to August that assures if August is passionate in science. His passion for science indicates that he wants to balance his life. Furthermore, science is considered as a difficult subject, even Julian is doubt if August can make it or not. Also, science symbolizes an intelligence. The intellectual achievement that August proposes, fulfils his fragile soul. It can be concluded that August's passion in science is less threatening than facing new environment. August's accomplishment in science is shown by a statement, "*The Spud Lamp was a big hit at the science fair. Jack and I got an A for it. It was the first A Jack got in any class all year long, so he was psyched*" (Palacio, 2012, p. 206), it indicates that his lack of socializing is expressed into his passion in science.

Moreover, August also applies displacement as a reaction to Julian's offensive question in the first introduction in the class. In the beginning, August thinks positively that Julian does not mean to say an awful thing, but after he looks at Julian's face, he is sure if Julian means it. August applies displacement after school, as stated in the following quotation.

(40)*That night I cut off the little braid on the back of my head. Dad noticed first. "Oh good," he said. "I never liked that thing." Via couldn't believe I had cut it off. "That took you years to grow!" she said, almost like she was angry. "Why did you cut it off?" "I don't know," I answered. "Did someone make fun of it?" "No." (Palacio, 2012, p. 57)*

The quotation shows how August displaces his frustration by cutting his Padawan braid. It means that he displaces the threatening object into non-threatening object to transfer his emotion. Since it is impossible for him to revenge Julian at that time, he prefer expressing his anger, frustration and emotion through braid cut.

Another displacement done by August is when he has a bad day at school. He tells Olivia about how Jack Will says mean things behind him which really affects his emotion. He has a deep conversation with Olivia that provokes him to

get mad. The frustration he gets is displaced into a pillow by punching it, as it stated in the following quotation "*I hate it!*" *He was angry all of a sudden, punching his pillow* (Palacio, 2012, p. 112). August uses a pillow to displace his frustration, in which a pillow is determined as a safer object, then he releases his emotion by punching the pillow.

### 3) Regression

There are two kinds of regression, but what August uses here is retrogressive regression. Retrogressive regression means someone who faces a threat, then he retreats to the earlier of a pleasant stage. August performs some regressive actions like mumbling, shrugging, blaming, being emotional, fantasizing, snuggling, etc. Moreover, the explanation of his action which is based on the situation he faces is presented below.

The first regression used by August is fantasizing his past when he has to face something that he does not like. August' parents discuss to put him in Beecher Prep for his fifth grade. His parents persuade him by telling about baby chicks at school which reminds them of baby August. August responds by saying:

(41) *I usually love when they talk about when I was a baby. Sometimes I want to curl up into a little tiny ball and let them hug me and kiss me all over. I miss being a baby, not knowing stuff. But I wasn't in the mood for that now.* (Palacio, 2012, p. 12-13)

Fantasizing about past time makes August calm for a while. His parents give him much affection that makes him feel safe. From the quotation above, August is satisfied by the fantasy of his previous past.

Besides, August also shows some actions of regression when he gets a signal of danger. As it presented in the following citation.

(42) *We followed Mr. Tushman down a few hallways. There weren't a lot of people around. And the few people who were there didn't seem to notice me at all, though that may have been because they didn't see me. I sort of hid behind Mom as I walked. I know that sounds kind of babyish of me, but I wasn't feeling very brave right then.* (Palacio, 2012, p. 17)

The citation above happens when August, his mother, and Mr. Tushman are heading to Mrs. Garcia's room. The citation shows how meeting a new environment makes August act like he needs protection. The action of hiding behind his mother becomes the proof that he needs protection and shows how August is back to the previous stage of development. Following his mother is similar to chicks following a hen in line. They still need guidance and protection. This kind of action is also done by August when he is in Olivia's school for her drama. As it is stated in the following citation spoken by August, "...*Anyway, I kept my head down as I walked right behind Mom through the long bright hallways*" (Palacio, 2012, p. 228), which shows how August is still fearful to be in his sister's school for the first time, so he follows his mother behind to be guided and protected. In short, August's action in the hallway of his sister school indicates that he applies regression.

Another proof that shows how August applies regression is when he is resentful to his mother for sending him to school. The problem that happens to him at school makes him blame his mother.

(43) "So can I ask you something? Are you mad at Mom or something? You've been kind of huffy with her all night long. You know, August, I'm as much to blame for sending you to school as she is."  
*"No, she's more to blame. It was her idea."* (Palacio, 2012, p. 58)

The quotation above shows how August is resentful to his mother. Instead of telling the fact that he has a bad day at school, he prefers blaming his mother for sending him to school. It is called regression when August performs two actions of the previous stage which are blaming and being resentful.

The action taken after that is his parents try to calm him down. As it is stated in the following citation.

(44) "Why don't you put August to bed tonight?" Dad said to Mom, getting up.  
 "I've got some work to do anyway. Good night, my son, my son."  
 That was another part of our August Doggie routine, though I wasn't in the mood to say Good night, dear ol' Dad. "I'm so proud of you," said Dad, and then he got up out of the bed.

Mom and Dad had always taken turns putting me to bed. *I know it was a little babyish of me to still need them to do that, but that's just how it was with us.* (Palacio, 2012, p. 58-59)

The quotation explains how August still wants his parents taking turns to put him to bed. It shows how August still needs attention and affection. The complexity of reality pushes him to do so. Therefore, it shows how August still wants to be treated affectionately as a way to apply regression.

Moreover, something that shows August applying regression is how he still needs his mother. It is shown by the following excerpt.

(45) I woke up later on and it was still dark. I got out of bed and walked into Mom and Dad's bedroom.  
 "Mommy?" I whispered. It was completely dark, so I couldn't see her open her eyes.  
 "Mommy?"  
 "You okay, honey?" she said groggily.  
 "Can I sleep with you?" Mom scooted over toward Daddy's side of the bed, and *I snuggled up next to her. She kissed my hair.* (Palacio, 2012, p. 226)

After having a high tension August comes to his parent's room. It can be seen from the excerpt above which shows how August is seeking attention and affection by snuggling next to his mother. Seeking attention is one of child's behaviors, so it can be concluded that August applies regression. Therefore, it can be concluded that August is still dependent to his parents.

#### 4) Rationalization

August Pullman uses rationalization four times to reduce anxiety. It happens when he gets mad or has bad mood after school. He expresses his emotion to his family which has no connection to his bad day at school.



(46) "So can I ask you something? Are you mad at Mom or something? You've been kind of huffy with her all night long. You know, August, I'm as much to blame for sending you to school as she is."  
*"No, she's more to blame. It was her idea."* (Palacio, 2012, p. 58)

The quotation above explains how August blames his mother. He wants to excuse his anger for having a bad and tiring day by blaming her. Having a bad and tiring day and his mother's decision to send him for school has no connection, so August rationalizes the reason to avoid guilty feeling from being angry. In short, it can be said that August changes the true motive with another motive to excuse his anger.

August Pullman also uses rationalization to reduce realistic anxiety. It happens when August starts to go to school, he faces some difficulties to survive in a new environment. Then, he rationalizes it through the following quotation.

(47) I'm not saying they were doing any of these things in a mean way, by the way: not once did any kid laugh or make noises or do anything like that. *They were just being normal dumb kids. I know that. I kind of wanted to tell them that. Like, it's okay, I'm know I'm weird-looking, take a look, I don't bite. Hey, the truth is, if a Wookiee started going to the school all of a sudden, I'd be curious, I'd probably stare a bit! And if I was walking with Jack or Summer, I'd probably whisper to them: Hey, there's the Wookiee. And if the Wookiee caught me saying that, he'd know I wasn't trying to be mean. I was just pointing out the fact that he's a Wookiee.* (Palacio, 2012, p. 62)

The citation above shows how August uses another motive to give justification to the true motive. The true motive here is the kids who say something behind August and the other motive is saying that what the kids do is considered as a normal thing. It can be concluded August turns the true motive into a justification that what the kids do is a normal thing and he probably does that thing too if he is in their position. Here, August looks for justification and convinces himself to think rationally to reduce his anxiety.

The next rationalization is August's madness toward Jack which is caused by Halloween incident in homeroom. He expresses his emotion at home by telling

the truth to his sister and also he decides to quit school, which is proven by the following statement.

- (48) *"Whatever. I wish I'd never gone to school in the first place."*  
*"But I thought you were liking it."*  
*"I hate it!"* He was angry all of a sudden, punching his pillow.  
*"I hate it! I hate it! I hate it!"* He was shrieking at the top of his lungs. (Palacio, 2012, p.112)

August's statement explains how he uses another motive to underlie the cause of his anger, bad mood and emotion. His anger is caused by Jack Will, but he turns the reason into the regret of entering Beecher Prep. He also says that he hates school. It can be concluded that the second motive replaces the true motive for August to avoid returning to Beecher Prep. Therefore, August applies rationalization by giving a reason about hating and quitting school, which actually is a way to cover his anger towards Jack and his tiredness of discrimination.

The next rationalization used by August is a result of denying the reality of needing a hearing aid. He argues that the new hearing aid is uncomfortable which is shown by the following citation.

