

**BETH HARMON'S ANXIETY AND DEFENSE MECHANISMS IN  
*THE QUEEN'S GAMBIT* SERIES SEASON 1**

**A FINAL PROJECT**

**Presented as Partial Fulfillment of the Requirement  
to obtain the Sarjana Sastra degree in  
English Literature**



**SALMA KHAIRUN NISA**

**30801900040**

**ENGLISH LITERATURE STUDY PROGRAM  
FACULTY OF LANGUAGE LITERATURE AND CULTURE  
SULTAN AGUNG ISLAMIC UNIVERSITY  
SEMARANG**

**2025**

**PAGE OF APPROVAL**

A Final Project entitled

**BETH HARMON'S ANXIETY AND DEFENSE MECHANISMS IN  
THE QUEEN'S GAMBIT SERIES SEASON 1**

Prepared and presented by:


**SALMA KHAIRUN NISA**

**30801900040**

has been approved by the advisor and to be examined by the Board of Examiners.



Semarang, August 22<sup>nd</sup> 2025

  
Nailil Muna, S.S., M.A.

Advisor

## PAGE OF VALIDATION

*A Sarjana Sastra Final Project on*

### BETH HARMON'S ANXIETY AND DEFENSE MECHANISMS IN THE QUEEN'S GAMBIT SERIES SEASON 1

Prepared and presented by

**SALMA KHAIRUN NISA**

30801900040

Defended before the Board of Examiners

On August 22<sup>nd</sup> 2025

And Declared Acceptable

Board of Examiners

Chairman : Nailil Muna, .S.S., M.A.

Secretary : Idha Nurhamidah, S.S., M.Hum

Member : Afina Murtiningrum, S.S., M.A.

Semarang, August 22<sup>nd</sup> 2025

Faculty of Language Literature and Culture of

UNISSULA

Dean



Destary Praptawati, S.S., M. Hum

## STATEMENT OF WORK'S ORIGINALITY

I hereby declare that this thesis is my own original work and has not been submitted in any form for another degree or diploma at any university or other institution of higher education. To the best of my knowledge, this work contains no material previously published or written by another person, except where due reference is made in the text of this thesis.

Any contribution made to the research by others, with whom I have worked at Sultan Agung University, or elsewhere, is explicitly acknowledged in the thesis.

I am fully responsible for the content of this thesis.



Semarang, August 29<sup>th</sup> 2025



Salma Khairun Nisa

## **MOTTO**

"And say: 'Ya Allah, add to me knowledge.'

(QS. Tāhā: 114)

Knowledge is the light that illuminates the darkness of ignorance, a guide at the crossroads of life, and provisions for walking the path to Allah's approval.

Every letter learned is an answered prayer, every challenge faced is a test that matures the soul. With the belief that knowledge is trust and devotion is worship, the author adheres to His word, walking this path of search not just for a title, but to carve out a trail of goodness that benefits others.

## **DEDICATION**

This thesis is the tangible manifestation of every drop of sweat, prayer, and support that has been given. Thank you for every process that has forged, shaped, and strengthened me. With gratitude to Allah, I dedicate this work to my beloved parents, whose prayers have supported every step. My lecturers and mentors, who patiently opened the doors of knowledge. My true friends, who have been present through every joy and sorrow of this journey. And to all seekers of knowledge, may we always stay on His path. This thesis is proof that I am capable.

"Whoever treads a path in search of knowledge, Allah will make easy for him the path to Paradise."

(HR.Muslim)



## ABSTRACT

**Nisa, Salma Khairun, 30801900040** Beth Harmon's Anxiety and Defense Mechanisms in *The Queen's Gambit* Series Season 1. A final project Faculty of Language Literature and Culture. English Literature Program. Sultan Agung Islamic University Semarang.  
Advisor: Nailil Muna, M.A.