- (49) "The Lobot part," I said miserably.  
 "Hey, Lobot is cool," said the ear doctor. "It's not like we're saying you're going to look like Jar Jar, you know? That would be bad." He slid the earphones on my head again carefully. "There you go, August. So how's that?"  
*"Totally uncomfortable!"* I said.  
 "You'll get used to them very quickly," he said.  
 I looked in the mirror. My eyes started tearing up. All I saw were these tubes jutting out from either side of my head— like antennas.  
 "Do I really have to wear this, Mom?" I said, trying not to cry. *"I hate them. They don't make any difference!"* (Palacio, 2012, p.212-213).

The quotation above shows how August uses another motive to hide his true motive. He says that it is uncomfortable to wear that thing since the design is different from the usual one, but the truth is not like that. The following quotation shows his true reason about rejecting the hearing aid.

(50)“...*The only really bad thing about my bionic Lobot hearing aids was the fact that I couldn't wear a baseball cap anymore. In situations like these, baseball caps come in really handy. Sometimes I wish I could still get away with wearing that old astronaut helmet I used to wear when I was little. Believe it or not, people would think seeing a kid in an astronaut helmet was a lot less weird than seeing my face. Anyway, I kept my head down as I walked right behind Mom through the long bright hallways.*” (Palacio, 2012, p. 228)

The true motive is not about how uncomfortable the hearing aid is, but it is about how he cannot wear a cap to cover his head. The cap could cover his head, so people around him will not notice. It is clear that his social anxiety becomes the main reason why he does not want to wear a hearing aid.

#### 5) Reaction Formation

Reaction formation is the contrary reaction to what someone truly feels. In a form of action, August uses reaction formation when he is fearful to meet new friends and environment or even he has social anxiety, yet he still decides to go to school as a new student in the fifth grade.

(51)*Okay, so I admit that the first day of school I was so nervous that the butterflies in my stomach were more like pigeons flying around my insides. Mom and Dad were probably a little nervous, too, but they acted all excited for me, taking pictures of me and Via before we left the house since it was Via's first day of school, too.* (Palacio, 2012, p. 35)

The quotation above shows how August is nervous in the first day of school. Nervousness shows a sign how he is so anxious to face a new environment. Otherwise, he commits to go to school showing that he has made a brave decision. It can be concluded that there are two opposite reactions, which are having anxious and being brave. August uses reaction formation to cover his anxiety by using courage.

Another reaction formation is a reverse between August's madness towards Jack Will and his little concern with him. August's madness is caused by Halloween incident at school regarding Jack Will who says something mean about August. August almost decides to quit school, but his sister encourages him to face the

problem. Indeed, the incident makes August feel betrayed, so he decides to withdraw himself a little bit from Jack.

(52) So this is how things are between us now. *We only talk to each other about school stuff if we absolutely have to. Like, I'll say, "What did Rubin say the homework was?" and he'll answer. Or he'll be like, "Can I use your pencil sharpener?" and I'll get my sharpener out of my pencil case for him.* But as soon as the bell rings, we go our separate ways. (Palacio, 2012, p. 145)

August's return to school is to cover his cowardice toward Jack. Besides, he still takes distance from Jack. The quotation above shows how August is still mad at Jack Will. Despite being angry, he does not pull out himself from Jack relatively. August still wants to interact with him once in a while. It indicates that August still has a heart in treating someone. Therefore, it can be concluded that there are two opposite reactions performed by August, which are being mad and being nice. It shows that August wants to cover his emotion which may ruin his identity as a friendly and easygoing person.

August also uses reaction formation to break the ice in an awkward moment. As it is stated in the following quotation.

(53) "Are you kidding? I can't, now that everybody's acting like I have the Plague."  
 The second I said it, I realized I shouldn't have said it. There was this awkward moment of silence. I looked at August.  
 "It's okay," he said.  
 "I knew about that."  
 "Sorry, dude," I said.  
 "I didn't know they called it the Plague, though," he said. "I figured it was more like the Cheese Touch or something."  
 "Oh, yeah, like in *Diary of a Wimpy Kid*." I nodded.  
 "*The Plague actually sounds cooler,*" he joked. "*Like someone could catch the 'black death of ugliness.'*" "As he said this, he made air quotes.  
 "I think it's awful," said Summer, but August shrugged while taking a big sip from his juice box. (Palacio, 2012, p. 178)

The quotation explains how Jack Will does not realize that he accidentally offends August about the Plague. It makes an awkward moment for a while. Though August feels offended, he tries to break the ice by turning it into a joke. He covers

his feeling by using a joke. Besides, Summer knows that the joke is awful and not funny. It can be concluded that August uses reaction formation to make his friends do not feel guilty because of his true reaction.

In addition, August uses reaction formation with Jack Will to respond Julian's notes including "*You stink, big cheese!*", "*Nobody likes you anymore!*", "*Freak!*", and *Get out of our school, orc!*" (Palacio, 2012, p. 208). They use this kind of defense mechanism to respond Julian's bully, as it is stated in the following citation.

(54) One was: *You're so pretty, Julian! I love you. Will you marry me? Love, Beulah*

Another was: *Love your hair! XOX Beulah*

Another was: *You're a babe. Tickle my feet. XO Beulah*

*Beulah was a made-up person that me and Jack came up with. She had really gross habits, like eating the green stuff in between her toes and sucking on her knuckles. And we figured someone like that would have a real crush on Julian, who looked and acted like someone in a KidzBop commercial.* (Palacio, 2012, p. 208).

The quotation above shows how August and Jack Will reply Julian's notes. Basically, they want to revenge Julian in safer way, so it will not make more tension between those three people. Although Julian sends them hate notes, Jack and August who are annoyed with it, prefer reacting in funny and sarcastic way to cover their madness towards him including "*You're so pretty, Julian! I love you. Will you marry me? Love*", "*Love your hair! XOX*", and "*You're a babe. Tickle my feet. XO*" (Palacio, 2012, p. 208). August and Jack's hatred to Julian is shown by a name "*Beulah*". Therefore, it can be concluded that August and Jack's replies showing affection is contrary to Julian's notes containing hatred.

The last, August also uses reaction formation when he and Jack confront danger in nature reserve. It happens when August and Jack face some big kids that block their way. August wants to cover his fear and fright by saying "*Look, I said, stepping in front of Jack and holding my hands up in the air like a traffic cop. We're a lot smaller than you guys . . .*" (Palacio, 2012, p. 266). The negotiation is a means to cover his fear and fright, so he and Jack can get away from them safely.

Therefore, it can be concluded that there are two opposite reactions performed by August, which are being threatened and being brave.

#### **4.2.2 Defense Mechanism Affecting the Main Character**

After explaining how defense mechanism used by the main character, then the effect would also be explained at this point. It included the main character's self-improvement and the main character's motivational personality.

##### 4.2.2.1 The Main Character's Self-improvement

Some kinds of defense mechanism affect August to reduce anxiety in his life. He improves himself which is shown by how he confronts and solves the problems in his life. How August applies defense mechanism indicates that he often avoids the source of danger. He does such a thing in order to place himself safe. He is indifferent to people who bully him at school because he does not want to get in trouble by giving them revenge. The following explanation is some actions of defense mechanism that affects August in improving himself.

Denial applied by August aims to improve his confidence in front of people. August Pullman convinces himself that he is ordinary, which means that he wants to believe he is same as others, it becomes his first denial. It relates to another denial which August feels like he is getting used to everyone, except parents *"But when it's a huge gym full of parents, the drizzle becomes like this total hurricane. Everyone's eyes hit you like a wall of water"* (Palacio, 2012, p. 207). He keeps believing it to make him hold on in a sea of people. Then, the next denial is wearing a costume, it makes him believe that there is still a place for him in society, as it is proven by the quotation *"For me, Halloween is the best holiday in the world. It even beats Christmas. I get to dress up in a costume. I get to wear a mask. I get to go around like every other kid with a mask and nobody thinks I look weird..."* (Palacio, 2012, p. 73). The quotation indicates that denial makes him more confident proven by his exciting expression wearing a costume for Halloween. Since his confidence rises under the costume, it gradually affects how he faces society with a bare face. Those three things improve his self-confidence in front of people, which it is proven by a

quotation *"I really couldn't believe it. I think I was smiling. Maybe I was beaming, I don't know. As I walked up the aisle toward the stage, all I saw was a blur of happy bright faces looking at me, and hands clapping for me"* (Palacio, 2012, p. 305), it shows how August is fearless to show up in front of people when he is called to receive an award. This one of the proofs of his self-improvement.

Besides, August also creates a fantasy which is a result of denying reality that aims to reduce his anxiety, as it is proven by *"Hey, I might even be handsome!" he said, smiling. "That would be so awesome, wouldn't it? I could come back and be this good-looking dude and be super buff and super tall."* (Palacio, 2012, p. 129). The way he fantasizes afterlife indicates that he is desperate with his face, but his belief about afterlife makes him optimistic to survive his life at the present time. It is also shown by his persistence of going to school, *I took a few steps back and surprised her by hugging her as she walked. She put her arm around me and gave me a squeeze. "Thank you for making me go to school," I said quietly* (Palacio, 2012, p. 309). The quotation conveys a meaning that August does not give up on the challenge that he must face.

Moreover, August also uses displacement in order to overcome moral anxiety. Stereotype given by society to children with deformity makes August is underestimated. It can be seen from Julian's doubt if August is capable of taking science elective and Julian's mother who sees August as a kid with a special need that he should not be in a regular school. Therefore, August tries to break down the stereotype by proving himself in every science project.

(55) "Okay, this one is the one," said August, pointing to a picture on the screen of a bunch of potatoes with wires poking out of them. *"How to build an organic battery made of potatoes. Now, that's cool. It says here you could power a lamp with it. We could call it the Spud Lamp or something. What do you think?"*

"Dude, that sounds way too hard. You know I suck at science."

"Shut up, you do not."

"Yeah I do! I got a fifty-four on my last test. I suck at science!"

"No you don't! And that was only because we were still fighting and I wasn't helping you. I can help you now. *This is a good project, Jack. We've got to do it.*"

"Fine, whatever." I shrugged. (Palacio, 2012, p.182)

August and Jack discuss a science project for a science fair. The quotation above shows how August likes a challenge in science, even though it sounds hard. He is very optimistic about that project and ready to do it together with Jack. In short, his passion in science is to cover his deficiency and it also indicates that he does not give up on his passion only by people's words. The accomplishment he gets in science creates an image of a smart and creative student.

In reducing anxiety, August also uses rationalization. Thinking rational encourages him to confront society. As an example, if he sees a person like him going to school, he probably stares at him a bit because it does not mean a rude thing, but it is just a way to spot the person.

(56) I'm not saying they were doing any of these things in a mean way, by the way: not once did any kid laugh or make noises or do anything like that. *They were just being normal dumb kids. I know that. I kind of wanted to tell them that. Like, it's okay, I'm know I'm weird-looking, take a look, I don't bite. Hey, the truth is, if a Wookiee started going to the school all of a sudden, I'd be curious, I'd probably stare a bit! And if I was walking with Jack or Summer, I'd probably whisper to them: Hey, there's the Wookiee. And if the Wookiee caught me saying that, he'd know I wasn't trying to be mean. I was just pointing out the fact that he's a Wookiee.* (Palacio, 2012, p. 62)

The quotation above shows that according to August, it is totally normal to do such a thing in a school. The truth is that August needs a motive to reduce his anxiety from judgment, bully, and discrimination. It conveys a meaning that August wants to think positively and optimistically in order to reduce his anxiety. Thinking rationally and positively encourages his self-confidence in his school life.

The last defense mechanism used by August is reaction formation. It can be seen that reaction formation used by August is when Jack Will says about the Plague by accident. August supposedly gets sad or mad, but he hides him by making it a joke. He does such a thing to break the ice from an awkward moment, which is proven by *"The Plague actually sounds cooler," he joked. "Like someone could catch the 'black death of ugliness.'* *"As he said this, he made air quotes* (Palacio, 2012, p. 178). It also aims to establish intimacy or solidarity and also creates an



image that August is an easygoing and funny person. Friendship and solidarity is also shown by August when dealing with Jack Will. August is mad at Jack, but he still wants to talk to him a little bit, shown by a quotation “*We only talk to each other about school stuff if we absolutely have to. Like, I’ll say, “What did Rubin say the homework was?” and he’ll answer. Or he’ll be like, “Can I use your pencil sharpener?” and I’ll get my sharpener out of my pencil case for him. But as soon as the bell rings, we go our separate ways*” (Palacio, 2012, p. 145). It indicates that friendship is very important for him, so it makes him a forgiving person. Further, his friendship with Jack is getting closer, in which both of them fight against Julian together. Though Julian sends them some mean notes, they reply with funny and sarcastic ones. Their replies represent revenge, but in an acceptable form to speak against oppression.

Another reaction formation applied by August is being scared but take a brave action. It is shown by his decision of going to school, while he is anxious about the new environment, it is proven by his statement “*Okay, so I admit that the first day of school I was so nervous that the butterflies in my stomach were more like pigeons flying around my insides* (Palacio, 2012, p. 35). Not to mention, his bravery of facing big kids, while he is fearful to them, it is proven by “*Look, I said bothers, stepping in front of Jack and holding my hands up in the air like a traffic cop. “We’re a lot smaller than you guys . . .”* (Palacio, 2012, p. 266). Both actions of reaction formation create an image of bravery in August. Therefore, it can be concluded that August is improving his cowardice into courage.

Thus, those actions of defense mechanism applied by August Pullman have helped himself to improve. The result of the improvement is that he has a motivational personality. The further explanation is presented in the next point.

#### 4.2.2.2 The Main Character’s Motivational Personality

Defense mechanism used by August has helped him develop, so it makes him become a motivational person. This is shown by some of the attitudes done by August when facing problems.

August, who experiences discrimination, bully, and harassment directly or indirectly, is indifferent to them. Although he realizes everything, he just minds it. Jack Will and August almost have been together everywhere, once Jack asks August whether he wants to revenge to the kids who stare at him, *Later, after we finished reading about how ancient Sumerians built sundials, Jack whispered: "Do you ever want to beat those kids up?"*, 'I shrugged. "I guess. I don't know." (Palacio, 2012, p. 63) August replies that he does not know if he wants to take revenge or not. His inner self might want to do that but he never does such things. It can be concluded that even though people are mean to him, he does not want to hurt them back.

Besides, he also experiences a problem with Jack. August is mad at Jack because of the Halloween incident. Afterward, August decides to quit school. He tells his sister, Olivia, about the problem, but she is just socked knowing that August gives up easily. Then, Olivia gives him more supports for August to reconsider.

(57) "But this is crazy, August!" I said emphatically, pulling the new comic book away from him, too. *"You have to go back to school. Everyone hates school sometimes. I hate school sometimes. I hate my friends sometimes. That's just life, August. You want to be treated normally, right? This is normal! We all have to go to school sometimes despite the fact that we have bad days, okay?"* (Palacio, 2012, p. 115)

The citation shows how Olivia encourages August to face the problem bravely, although she does it in annoyingly. Olivia also gives him a suggestion, *"You don't have to say a word to those kids," I continued.* (Palacio, 2012, p. 115), saying that August is supposed to ignore the kids who hurt him in silence. To make August reconsider, she even tells about the consequences if he does not want to go to school. It finally gets into August and he decides to go back to school. Finally, with the support given by Olivia, August is fearless to face the problem.

Then, another problem that August faces is in the nature retreat. The incident happens when August and Jack meet big kids. Those kids say mean thing to August, but there, August just wants to make a deal to let him and Jack leave, *"Look," I said, stepping in front of Jack and holding my hands up in the air like a traffic cop. "We're a lot smaller than you guys . . ."* (Palacio, 2012, p. 266), it indicates that he finally

can say something for himself and Jack. Though in the tension, August does not want to leave Jack alone. It shows how loyal August is to his friend.

All the problems that August has faced make him accomplish something. He is invited to Mr. Tushman's room to talk about the incident in the nature reserve. Mr. Tushman also tells that August has become one of the top students in Beecher Prep because he has been so good in academics. Moreover, at graduation, August is given an award for his greatness including courage, kindness, friendship, and character.

(58) 'He is the greatest,' " he finally continued, " 'whose strength carries up the most hearts by the attraction of his own.' Without further ado, this year I am very proud to award the Henry Ward Beecher medal to the student whose quiet strength has carried up the most hearts. *"So will August Pullman please come up here to receive this award?"* (Palacio, 2012, p. 304)

Mr. Tushman announces that August Pullman receives an award for his greatness because he has passed obstacles in the fifth grade bravely. The accomplishment he gets is a proof that he is developing from time to time. In short, what makes August become a motivational personality is from courage, kindness, friendship, and character.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter covers conclusions and suggestions based on the data analysis in chapter 4. The conclusions are about the summary of the analysis that has been discussed in the previous chapter. Meanwhile, the suggestions are the recommendations in accordance with the topic of the study for the readers or the future researchers who are interested in the same novel, theory, or approach.

#### **5.1 Conclusions**

According to the analysis of the findings in chapter four, there are several conclusions that can be described as the following:

The defense mechanism towards social anxiety is described through the character of August Pullman. The character portrays a person who lacks self-confidence, it is because the society sees and treats him differently. His existence in the surroundings shows various characteristics including friendly, sympathetic, and emotional which influence how he faces conflicts. The conflicts experienced by August create social anxiety which is shown by the signs of realistic and moral anxiety.

The extent of anxiety creates the main characters defense mechanism in affecting his improvement. The concept of psyche and the concept of repression underlies the implementation of defense mechanism. It results five kinds of defense mechanism applied by the main character including denial, displacement, rationalization, regression, and reaction formation to reduce anxiety that affect himself. Those kinds of defense mechanism create the main character's self-improvement and motivational personality covering confident, optimistic, courageous, smart, and forgiving which result on gaining an award.