Psychological views on anxiety are very diverse, many theories have been developed to overcome anxiety problems. Anxiety is a topic that is never quiet to study, because humans have their own causes of anxiety. This study aims to analyze the anxiety and defense mechanisms of the main characters in *The Queen's Gambit* series season 1 based on Sigmund Freud's psychoanalytic theory. This study uses a qualitative method with a narrative analysis approach to *The Queen's Gambit* series season 1. Data were collected through observation of scenes relevant to the psychological conflict of the main character.

Freud divided the types of threats into three main categories: reality, neurotic, and moral anxiety. The anxiety experienced by Beth is categorized as reality anxiety arises when Beth faces external pressures such as gender discrimination and social expectations in the male-dominated chess world, neurotic anxiety emerges from internal conflicts between her unconscious drives (id) and her ego's effort to maintain control, particularly seen in her fear of failure and drug dependence. The findings also reveal that Beth Harmon in *The Queen's Gambit* employs various ego defense mechanisms to cope with her anxiety and inner conflicts, including rationalization (justifying her drug dependency to maintain focus), sublimation (channeling emotional pressure into chess), fixation (persistent dependency on tranquilizers since childhood), displacement (redirecting frustration into the game and social interactions), and projection (attributing her own fears and doubts to others).

*Keywords: psychoanalysis theory of sigmund freud, anxiety, defense mechanism, the queen's gambit*

## INTISARI

**Nisa, Salma Khairun, 30801900040** Beth Harmon's Anxiety and Defense Mechanisms in *The Queen's Gambit* Series Season 1. A final project Faculty of Language Literature and Culture. English Literature Program. Sultan Agung Islamic University Semarang.  
Advisor: Nailil Muna, M.A.

Pandangan psikologis tentang kecemasan sangat beragam, banyak teori yang dikembangkan untuk mengatasi masalah kecemasan. Kecemasan merupakan topik yang tidak pernah sepi untuk dikaji, karena manusia pasti memiliki berbagai kecemasan yang dialami dalam hidupnya. Penelitian ini bertujuan untuk menganalisis kecemasan dan mekanisme pertahanan diri tokoh utama dalam serial *The Queen's Gambit* musim ke 1 berdasarkan teori psikoanalisis Sigmund Freud. Penelitian ini menggunakan metode kualitatif dengan pendekatan analisis naratif terhadap serial *The Queen's Gambit* musim ke 1. Data dikumpulkan melalui pengamatan adegan-adegan yang relevan dengan konflik psikologis tokoh utama.

Freud membagi jenis-jenis ancaman ke dalam tiga kategori utama: kecemasan realitas, neurotik, dan moral. Kecemasan yang dialami Beth dikategorikan sebagai kecemasan realitas yang muncul ketika Beth menghadapi tekanan eksternal seperti diskriminasi gender dan ekspektasi sosial dalam dunia catur yang didominasi laki-laki, kecemasan neurotik muncul dari konflik internal antara dorongan bawah sadarnya (id) dan upaya egonya untuk mempertahankan kendali, terutama terlihat dalam rasa takutnya akan kegagalan dan ketergantungan obat, sementara Beth Harmon tidak secara eksplisit menunjukkan kecemasan moral, tetapi melalui tindakan dan reaksi emosionalnya, ada indikasi bahwa ia berjuang dengan konflik antara dorongan bawah sadar dan nilai-nilai moral yang ia internalisasikan. Temuan penelitian menunjukkan bahwa Beth Harmon dalam film *The Queen's Gambit* menggunakan berbagai mekanisme pertahanan ego untuk menghadapi kecemasan dan konflik batinnya, antara lain **rationalization** (membenarkan ketergantungan obat untuk fokus), **sublimation** (menyalurkan tekanan emosional melalui catur), **fixation** (ketergantungan pada pil hijau sejak kecil), **displacement** (mengalihkan frustrasi ke permainan dan hubungan sosial), serta **projection** (memproyeksikan rasa takut dan keraguannya kepada orang lain).