The concluding remark of data analysis above proves that this research has novelty. The data analysis in chapter four has fulfilled the gap among previous studies that have been demonstrated in chapter two. In addition, the conclusions

also show that the statements of the problems have been answered and the objectives of this research have been achieved.

## **5.2 Suggestions**

Relating to the conclusion above, the writer would like to present several recommendations and suggestions concerning the topic of this research and the future researches related to it.

The first is about *Wonder*, a children novel written in 2012 that has received some national and international awards. It becomes one of the most popular novels in twenty century proven by its adaptation into a film in 2017. The main issue in the novel is about discrimination towards a kid who suffers from a rare syndrome, in which it leads to some conflicts that make the main character apply defense mechanism. Since the story in the novel creates an interesting plot about school-life problems, it becomes one of the must-read novels nowadays.

Next, the novel in this research is more often used in pedagogical research, so the analysis from the psychological perspective is quite rare. Therefore, the writer highly recommend this novel to be analysed in a deeper understanding through other characters by using Freudian psychoanalysis. It is because other characters are as important as the main character in confronting the problems of their lives concerning school-life, friendship, and family, so the next further research about them is expected to be able to enrich the knowledge of any researcher.

Then, the focus of anxiety and defense mechanism has been widely used by researchers, but the research on children novel is still rare. Therefore, this research is expected to give a huge contribution to the library of the English Department of UNNES which can be used as a reference for the next research.

Moreover, the suggestions are also directed to the readers and researchers. For the readers, this research is expected to give knowledge, so it can enhance the sensitivity of recognizing other people's anxiety or problems and help to treat them properly.

For the researchers, this research is expected to be useful to improve the analysis of the related topic. Literature lecturers and students could use other approaches to investigate anxiety from a different point of view. The next researchers should go deeper on investigating the anxiety of other characters. Thus, the next research is expected to be able to contribute in society in real life.

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## APPENDICES

### Observation Sheet Table

No	Data	Page	Interpretations	Answering Question Number
1.	<p>I know I'm not an ordinary ten-year-old kid. I mean, sure, I do ordinary things. I eat ice cream. I ride my bike. I play ball. I have an XBox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don't make other ordinary kids run away screaming in playgrounds. I know ordinary kids don't get stared at wherever they go.</p> <p>If I found a magic lamp and I could have one wish, I would wish that I had a normal face that no one ever noticed at all. I would wish that I could walk down the street without people seeing me and then doing that look-away thing. Here's what I think: the only reason I'm not ordinary is that</p>	3	<p>This citation shows the first appearance of August Pullman in the novel which is spoken by himself. It says how August Pullman sees himself. He tells everything about what he wants to become and how he wants to be treated as normal as others. It explains that he does normal things, but his surroundings treat him differently, so this condition explains why he lacks self-confidence that he cannot trust himself.</p> <p>The citation also explains how August wishes to have a normal face, so he will be seen as a normal kid everywhere he goes and he can do something normal like others. Though he had done many surgeries, his face makes no significant changes. His condition becomes the source of realistic anxiety.</p>	1

	no one else sees me that way.			
2.	<p>But I'm kind of used to how I look by now. I know how to pretend I don't see the faces people make. We've all gotten pretty good at that sort of thing: me, Mom and Dad, Via. Actually, I take that back: Via's not so good at it. She can get really annoyed when people do something rude....</p> <p>Via doesn't see me as ordinary. She says she does, but if I were ordinary, she wouldn't feel like she needs to protect me as much. And Mom and Dad don't see me as ordinary, either. They see me as extraordinary. I think the only person in the world who realizes how ordinary I am is me.</p>	3	<p>In the first appearance of August, he tells about his condition. August tells how he is getting used to his face and also able to pretend that he ignores people's face. Moreover, the quotation also shows how he sees himself as ordinary and positively thinks that he is normal like others. It is clear, that the quotation proves that August denies the reality. The quotation contains a contradiction, he says his family does not see him as ordinary, while he says he is ordinary.</p>	2

3.	I can't say I always wanted to go to school because that wouldn't be exactly true. What I wanted was to go to school, but only if I could be like every other kid going to school. Have lots of friends and hang out after school and stuff like that.	4	The citation explains how August wants to go to school like other kids on his age. It becomes his another Id that also wants to be satisfied. Otherwise, he had many surgeries to do since he was born, so it could not be fulfilled.	1
4.	<p>"So sending him off to middle school like a lamb to the slaughter..." Dad answered angrily, but he didn't even finish his sentence because he saw me in the mirror looking up.</p> <p>"What's a lamb to the slaughter?" I asked sleepily.</p> <p>"Go back to sleep, Auggie," Dad said softly.</p> <p>"Everyone will stare at me at school," I said, suddenly crying.</p> <p>"Honey," Mom said. She turned around in the front seat and put her hand on my hand.</p> <p>"You know if you don't want to do this, you don't have to. But we spoke to the principal there and told him</p>	10	<p>The citation explains that in the very beginning of the story, August was homeschooled. In a very long consideration, his parents decide to put him in a public school, because they think that August needs more than just being taught by his mother at home. His father and mother argue how time has come to make August face his reality, even though they are still worried about it. Of course, it also makes August worry about it. He is worried about people's judgment or bully toward him.</p> <p>This citation also shows how he is anxious towards the source of danger.</p>	1

	about you and he really wants to meet you."			
5.	<p>"I don't want to go to school," I answered, folding my arms.</p> <p>"It would be good for you, Auggie," said Mom.</p> <p>"Maybe I'll go next year," I answered, looking out the window. "This year would be better, Auggie," said Mom.</p> <p>"You know why? Because you'll be going into fifth grade, and that's the first year of middle school—for everyone. You won't be the only new kid."</p> <p>"I'll be the only kid who looks like me," I said.</p>	12	The excerpt explains the internal conflict. It states August is not ready for a new school, but in the deepest heart, he really wants to. Otherwise, he is worried about facing a new environment. His worry is about the harassment and the bullies from other students toward him. Afterwards, he gains supports and knows a little about the school through a short tour, he finally decides to become a new student. His decision becomes the manifestation of the ego.	1
6.	I usually love when they talk about when I was a baby. Sometimes I want to curl up into a little tiny ball and let them hug me and kiss me all over. I miss being a baby, not knowing stuff. But I wasn't in the mood for that now.	12-13	August's parents discuss to put him in Beecher Prep for his fifth grade. His parents persuade him by telling about baby chicks at school which reminds them of baby August. Fantasizing about past time makes August calm for a while. His parents give him much affection that makes him feel safe. From the quotation, August is satisfied by the fantasy of his previous past. This defense mechanism is regression.	2
7.	"Well, that you like to read," said Mr.	16	The citation is a question from Mr. Tushman directed	2

	<p>Tushman, "and that you're a great artist." He had blue eyes with white eyelashes. "And you're into science, right?"</p> <p>"Uh-huh," I said, nodding.</p> <p>"We have a couple of great science electives at Beecher," he said. "Maybe you'll take one of them?"</p> <p>"Uh-huh," I said, though I had no idea what an elective was.</p>		<p>to August that assures if August is passionate in science. His passion for science indicates that he wants to balance his life. Furthermore, science is considered as a difficult subject, even Julian is doubt about August if he can make it. Also, science also symbolizes intelligence. The intellectual achievement that August proposes, fulfils his fragile soul. This is a defense mechanism called displacement.</p>	
8.	<p>We followed Mr. Tushman down a few hallways. There weren't a lot of people around. And the few people who were there didn't seem to notice me at all, though that may have been because they didn't see me. I sort of hid behind Mom as I walked. I know that sounds kind of babyish of me, but I wasn't feeling very brave right then.</p>	17	<p>The citation happens when August, his mother, and Mr. Tushman are heading to Mrs. Garcia's room. The citation shows how meeting a new environment makes August acts like he needs protection. The action of hiding behind his mother becomes the proof that he needs protection. It also indicates that August acts like he is back to the previous stage of development. This is called as regression.</p>	2
9.	<p>The thing is, when I was little, I never minded meeting new kids because all the kids I met were really little, too. What's cool about really little kids is that they don't say stuff to</p>	20-21	<p>The excerpt shows how August is anxious about meeting new kids that the kids mean to offend him right on the face. It indicates that he had experienced events dealing with kids things that actually give him</p>	1



	<p>try to hurt your feelings, even though sometimes they do say stuff that hurts your feelings. But they don't actually know what they're saying. Big kids, though: they know what they're saying. And that is definitely not fun for me. One of the reasons I grew my hair long last year was that I like how my bangs cover my eyes: it helps me block out the things I don't want to see.</p>		<p>a traumatic memory. Beside, August's always wants to be in a comfortable, safe and peaceful zone is contrary to the reality. Therefore, August's realistic anxiety appears from this condition.</p>	
10.	<p>"I'm taking the science elective," I said. "Cool!" said Charlotte. Julian looked directly at me. "The science elective is supposedly the hardest elective of all," he said. "No offense, but if you've never, ever been in a school before, why do you think you're suddenly going to be smart enough to take the science elective? I mean, have you ever even studied science before? Like real science, not like the kind you do in kits?" "Yeah." I nodded.</p>	28	<p>When August says that the wants to takes science elective. Julian just looks down on him and judges him since science is considered as difficult. Besides, August still insists to join the science elective, because it is his passion. The judgement becomes the manifestation of Super ego towards August's passion.</p>	2
11.	<p>Mom nodded again. She pressed her fingers on</p>	34	<p>This citation shows that August's ego finally</p>	1