*Keywords:* teori psikoanalisis sigmund freud, kecemasan, mekanisme pertahanan, the queen's gambit

## ACKNOWLEDGMENT

All praise belongs to Allah SWT, Lord of the universe, who has perfectly outlined every line of this life's journey. Through His love, every small step becomes meaningful, every hardship becomes a lesson, and every tear turns into strength. May blessings and peace always be upon the Prophet Muhammad, the bringer of light, whose teachings serve as a beacon in the darkness.

This thesis is not merely written with ink, but with prayers, sacrifices, and love from many hearts. On this occasion, I would like to express my deepest gratitude to:

1. Allah SWT who always gives strength, patience, and broad-mindedness in every process of compiling this thesis.
2. My beloved parents, Deni Wahyudi and Sudaryani. Whose every breath is a prayer, whose every sacrifice is a silent struggle, and whose every smile is the reason I keep moving forward. Thank you for being my home, my anchor, and my greatest source of strength.
3. Ms. Destary Praptawati, S.S., M.Hum., as Dean of the Faculty of Language, Literature, and Culture for your guidance and direction.
4. Ms. Nailil Muna, .S.S., M.A. as Head of the English Literature Study Program, Faculty of Language, Literature, and Culture and also My wise and patient advisor, my deepest gratitude for every guidance, patience, and dedication you have shown throughout the process of completing this thesis. Like a lantern that lights the path in darkness, you have always been



there offering the light of knowledge, the spark of motivation, and the sincerity of mentorship. Every piece of advice and every correction you shared was not merely an improvement to my writing, but a life lesson I will carry forever. May your wisdom, knowledge, and kindness be an everlasting source of blessings.

5. My deepest gratitude to the examiners Idha Nurhamidah, S.S., M.Hum and Afina Murtiningrum, S.S., M.A. who have taken the time, provided attention, and provided valuable input to improve this thesis.
6. My extended family and siblings, Muhammad Salfa Ilham, Salwa Malihah Zhafira, and Abid Haris Safwan for their unconditional support, heartfelt prayers, and encouragement that never fails to lift my spirit.
7. To someone who has only recently stepped into my life yet has managed to fill the empty spaces in my heart, Muhammad Edi Prasetyo, thank you for arriving at just the right time. Your presence has brought new colors, new energy, and feelings I never thought I would experience. Though our journey has just begun, I know each step together is the start of a beautiful story.
8. To my special friend, Maulana Ahmad Widiarta, thank's a lot for being the light when my thoughts grew dim, the calm voice when my heart was restless, and the strength when my spirit waned. Your support has not only helped me complete this thesis, but has also taught me the meaning of sincerity, patience, and true warmth. Your presence is a gift i will always treasure. You can definitely do it too, fighting!!

9. To my beloved KSB Es-A friends, Ratna, Vanesa, Luay, Anik, Fadila, Uddin, thank you for every laughter, sweat, and hard work we have shared together. You are not only colleagues, but also a family who has taught me the meaning of togetherness, responsibility, and selfless support.
10. My fellow comrades and dearest friends, Zaqiya, Risa, Siti, Lady, Khamimin, Zulva, Atmia, Annisa, Nanda, Riris, for walking beside me in both joy and hardship, for the laughter that eased my burdens, and the companionship that made this journey less lonely.
11. To my incredible colleagues, Istar, Irvan, Bima, Nanda, Wulan, Riang, Aza, thank you for the collaboration, support, and shared enthusiasm we have cultivated together.
12. To myself, for choosing to keep going despite the temptation to give up. Thank you for holding on.

This thesis may appear as an academic work to others, but to me, it is living testament to sleepless nights, silent battles, and prayers whispered in solitude. It is a reminder that with patience, faith, and persistence, no dream is too distant to reach. May this work, in its small way, become a source of goodness, a stream of continuing charity, and a proof that perseverance is always worth it.