	<p>her forehead like she was pushing against a headache.</p> <p>"I'm so sorry, Auggie," she said quietly. Her cheeks were bright red.</p> <p>"No, it's okay, Mom, really."</p> <p>"You don't have to go to school if you don't want, sweetie."</p> <p>"I want to," I said.</p> <p>"Auggie . . ."</p> <p>"Really, Mom. I want to." And I wasn't lying.</p>		<p>considers a decision to go to school. He becomes brave to decide after having a school tour. It means that August's life is developing as well as he is getting better and bolder in facing reality.</p>	
12.	<p>Okay, so I admit that the first day of school I was so nervous that the butterflies in my stomach were more like pigeons flying around my insides. Mom and Dad were probably a little nervous, too, but they acted all excited for me, taking pictures of me and Via before we left the house since it was Via's first day of school, too.</p>	35	<p>The quotation shows how August is nervous in the first day of school. Nervousness shows a sign how he is so anxious to face a new environment. Otherwise, he commits to go to school showing that he has made a brave decision. It can be concluded that there are two opposite reactions, which are having anxious and being brave.</p>	2
13.	<p>"What about Darth Sidious?" he said. "Do you like him?"</p> <p>"Okay, guys, you can talk about Star Wars stuff at recess," said Ms. Petosa cheerfully. "But let's keep going. We haven't heard from you yet," she said to Jack.</p>	44	<p>The quotation explains how the conflict between August and Julian started. The conflict is a bullying conducted by Julian towards August. The bully is in form of verbal bully</p>	1

	<p>Now it was Jack's turn to talk, but I admit I didn't hear a word he said. Maybe no one got the Darth Sidious thing, and maybe Julian didn't mean anything at all. But in Star Wars Episode III: Revenge of the Sith, Darth Sidious's face gets burned by Sith lightning and becomes totally deformed. His skin gets all shriveled up and his whole face just kind of melts.</p> <p>I peeked at Julian and he was looking at me. Yeah, he knew what he was saying.</p>			
14.	<p>I could tell I was being stared at without even looking up. I knew that people were nudging each other, watching me out of the corners of their eyes. I thought I was used to those kinds of stares by now, but I guess I wasn't.</p> <p>There was one table of girls that I knew were whispering about me because they were talking behind their hands. Their eyes and whispers kept bouncing over to me.</p>	49-50	<p>The citation shows how traumatic memory of being talked behind has stayed in August's mind. Of course, being talked in the back had been experienced by August since in the younger age. The statement shows the evidence that he had a traumatic memory of being talked in the back. It explains how he gets anxious when he must face that situation again.</p>	1
15.	<p>That night I cut off the little braid on the back</p>	57	<p>The quotation shows how August displaces his</p>	2

	<p>of my head. Dad noticed first. "Oh good," he said. "I never liked that thing."</p> <p>Via couldn't believe I had cut it off. "That took you years to grow!" she said, almost like she was angry.</p> <p>"Why did you cut it off?"</p> <p>"I don't know," I answered.</p> <p>"Did someone make fun of it?"</p> <p>"No."</p>		<p>frustration by cutting his Padawan braid. It means that he displaces the threatening object into non-threatening object to transfer his emotion. Since it is impossible for him to revenge Julian at that time, he prefer expressing his anger, frustration and emotion through braid cut.</p>	
16.	<p>"That took you years to grow!" she said, almost like she was angry. Why did you cut it off?"</p> <p>"I don't know," I answered.</p> <p>"Did someone make fun of it?"</p> <p>"No."</p> <p>"Did you tell Christopher you were cutting it off?"</p> <p>"We're not even friends anymore!"</p> <p>"That's not true," she said.</p> <p>"I can't believe you would just cut it off like that," she added snottily, and then practically slammed my bedroom door shut as she left the room.</p>	57	<p>The quotation explains when August decides to cut his hair off because something that has happened in school. At the same time, Olivia, his sister offends about August's old friend, Christopher, who moves out of town. August's reply shows that he is provoked. Specifically, he is mad because something in school annoys him and being offended about Christopher who is not there for him anymore. Something that explains how August is an emotional person is the response to something that bothers him.</p>	1
17.	<p>"So can I ask you something? Are you mad at Mom or</p>	58	<p>The quotation shows how August is resentful to his mother. Instead telling the</p>	2

	<p>something? You've been kind of huffy with her all night long. You know, Auggie, I'm as much to blame for sending you to school as she is."</p> <p>"No, she's more to blame. It was her idea."</p>		<p>fact that he has a bad day at school, he prefer blaming his mother for sending him to school. This defense is called regression when August performs two actions of previous stage which are blaming and being resentful. Besides, it also called as rationalization. The quotation explains how August blames his mother. He wants to excuse his anger for having a bad and tiring day by blaming her. Having a bad and tiring day and his mother's decision to send him for school has no connection, so August rationalizes the reason to avoid guilty feeling from being angry. In short, it can be said that August changes the true motive with another motive to excuse his anger.</p>	
18.	<p>"Why don't you put Auggie to bed tonight?" Dad said to Mom, getting up.</p> <p>"I've got some work to do anyway. Good night, my son, my son." That was another part of our Auggie Doggie routine, though I wasn't in the mood to say Good night, dear ol' Dad. "I'm so proud of you," said Dad, and then he got up out of the bed.</p>	58-59	<p>The quotation explains how August still wants his parents taking turns to put him to bed. It shows how August still needs attention and affection. The complexity of reality pushes him to do so. Therefore, it shows how August still wants to be treated affectionately as a way to use regression.</p>	2

	Mom and Dad had always taken turns putting me to bed. I know it was a little babyish of me to still need them to do that, but that's just how it was with us.			
19.	<p>I'm not sure why, but all of a sudden I started to cry.</p> <p>Mom put the book down and wrapped her arms around me. She didn't seem surprised that I was crying.</p> <p>"It's okay," she whispered in my ear.</p> <p>"It'll be okay."</p> <p>"I'm sorry," I said between sniffles.</p> <p>"Shh," she said, wiping my tears with the back of her hand.</p> <p>"You have nothing to be sorry about. . . ."</p> <p>"Why do I have to be so ugly, Mommy?" I whispered.</p> <p>"No, baby, you're not . . ."</p> <p>"I know I am."</p>	59-60	August feels guilty about his condition and feels guilty for not getting used to his new school life. Here is a battle between the Id that wants to go to school and the Superego coming from the school environment. Anxiety appears because he feels different and has difficulties in adaptation.	1
20.	I'm not saying they were doing any of these things in a mean way, by the way: not once did any kid laugh or make noises or do anything like that. They were just being normal dumb	62	The citation shows how August uses another motive to give justification to the first motive. The true motive is that kids say something behind August. Therefore, August turns the motive into a justification that what the	2

	<p>kids. I know that. I kind of wanted to tell them that. Like, it's okay, I'm know I'm weird-looking, take a look, I don't bite. Hey, the truth is, if a Wookiee started going to the school all of a sudden, I'd be curious, I'd probably stare a bit! And if I was walking with Jack or Summer, I'd probably whisper to them: Hey, there's the Wookiee. And if the Wookiee caught me saying that, he'd know I wasn't trying to be mean. I was just pointing out the fact that he's a Wookiee.</p>		<p>kids do is a normal thing and he probably does that too if he is in the kid's position. Here, August looks for justification to reduce his anxiety. It means that August uses rationalization as defense mechanism.</p> <p>The quotation also shows that according to August, it is totally normal to do such a thing in a school. The truth is that August needs a motive to reduce his anxiety from judgment, bully, and discrimination. It conveys a meaning that August wants to think positively and optimistically in order to reduce his anxiety. Thinking rationally and positively encourages his self-confidence in his school life.</p>	
21.	<p>Later, after we finished reading about how ancient Sumerians built sundials, Jack whispered: "Do you ever want to beat those kids up?"</p> <p>'I shrugged. "I guess. I don't know."</p>	63	<p>August ignores bully, discrimination and harassment that happens to him. The citation shows that he does not know if he wants to take revenge or not. His inner self might want to do that but he never does such things. It can be concluded that even though people are mean to him, he does not want to hurt them back.</p>	2
22.	<p>For me, Halloween is the best holiday in the world. It even beats Christmas. I get to dress up in a costume. I get to wear a mask. I get to go</p>	73	<p>The quotation shows how August had unpleasant experiences since he was little which caused him wearing helmet wherever he</p>	2