Semarang, August 29<sup>th</sup> 2025



Salma Khairun Nisa

## TABLE OF CONTENTS

A FINAL PROJECT.....	i
PAGE OF APPROVAL .....	ii
PAGE OF VALIDATION.....	iii
STATEMENT OF WORK’S ORIGINALITY .....	iv
MOTTO.....	v
ABSTRACT.....	vi
INTISARI.....	vii
ACKNOWLEDGMENT.....	viii
TABLE OF CONTENTS.....	xi
CHAPTER I INTRODUCTION.....	1
A. Background of The Study .....	1
B. Problem of Formulation.....	4
C. Limitation of The Study.....	4
D. Objective of the Study.....	5
E. Significance of The Study.....	5
F. Organization of The Study .....	5
CHAPTER II REVIEW RELATED LITERATURE .....	7
A. Synopsis of <i>Queen’s Gambit</i> series season 1.....	7
B. Psychoanalysis Theory of Sigmund Freud.....	10
C. Anxiety.....	12
C.1. Reality Anxiety .....	15
C.2. Neurotic Anxiety.....	16
C.3. Moral Anxiety.....	17
D. Defense Mechanisms .....	18
D.1. Denial.....	20
D.2. Projection .....	22
D.3. Identification.....	24
D.4. Repression.....	25

D.5. Displacement .....	26
D.6. Rationalization .....	26
D.7. Sublimation .....	27
D.8. Fixation .....	28
D.9. Reaction Formation.....	28
D.10. Regression.....	29
D.11. Isolation .....	29
CHAPTER III RESEARCH METHOD .....	31
A. Type of the Research.....	31
B. Data Organizing .....	31
B.1. Data Organizing.....	32
B.1.1 Data Collecting Method.....	32
B.1.2 Identifying the Data .....	32
B.1.3 Classifying the data.....	33
B.1.4 Reducing the data.....	34
C. Types of the Data .....	34
D. Analyzing the Data.....	34
CHAPTER IV FINDING AND DISCUSSION.....	36
A. Type of Anxiety are Experienced by the Main Character <i>Beth Harmon in the Queen's Gambit Series</i> Season 1 .....	36
A.1. Reality Anxiety in the Main Character <i>Queen's Gambit Series</i> Season 1 .....	37
A.2. Neurotic Anxiety in the Main Character <i>Queen's Gambit Series</i> Season 1 .....	42
B. Defense Mechanisms used to Resolve Beth Harmon Anxiety in the <i>Queen's Gambit Series</i> Season 1 .....	49
B.1. Rationalization .....	50
B.2. Sublimation.....	54
B.2.1. Reality .....	54
B.2.2. Neurotic.....	55
B.3. Fixation .....	56

B.4. Projection .....	57
B.5. Displacement .....	60
CHAPTER V CONCLUSION AND SUGGESTION .....	63
A. Conclusion .....	63
B. Suggestion .....	64
BIBLIOGRAPHY .....	66
APPENDIX .....	68





## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Anxiety is an emotional response that arises due to a threat, either real or imaginary, to an individual. Uncomfortable feelings will follow this condition, marked by excessive worry, unhappiness, and fear that can be felt at several levels (Minderop, 2011).

In recent decades, works of fiction, both in the form of novels and television series, have become an important medium for expressing the complexity of human psychology. Anxiety that occurs in the reality of life can be represented in a fictional story created by the author. One of the works that stands out in this regard is *The Queen's Gambit* series season 1, a series that tells the story of the life journey of a girl named Beth Harmon, a chess genius who must face life's challenges and deep inner struggles. This series has attracted the attention of a global audience because it depicts Beth's character with a complex inner conflict, influenced by childhood trauma, drug addiction, and her ambition in the world of chess. Through Beth's character, *The Queen's Gambit* series season 1 becomes an interesting medium for exploring human personality from a psychological perspective. Beth Harmon's personality is interesting to explore because of her complex characteristics, on the one hand, she is a chess genius who has intellectual and strategic acuity but on the other hand, Beth is a fragile

figure who is often unable to control her emotions, falling into self-destructive habits, such as drug and alcohol addiction. The inner conflict faced by Beth implies the influence of various events in her life, especially since she lost both of her parents and lived in an orphanage. The trauma she faced triggered an internal conflict that affected an anxiety.

In addition, Beth also shows various defense mechanisms, such as rationalization, sublimation, fixation, displacement and projection to deal with the inner and emotional conflicts she experiences. These defense mechanisms allow Beth to suppress painful memories and emotions, but at the same time create ongoing tension in her personality. As Beth tries to overcome trauma and face the realities of life, she also struggles to determine her identity amidst pressures that arise both from within herself and from her external environment, such as society's expectations of the role of women in the male dominated world of chess. This research is important to conduct in order to analyze how anxiety and defense mechanisms shape Beth Harmon's emotional journey and behavior.

Previous research that used this object and theory is Eri Irawanti (2022) Universitas Gadjah Mada with a research entitled "Anxiety Disorders, Trauma, and Self Defense Mechanisms in *Novel The Queen's Gambit* (Sigmund Freud's Psychoanalytic Study)". The results of Eri Irawanti's research have identified the types of anxiety disorders and

trauma faced by the characters and the self defense mechanisms they use to deal with these disorders in the novel *The Queen's Gambit*. The results of the discussion show that the characters experience anxiety disorders. Reality anxiety has hit all the characters in the story even though they come from different backgrounds. Neurotic anxiety only hits two characters, namely Elizabeth Harmon and Mrs. Deardorff because of fear of punishment. Moral anxiety hits Mrs. Deardorff, Alma Wheatley, and Beth Harmon because of guilt for actions that violate moral values. To overcome anxiety disorders and trauma, all characters apply the regression self defense mechanism.

I chose *The Queen's Gambit* series season 1 as my research topic because it presents a narrative rich in psychological conflict and relevant to Sigmund Freud's psychoanalytic theory. The story of the main character, Beth Harmon, is not just a journey toward chess success, but also a portrait of the life of an orphaned woman who must navigate childhood trauma, loneliness, drug addiction, and social pressures in a male-dominated environment in the 1950s and 1960s. The complexity of Beth's psychological experiences makes this story interesting to examine from the perspective of Freud's theory, particularly the concepts of anxiety (reality, neurotic, moral anxiety) and defense mechanisms.

Through Beth's character, viewers can see how anxiety manifests in various forms, such as fear of losing control, insecurity about the future, and moral doubts about the meaning of life. Furthermore, Beth's coping strategies,

utilizing various defense mechanisms, demonstrate how individuals attempt to cope with internal pressures using different strategies.

Another reason for choosing *The Queen's Gambit* series season 1 is because the series is globally popular and widely appreciated by both audiences and critics. With its popularity and thematic depth, research on *The Queen's Gambit* series season 1 not only contributes academically to the study of literary psychology or film psychology, but also offers practical insights into how anxiety and defenses operate in real life. Therefore, this research aims to offer a clearer understanding of the relevance of Freud's theory in the modern context and to illustrate how popular art can function as a medium for psychological reflection.

### **B. Problem of Formulation**

Based on the above background, the author formulates the following problems:

1. What types of anxiety are experienced by the main character Beth Harmon in *The Queen's Gambit* series season 1?
2. How are the defense mechanisms used to resolve Beth Harmon anxiety in *The Queen's Gambit* series season 1?

### **C. Limitation of The Study**

This research concentrates on examining Beth Harmon's character through the lens of Sigmund Freud's psychoanalytic theory, especially on anxiety and defense mechanisms. The data were obtained from reading the script and watching scenes in *The Queen's Gambit* series season 1 and

did not include other sources such as the original novels, because previous study have conducted research based on novels.