<p>around like every other kid with a mask and nobody thinks I look weird. Nobody takes a second look. Nobody notices me. Nobody knows me.</p> <p>I wish every day could be Halloween. We could all wear masks all the time. Then we could walk around and get to know each other before we got to see what we looked like under the masks.</p> <p>When I was little, I used to wear an astronaut helmet everywhere I went. To the playground. To the supermarket. To pick up from school. Even in the middle of summer, though it was so hot my face would sweat. I think I wore it for a couple of years, but I had to stop wearing it when I had my eye surgery. I was about seven, I think. And then we couldn't find the helmet after that. Mom looked everywhere for it. She figured that it had probably ended up in Grans's attic, and she kept meaning to look for it, but by then I had</p>	<p>went. He felt safe and confident wearing the helmet because people would not judge his face. When the helmet was lost, he got very upset because it meant a lot to him. The truth is that his father did not want August wearing that again, so he threw it out. As a result, wearing no helmet makes August stressful. The unpleasant experiences happened to August becomes a traumatic memory. In order to reduce the tension, the traumatic memory is pushed into unconsciousness to make August is not aware about that.</p>	
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	gotten used to not wearing it.			
23.	Walking through the halls that morning on my way to the lockers was, I have to say, absolutely awesome. Everything was different now. I was different. Where I usually walked with my head down, trying to avoid being seen, today I walked with my head up, looking around. I wanted to be seen. One kid wearing the same exact costume as mine, long white skull face oozing fake red blood, highfived me as we passed each other on the stairs. I have no idea who he was, and he had no idea who I was, and I wondered for a second if he would have ever done that if he'd known it was me under the mask.	76	The statement shows denial of reality. It is because August shows how he is confident under the mask and he really wants to be seen. Wearing a costume makes August feel different, which means that he is seen and treated ordinary. Therefore, he can act and do anything as confident as possible like heading up and looking around. August unconsciously denies the reality of being coward in which he feels like he is the same like others, but under the costume.	2
24.	"I don't know," answered the mummy. "Tushman asked me to hang out with him at the beginning of the year, and he must have told all the teachers to put us next to each other in all our classes, or something." The mummy shrugged. I knew the shrug, of course. I knew the voice. I knew I wanted	77	August incidentally hears Jack, Julian and other students talk something mean behind him. Thus, the citation explains the response of August for not being ready to face the situation when the source of his anxiety attacks unexpectedly. In this case, anxiety is caused by Superego in the form of someone's words.	1

	<p>to run out of the class right then and there. But I stood where I was and listened to Jack Will finish what he was saying. "I mean, the thing is: he always follows me around. What am I supposed to do?"</p> <p>"Just ditch him," said Julian.</p> <p>I don't know what Jack answered because I walked out of the class without anyone knowing I had been there. My face felt like it was on fire while I walked back down the stairs. I was sweating under my costume. And I started crying. I couldn't keep it from happening. The tears were so thick in my eyes I could barely see, but I couldn't wipe them through the mask as I walked. I was looking for a little tiny spot to disappear into. I wanted a hole I could fall inside of: a little black hole that would eat me up.</p>			
25.	I never used to see August the way other people saw him. I knew he didn't look exactly normal, but I really	85	The citation explains how a strange look becomes a traumatic memory for August. It is explained by the statement of Olivia Pullman,	1

	<p>didn't understand why strangers seemed so shocked when they saw him. Horrified. Sickened. Scared. There are so many words I can use to describe the looks on people's faces. And for a long time I didn't get it. I'd just get mad. Mad when they stared. Mad when they looked away. "What the heck are you looking at?" I'd say to people—even grown-ups.</p>		<p>the big sister of August. She explains how people see August with a strange look and a strange expression. Directly or indirectly, of course August realized that moments, so it became a traumatic memory to him. Therefore, when he must face the source of danger, it becomes realistic anxiety.</p>	
26.	<p>"Then why would he say it? He's been pretending to be my friend all along. Tushman probably bribed him with good grades or something. I bet you he was like, hey, Jack, if you make friends with the freak, you don't have to take any tests this year."          "You know that's not true. And don't call yourself a freak."          "Whatever. I wish I'd never gone to school in the first place."          "But I thought you were liking it."          "I hate it!" He was angry all of a sudden, punching his pillow.</p>	112-113	<p>The quotation shows how August respond to something emotionally. It all starts when Olivia asked August to tell about how his school going. August tells Olivia an unexpected thing that he experienced in school, in which it makes him upset. August is regretful about school life. The statement is the response to Olivia's question that provokes him to sound angry. Therefore, he is emotional to the things that bother him a lot and he just releases them at home.</p> <p>Moreover, punching a pillow indicates that August uses displacement The pillow is considered as a safer object.</p>	1&2

	<p>"I hate it! I hate it! I hate it!" He was shrieking at the top of his lungs.</p>		<p>The decision of quitting school and the hatred towards school represents how August applies rationalization. The statement explains how he uses another motive to underlie the cause of his anger, bad mood and emotion. His anger is caused by Jack Will, but he turns the reason into the regret of entering Beecher Prep. He also says that he hates school. It can be concluded that the second motive replaces the true motive for August to avoid returning to Beecher Prep. Therefore, August applies rationalization by giving a reason about hating and quitting school, which actually is a way to cover his anger towards Jack and his tiredness of discrimination.</p>	
27.	<p>"You're going to have to tell Mom and Dad why," I pointed out, pulling the comic book out of his hands so he'd have to look up at me while we were talking. "Then Mom will call the school and everyone will know about it." "Will Jack get in trouble?" "I would think so." "Good."</p>	114	<p>The quotation explains how August's Id wants to be satisfied and it is dominant. After that, his sister says that if their parents know about it, he will be treated like a kid with a special need.</p>	1

	I have to admit, August was surprising me more and more. He pulled another comic book off his shelf and started leafing through it.			
28.	"Auggie," I said. "Are you really going to let a couple of stupid kids keep you from going back to school? I know you've been enjoying it. Don't give them that power over you. Don't give them the satisfaction."	114	The citation is a suggestion from Olivia directed to August says that he needs to ignore everything that bothers him. At first, Olivia gives much advice to August to be courageous to face everything. She also gives consequences to August if he does not want to go to school, so their parents know that he is in trouble. Olivia's advice here becomes Super ego for August. The strong Super ego makes August decide to go back to school and face the problem.	2
29.	"But this is crazy, Auggie!" I said emphatically, pulling the new comic book away from him, too. "You have to go back to school. Everyone hates school sometimes. I hate school sometimes. I hate my friends sometimes. That's just life, Auggie. You want to be treated normally, right? This is normal! We all have to go to school sometimes	115	August who has a problem in the school decides to quit. Olivia gets surprised, so she encourages him to go back to school. She wants August to face the problem bravely, although she says it in annoyingly.	2

	despite the fact that we have bad days, okay?"			
30.	"You don't have to say a word to those kids," I continued.	115	One of Olivia's suggestions to August that says he just needs to ignores them in silence.	2
31.	Some kids have actually come out and asked me why I hang out with "the freak" so much. These are kids that don't even know him well. If they knew him, they wouldn't call him that. "Because he's a nice kid" I always answer. "And don't call him that."	119	The citation shows one of August's characteristics. The citation spoken by Summer reveals that she has a different perspective towards August. She can say that, because when she accompanied August for lunch in the first day of school, he was just welcome her nicely. From that situation, it makes Summer believe that there is nothing wrong with August, so the truth is that August is just a kid who is funny and easygoing.	1
32.	It was actually because I was playing Four Square with August that I found out about the Plague. Apparently this is a "game" that's been going on since the beginning of the year. Anyone who accidentally touches August has only thirty seconds to wash their hands or find hand sanitizer before they catch the Plague. I'm not sure what happens to you if you actually	120	The quotation is a statement from Summer who explains how the fifth graders in school make a game called as The Plague. Of course, August realizes it and even calls it a Cheese Touch. In fact, this thing implicitly is a form of judgement and differentiation towards August. However, August does not care and just let them.	1

	catch the Plague because nobody's touched August yet—not directly.			
33.	<p>"You know, Summer," he said. "You don't have to do this."</p> <p>"What are you talking about?"</p> <p>"You don't have to be friends with me. I know Mr. Tushman talked to you."</p> <p>"I have no idea what you're talking about."</p> <p>"You don't have to pretend, is all I'm saying. I know Mr. Tushman talked to some kids before school started and told them they had to be friends with me."</p> <p>"He did not talk to me, August."</p>	125-126	The excerpt shows how August has prejudice towards Summer by accusing her for not being sincere to be friends with him. In fact, Summer is the one who sincerely befriends August. Summer who does not know about that replies in persistence. It is an internal conflict experienced by August that he has distrust to his friends and creates prejudice towards them.	1
34.	<p>"I don't like being accused of things, okay?"</p> <p>"Okay. I'm sorry."</p> <p>"You should be."</p> <p>"He really didn't talk to you?"</p> <p>"Auggie!"</p> <p>"Okay, okay, I'm really sorry."</p>	126	The internal conflict ends when Summer convinces August that she is not involved. Finally, August gives up and begins to trust Summer. Here, August fights his mistrust by asking for an apology to Summer for his accusation.	1
35.	"Are your parents divorced? I've never seen him at drop-off or anything."	128	August is asking a sensitive question, besides he just wants to sympathize, but like other children, August is still naive. He is regretful for	1