#### **D. Objective of the Study**

1. To identifying the types of anxiety experienced by Beth Harmon.
2. To analyze the defense mechanisms used by Beth Harmon in responding to anxiety.

#### **E. Significance of The Study**

This research is expected to provide both theoretical and practical contributions:

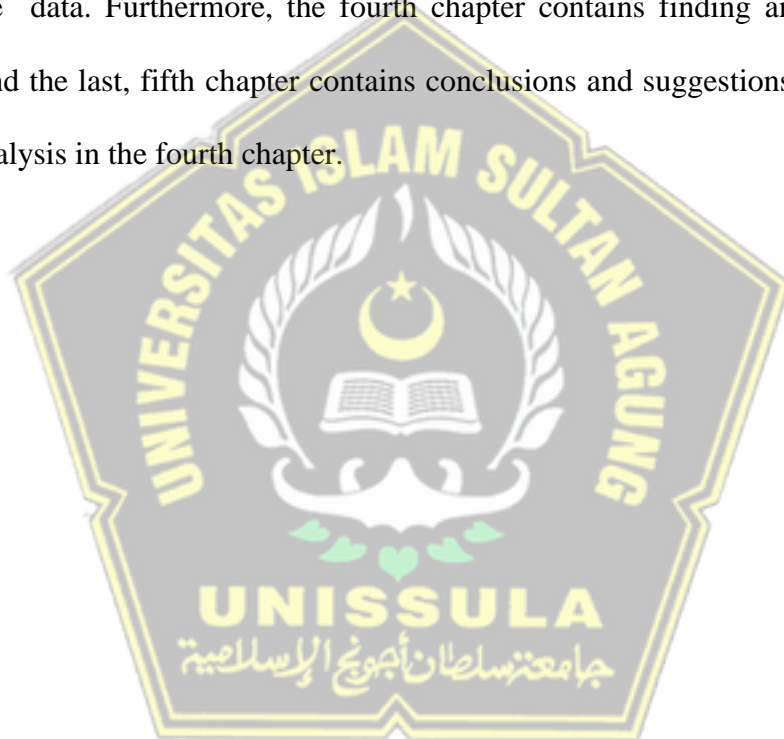
1. Theoretically, this research enriches literary and psychological analysis by applying Sigmund Freud's psychoanalytic theory, especially the concepts of *anxiety* (reality, neurotic, moral) and defense mechanisms, to a modern narrative such as *The Queen's Gambit* series season 1.
2. Practically, this research helps readers and viewers gain a deeper understanding of how psychological struggles, such as anxiety and trauma, are portrayed in popular culture.

#### **F. Organization of The Study**

This research is divided into five chapters. The first chapter presents the Background of the Study, Problem Formulation, Limitation of the Study, Objective of the Study, Significance of the Study, and Organization of the Study. The second chapter explains a review of Related Literature consisting of the synopsis of *The Queen Gambit*



Series season 1, a components of the Psychoanalysis theory of anxiety and what are the ego defense mechanisms to deal with anxiety. The third chapter explains a research method which consists of types of research, data organizing and analyzing the data. Data organizing provides a data collecting method which consists of watching the series, identifying the data, classifying the data, reducing the data and analyzing the data. Furthermore, the fourth chapter contains finding and discussion. And the last, fifth chapter contains conclusions and suggestions based on the analysis in the fourth chapter.



## CHAPTER II

### REVIEW RELATED LITERATURE

#### A. Synopsis of *Queen's Gambit* series season 1

*The Queen's Gambit* is a series adapted from Walter Tevis's novel of the same title. Released on Netflix in 2020 under the direction of Scott Frank, the series follows the personal and professional journey of Beth Harmon, portrayed by Anya Taylor-Joy, with each episode unfolding a new stage of her development.

*The Queen's Gambit* portrays the journey of Beth Harmon, a young girl who discovers an extraordinary gift for chess. Set in Kentucky during the 1950s, the narrative begins after Beth loses her mother in a tragic car accident at the age of nine. Left without family, she is placed in an orphanage, where her life takes a dramatic turn as she confronts both loss and the awakening of her remarkable talent.

Soon after her arrival at the orphanage, Beth encounters Mr. Shaibel, the custodian, who introduces her to the game of chess in the basement. Intrigued by the pieces and their movements, Beth persuades him to teach her. It quickly becomes clear that she possesses an exceptional aptitude for the game; she masters strategies with remarkable speed and demonstrates an instinctive talent that allows her not only to challenge Mr. Shaibel but also to surpass every opponent placed before her.

As Beth grows older, she develops into a withdrawn, aloof, and fiercely ambitious young girl. During her time at the orphanage, she forms only one

friendship, with the sole companion who chooses to speak with her. It is through this friend that Beth is introduced to the tranquilizers regularly distributed to the children substances to which she soon becomes dependent. At night, under the influence of the pills, Beth envisions chessboards on the ceiling, replaying moves and strategies in her imagination, which further sharpens her skill. Rather than consuming the sedatives as prescribed, she begins hoarding them, eventually taking them all at once in secret binges.

Eventually, a couple named Alma and Allston Wheatley visit the orphanage, and it is this family that decides to adopt Beth as she enters adolescence. Life with the Wheatleys opens new opportunities, and under their guardianship Beth begins to enter chess competitions, quickly earning victories and recognition in numerous tournaments. Alma, her adoptive mother, becomes both her companion and manager, accompanying Beth as they travel from city to city for matches. Yet Alma's influence proves complicated while she encourages Beth's career, she also introduces her to alcohol. Combined with her dependency on tranquilizers, this new habit deepens Beth's struggles with addiction, creating obstacles that threaten to derail her ambition of becoming a world-class chess grandmaster. Eventually, a couple named Alma and Allston Wheatley visit the orphanage, and it is this family that decides to adopt Beth as she enters adolescence. Life with the Wheatleys opens new opportunities, and under their guardianship Beth begins to enter chess competitions, quickly earning victories and recognition in numerous tournaments. Alma, her adoptive mother, becomes both her

companion and manager, accompanying Beth as they travel from city to city for matches. Yet Alma's influence proves complicated while she encourages Beth's career, she also introduces her to alcohol. Combined with her dependency on tranquilizers, this new habit deepens Beth's struggles with addiction, creating obstacles that threaten to derail her ambition of becoming a world class chess grandmaster.

At the peak of Beth Harmon's rising career, tragedy strikes when her adoptive mother passes away after a long battle with illness. Despite the loss, Beth chooses not to abandon her ambitions and continues competing, defeating a number of seasoned players along the way. Still, she often admits to feeling vulnerable when facing formidable opponents such as Vasily Borgov and Benny Watts. As her journey unfolds, Beth encounters trials both inside and outside the chess arena. Yet she is not entirely alone Harry Beltik and Benny, once rivals, become mentors who guide her growth; Matt and Mike, the twin chess enthusiasts, provide loyal friendship; Jolene, her confidante from the orphanage, reenters her life. And Townes, a journalist she quietly admires, offers encouragement. Through her brilliance, determination, and the unwavering support of these companions, Beth is able to push her career forward, confront powerful adversaries, wrestle with her childhood traumas, and ultimately face the fears that once threatened to consume her.

*The Queen's Gambit* is not only about chess, but also Beth's emotional journey of discovering her identity, overcoming her addiction, and confronting the past that haunts her. The series features a stunning

performance from Anya Taylor Joy as Beth Harmon, as well as an in-depth exploration of a young woman's personal struggles and triumphs in a male dominated world.