	<p>"Oh, no," I said. "He was a platoon sergeant. He died a few years ago."</p> <p>"Whoa! I didn't know that."</p> <p>"Yeah." I nodded, handing him a picture of my dad in his uniform.</p> <p>"Wow, look at all those medals."</p> <p>"Yeah. He was pretty awesome."</p> <p>"Wow, Summer. I'm sorry."</p> <p>"Yeah, it sucks. I really miss him a lot."</p>		<p>asking that and sympathetic for Summer's loss. This is one of August's characteristic.</p>	
36.	<p>"But they don't come back looking the same," he said. "I mean, they look completely different when they come back, right?"</p> <p>"Oh yeah," I answered. "Your soul stays the same but everything else is different."</p> <p>"I like that," he said, nodding a lot. "I really like that, Summer. That means in my next life I won't be stuck with this face."</p> <p>He pointed to his face when he said that and batted his eyes, which made me laugh.</p> <p>"I guess not." I shrugged.</p>	129	<p>The statement spoken by August shows how he creates a fantasy about himself afterlife. He longs for a perfect life with a perfect face, so he fantasizes the changes of everything about his appearance in the next life. The reality of himself in real life is contradictory to his fantasy, so it can be concluded that he denies his reality.</p>	2



	"Hey, I might even be handsome!" he said, smiling. "That would be so awesome, wouldn't it? I could come back and be this good-looking dude and be super buff and super tall."			
37.	First of all, you do get used to his face. The first couple of times I was like, whoa, I'm never going to get used to this. And then, after about a week, I was like, huh, it's not so bad. Second of all, he's actually a really cool dude. I mean, he's pretty funny. Like, the teacher will say something and August will whisper something funny to me that no one else hears and totally make me crack up. He's also just, overall, a nice kid. Like, he's easy to hang out with and talk to and stuff.	142	Another characteristic of August is spoken by stated by Jack Will. The spoken by Jack indicates that August is welcome to everyone who wants to be his friend. August likes to help Jack in science because Jack is bad at it while August is good at it. Helping each other makes both of them get closer as friends and partners in a school project.	1
38.	So this is how things are between us now. We only talk to each other about school stuff if we absolutely have to. Like, I'll say, "What did Rubin say the homework was?" and he'll answer. Or he'll be	145	The quotation shows how August is still mad at Jack Will. Despite being angry, he does not pull out himself from Jack relatively. August still wants to interact with him once in a while. It indicates that August still has a heart in treating	2

	like, "Can I use your pencil sharpener?" and I'll get my sharpener out of my pencil case for him. But as soon as the bell rings, we go our separate ways.		someone. Therefore, it can be concluded that there are two opposite reactions performed by August, which are being mad and being nice.	
39.	To that end, I wonder if Jack's unexpectedly violent behavior might have been a result of too much pressure being placed on his young shoulders? I am speaking specifically of the new child with special needs who both Jack and Julian were asked to "befriend." In retrospect, and having now seen the child in question at various school functions and in the class pictures, I think it may have been too much to ask of our children to be able to process all that. Certainly, when Julian mentioned he was having a hard time befriending the boy, we told him he was "off the hook" in that regard. We think the transition to middle school is hard enough without having to place greater burdens or hardships on these young, impressionable	162	The quotation is an email from Julian's mother, Mrs. Albans, one of the school board members, to Mr. Tushman, the principal. The email is sent after Jack beat Julian because Julian mocked August. In the email, she argues that the decision to accept August is very questionable. Mrs. Albans asks the principal to apply the student's acceptance standard to August. In addition, August is also considered as a kid with special needs by some parents and also considered as a burden for their children. From that explanation, it can be concluded that August is bound by the stereotype. In the end, that is the moral anxiety experienced by August in his school environment.	1

	<p>minds. I should also mention that, as a member of the school board, I was a little disturbed that more consideration was not given during this child's application process to the fact that Beecher Prep is not an inclusion school. There are many parents—myself included—who question the decision to let this child into our school at all. At the very least, I am somewhat troubled that this child was not held to the same stringent application standards (i.e. interview) that the rest of the incoming middle-school students were.</p>			
40.	<p>1 New Text Message From: JACKWILL Dec 31 5:02PM he's a jerk. but I was a jerk too. really really really sorry for wat I said dude, Ok? can we b frenz agen?</p> <p>1 New Text Message From: AUGUST Dec 31 5:03PM ok</p>	166	<p>The quotation explains how Jack Will regrets everything that he has said behind August and convinces him that it is a bad deed. The fight between August and Jack is over when Jack admits that he is wrong and August says that he is apologized.</p>	1
41.	<p>"Are you kidding? I can't, now that</p>	178	<p>The quotation explains how Jack Will does not realize</p>	2

	<p>everybody's acting like I have the Plague."</p> <p>The second I said it, I realized I shouldn't have said it. There was this awkward moment of silence. I looked at Auggie.</p> <p>"It's okay," he said.</p> <p>"I knew about that."</p> <p>"Sorry, dude," I said.</p> <p>"I didn't know they called it the Plague, though," he said. "I figured it was more like the Cheese Touch or something."</p> <p>"Oh, yeah, like in Diary of a Wimpy Kid." I nodded.</p> <p>"The Plague actually sounds cooler," he joked. "Like someone could catch the 'black death of ugliness.' "As he said this, he made air quotes.</p> <p>"I think it's awful," said Summer, but Auggie shrugged while taking a big sip from his juice box.</p>		<p>that he offends August about the Plague. It makes an awkward moment for a while. Though August feels offended, he tries to break the ice by turning it into a joke. He covers his feeling by using a joke. Besides, Summer knows that the joke is awful and not funny. It can be concluded that August uses reaction formation to make his friends do not feel guilty because of his true reaction.</p>	
42.	<p>"Okay, this one is the one," said August, pointing to a picture on the screen of a bunch of potatoes with wires poking out of them. "How to build an organic battery made of potatoes. Now, that's</p>	182	<p>August and Jack discuss a science project for a science fair. The quotation shows how August likes a challenge in science, even though it sounds hard. He is very optimistic about that project and ready to do it together</p>	2

	<p>cool. It says here you could power a lamp with it. We could call it the Spud Lamp or something. What do you think?"</p> <p>"Dude, that sounds way too hard. You know I suck at science."</p> <p>"Shut up, you do not."</p> <p>"Yeah I do! I got a fifty-four on my last test. I suck at science!"</p> <p>"No you don't! And that was only because we were still fighting and I wasn't helping you. I can help you now. This is a good project, Jack. We've got to do it."</p> <p>"Fine, whatever." I shrugged.</p>		<p>with Jack. In short, his passion in science is to cover his deficiency and it also indicates that he does not give up on his passion only by people's words. The accomplishment he gets in science creates an image of a smart and creative student.</p>	
43.	<p>The Spud Lamp was a big hit at the science fair. Jack and I got an A for it. It was the first A Jack got in any class all year long, so he was psyched.</p>	206	<p>The quotation shows how August shifts his lack in socialization is expressed into his passion in science. This is how he uses displacement.</p>	2
44.	<p>Anyway, it's not that I care that people react to me. Like I've said a gazillion times: I'm used to that by now. I don't let it bother me. It's like when you go outside and it's drizzling a little. You don't put on boots for a drizzle. You don't even open your umbrella. You walk through it and barely notice your hair getting wet.</p>	207	<p>It happen when August and Jack Will have a science project together and all parents are invited to the science fair. There August meets many people including parents of Beecher Prep students that actually bother him a lot. The quotation shows how August denies that he is getting used to everyone, but not parents. Being in such an uncomfortable moment with</p>	2

	<p>But when it's a huge gym full of parents, the drizzle becomes like this total hurricane. Everyone's eyes hit you like a wall of water.</p>		<p>many parents is in contrast to what August says that he is getting used to people. In short, he applies denial of reality in order to defend himself from anxiety.</p>	
45.	<p>I got notes like: Freak! And another that said: Get out of our school, orc!</p> <p>Summer thought we should report the notes to Ms. Rubin, who was the middle-school dean, or even Mr. Tushman, but we thought that would be like snitching. Anyway, it's not like we didn't leave notes, too, though ours weren't really mean. They were kind of funny and sarcastic.</p> <p>One was: You're so pretty, Julian! I love you. Will you marry me? Love, Beulah</p> <p>Another was: Love your hair! XOX Beulah</p> <p>Another was: You're a babe. Tickle my feet. XO Beulah.</p> <p>Beulah was a made-up person that me and Jack came up with. She had really gross habits, like eating the green stuff in between her toes and sucking on her knuckles. And we</p>	208	<p>The quotation states that the conflict between Julian and August is still going. The most important thing, finally August, by the help of Jack Will, is brave to respond Julian's bully.</p> <p>Besides, it also indicates The quotation shows how August and Jack Will reply Julian's notes. Basically, they want to revenge Julian in safer way, so it will not make more tension between those three people. Although Julian sends them hate notes, Jack and August who are annoyed with it, prefer reacting in funny and sarcastic way to cover their madness towards him including "You're so pretty, Julian! I love you. Will you marry me? Love", "Love your hair! XOX", and "You're a babe. Tickle my feet. XO" (Palacio, 2012, p. 208). August and Jack's hatred to Julian is shown by a name "Beulah". Therefore, it can be concluded that August and Jack's replies showing affection is</p>	1 & 2

	figured someone like that would have a real crush on Julian, who looked and acted like someone in a KidzBop commercial.		contrary to Julian's notes containing hatred.	
46.	<p>Out of all my features, my ears are the ones I hate the most. They're like tiny closed fists on the sides of my face. They're too low on my head, too. They look like squashed pieces of pizza dough sticking out of the top of my neck or something. Okay, maybe I'm exaggerating a little. But I really hate them. When the ear doctor first pulled the hearing aids out for me and Mom to look at, I groaned.</p> <p><i>"I am not wearing that thing,"</i> I announced, folding my arms in front of me.</p>	211	Denial applied by August is proven by his statement. He knows that he needs to wear that to help him hearing brightly, but he refuses to wear, it means that he denies the reality of hearing problem. August more concerns about his look than his need. Denial that he applies is only for a moment, because after trying the hearing aid, he decides to wear it.	2
47.	<p>"The Lobot part," I said miserably.</p> <p>"Hey, Lobot is cool," said the ear doctor. "It's not like we're saying you're going to look like Jar Jar, you know? That would be bad." He slid the earphones on my head again carefully.</p> <p>"There you go, August. So how's that?"</p> <p>"Totally uncomfortable!" I said.</p>	212-213	The quotation shows how August uses another motive to hide his true motive. He says that it is uncomfortable to wear that thing since the design is different from the usual one, but the truth is not like that. The following quotation shows his true reason about rejecting the hearing aid.	2

	<p>"You'll get used to them very quickly," he said. I looked in the mirror. My eyes started tearing up. All I saw were these tubes jutting out from either side of my head— like antennas. "Do I really have to wear this, Mom?" I said, trying not to cry. "I hate them. They don't make any difference!"</p>			
48.	<p>"Auggie, Mom's taken her to the vet like three times in the last two months. She's been throwing up left and right. Haven't you noticed?"</p> <p>"But I didn't know she was sick!" Via didn't say anything, but she put her arm around my shoulders and pulled me closer to her. I started to cry again.</p> <p>"I'm sorry, Auggie," she said softly. "I'm really sorry about everything, okay? You forgive me? You know how much I love you, right?" I nodded.</p> <p>Somehow that fight didn't matter much now.</p> <p>"Was Mommy bleeding?" I asked. "It was just a nip," said Via. "Right there." She pointed to the bottom of her thumb to show</p>	224	<p>Another sympathetic shown by August is when there are two troubled things, the first is Daisy's sickness and his mother who is bitten by the dog. The quotation shows that August is very regretful for the unknown condition of his dog. In addition, he also is very upset for the sickness that happens to his dog. Then, it also shows his affection and sympathy to his mother. The question to his sister, Olivia, indicates that he wants to make sure that their mother is fine.</p>	1



	me exactly where Daisy had bitten Mom. "Did it hurt her?" "Mommy's okay, Auggie. She's fine."			
49.	I woke up later on and it was still dark. I got out of bed and walked into Mom and Dad's bedroom. "Mommy?" I whispered. It was completely dark, so I couldn't see her open her eyes. "Mommy?" "You okay, honey?" she said groggily. "Can I sleep with you?" Mom scooted over toward Daddy's side of the bed, and I snuggled up next to her. She kissed my hair.	226	After having a high tension August comes to his parent's room. It can be seen from the excerpt which shows how August is seeking attention and affection by snuggling next to his mother. Seeking attention is one of child's behaviors, so it can be concluded that August applies regression. Therefore, it can be concluded that August is still dependent to his parents.	2
50.	"...And I wondered how it would feel to be in heaven someday and not have my face matter anymore. Just like it never, ever mattered to Daisy"	227	The quotation shows that August is getting tired of his bitter life. Therefore, he denies it through a fantasy about afterlife. His longing also proven by the fantasy of heaven as a place where people will not matter his face anymore, like his dog did.	2
51.	"...The only really bad thing about my bionic Lobot hearing aids was the fact that I couldn't wear a baseball cap anymore. In situations like these, baseball caps	228	The quotation shows the true motive is not about how uncomfortable the hearing aid is, but it is about how he cannot wear a cap to cover his head. The cap could cover his head, so people	2

	<p>come in really handy. Sometimes I wish I could still get away with wearing that old astronaut helmet I used to wear when I was little. Believe it or not, people would think seeing a kid in an astronaut helmet was a lot less weird than seeing my face. Anyway, I kept my head down as I walked right behind Mom through the long bright hallways”</p>		<p>around him will not notice. It is clear that his social anxiety becomes the main reason why he does not want to wear a hearing aid. This defense mechanism is called as rationalization.</p> <p>The quotation also shows how August is still fearful to be in his sister’s school for the first time, so he follows his mother behind to be guided and protected. In short, August’s action in the hallway of his sister school indicates that he applies regression.</p>	
52.	<p>I nodded. "What if I have a nightmare?"</p> <p>"Your teachers will be there, sweetie," she said. "And Jack. And your friends."</p> <p>"I can bring Baboo," I said. That was my favorite stuffed animal when I was little. A small black bear with a soft black nose.</p> <p>"You don't really sleep with him anymore, do you?" said Mom.</p> <p>"No, but I keep him in my closet in case I wake up in the middle of the night and can't get back to sleep," I said. "I could hide him in my bag. No one would know."</p>	253	<p>Id of August that is the will of being protected by his parents and being in a safe zone. There is a time for outdoor activity in the nature reserve that requires August to be away from his parents. Being far away from both of his parents means his Id is unfulfilled. Meanwhile, the reality that he must face is in the form of fear of the inability to overcome things independently. Therefore, it can be concluded if August is far away from his family, it means his Id is unfulfilled and if the source of danger is coming over, anxiety will arise.</p>	1

	<p>"Then let's do that." Mom nodded, getting Baboo from inside my closet.</p> <p>"I wish they allowed cell phones," I said.</p>			
53.	<p>Jack tried to push past Eddie, but Eddie shoved his hands into Jack's shoulders and pushed him hard, which made Jack fall backward.</p> <p>"Eddie!" screamed one of the girls.</p> <p>"Look," I said bothers, stepping in front of Jack and holding my hands up in the air like a traffic cop. "We're a lot smaller than you guys . . ."</p> <p>"Are you talking to me, Freddie Krueger? I don't think you want to mess with me, you ugly freak," said Eddie. And this was the point where I knew I should run away as fast as I could, but Jack was still on the ground and I wasn't about to leave him.</p>	266	<p>Another internal conflict is that at first August is a coward, then he tries to dare to defend himself. He tries to be resistant to a situation that bothers him. Being resistant means preventing something from happening. August tries to be resistant by making peace and deal with the older kids to let them go. In this situation, August encourages himself to speak as self-defence. Even though his effort is unsuccessful, he stands still with Jack despite being scared. Here, August is still less in resistance, but his ego has worked well.</p>	1&2
54.	<p>"Okay," said Amos, "but, little dude, don't walk around here alone again, okay? If you need to go somewhere, tell us and we'll go with you."</p>	271	<p>The quotation shows that everyone starts to accept August by giving him protection. In this phase, August begins to get his friends' recognition and to trust them thoroughly.</p>	1

	"Okay." I nodded.		August's This phase also shows that August's surrounding has changed by a means of August's acceptance.	
55.	"'He is the greatest,' " he finally continued, " 'whose strength carries up the most hearts by the attraction of his own.' Without further ado, this year I am very proud to award the Henry Ward Beecher medal to the student whose quiet strength has carried up the most hearts. "So will August Pullman please come up here to receive this award?"	304	Mr.Tushman announces that August Pullman receives an award for his greatness because he has passed obstacles in the fifth grade bravely. The accomplishment he gets is a proof that he is developing from time to time. In short, what makes August become a motivational personality is from courage, kindness, friendship, and character.	2
56.	I really couldn't believe it. I think I was smiling. Maybe I was beaming, I don't know. As I walked up the aisle toward the stage, all I saw was a blur of happy bright faces looking at me, and hands clapping for me.	305	It shows how August is fearless to show up in front of people. It happens when he is called to receive an award, it is clear that it shows his improvement.	2
57.	No, that's not true. I knew why. It's like people you see sometimes, and you can't imagine what it would be like to be that person, whether it's somebody in a wheelchair or somebody who can't talk. Only, I know that	306	Until the end of the story, August still believes that he is ordinary, though people see him as different. This belief helps him to survive in various conditions until he gets a recognition by his surroundings.	2

	I'm that person to other people, maybe to every single person in that whole auditorium. To me, though, I'm just me. An ordinary kid.			
58.	I took a few steps back and surprised her by hugging her as she walked. She put her arm around me and gave me a squeeze. "Thank you for making me go to school," I said quietly	309	The quotation conveys a meaning that August is satisfied with his parents' encouragement to make him go to school. His denial affects him on not giving up upon the challenges that he had faced.	2