## **B. Psychoanalysis Theory of Sigmund Freud**

Psychoanalysis is a theory or science pioneered by Sigmund Freud around the 1900s. Psychoanalytic theory is related to the function and development of human mentality. Included in the part of psychology that has made a major contribution to human psychology (Minderop, 2011, p. 11). According to Freud, the subconscious has a greater influence on the human mind than the conscious. He stated that life is filled with pressures and conflicts, which people suppress into their subconscious to manage them. He further emphasized that human behavior is affected by these hidden forces as they attempt to surface, resulting in actions carried out unconsciously. (Minderop, 2011, p. 13). According to Freud, the subconscious is a source of motivation and drive that exists in humans, be it simple desires (eating or sex), neurotic forces, and motives that drive, for example, an artist or scientist to work. Freud believed that all human actions have causes that are more often subconscious motives than rational reasoning. In this psychoanalytic system, there are three main aspects. To begin with, psychoanalysis serves as a form of therapy aimed at treating psychological and nervous conditions. In addition, it provides an explanation of the development and mechanisms of human personality. Lastly, psychoanalysis outlines a theory regarding the



functioning of individuals in both interpersonal and social contexts. In literary interpretation, Freudian Psychoanalytic critics centrally emphasize the distinction between the conscious mind and the subconscious. The primary focus is placed on the unconscious motives and emotions of both the author and the characters portrayed in the literary work. Sigmund Freud is recognized as the first person to map the human subconscious. Freud's basic ideas about personality theory grew directly from his experience in treating neurotic patients. He knew that many of the attitudes and feelings expressed by his patients could not possibly come from the conscious mind, but from the subconscious. Freud said that the contents of the mind could not possibly come from consciousness, but must come from a level of mental activity below the conscious mind. He concluded that there are three kinds of mental activity: the unconscious, the preconscious, and the conscious (Feist, 2010: 31). However, Freud still considered this theory rigid and separate. Therefore, in 1923 he introduced the theory of personality structure consisting of three systems or aspects: id (biological and subconscious aspects), ego (psychological, conscious, preconscious, and subconscious aspects), and superego (sociological, preconscious, and subconscious aspects) (Minderop, 2011, p.21). In his psychological thinking, Sigmund Freud also created a theory about defense mechanisms. Freud explained that defense mechanisms occur because of the urge or feeling to seek other objects. According to him, defense mechanisms is related to the human

subconscious process that defends itself from anxiety. Anxiety is any situation that threatens the comfort of an individual. Anxiety can be understood as a condition in which an individual's sense of security is disrupted by perceived threats. These threats may take the form of physical danger, psychological conflict, or external pressures that provoke feelings of unease. To cope with such experiences, individuals often rely on defense mechanisms, which serve as protective strategies against both external threats and internal impulses triggered by anxiety. According to Hilgard, as cited in Minderop (2011, p. 29), these mechanisms operate by reshaping or distorting reality in order to reduce psychological tension.

### **C. Anxiety**

Anxiety refers to any condition or situation that disrupts a person's sense of comfort. Such threats may be physical, psychological, or pressures that provoke anxious feelings. A major source of anxiety arises from conflicts and frustrations that hinder individuals from reaching their goals. This state is typically marked by discomfort, expressed through worry, fear, or unhappiness, which may vary in intensity. (Hilgard et al. in Minderop, 2011).

Anxiety is a normal reaction to changes in the environment that brings with it the characteristic of an uncomfortable feeling and makes the person feel as if there is a danger to their life and needs to be avoided. Anxiety is a condition characterized by feelings of fear accompanied by somatic signs that indicate the occurrence of

hyperactivity of the autonomic nervous system. Anxiety symptoms are typically divided into physical and psychological forms. The physical signs may consist of restlessness, muscle pain, eyelid spasms, tense facial features, perspiration, dryness of the mouth, frequent urination, trouble focusing, clammy hands, stomach disturbances, rapid heartbeat, and a choking sensation in the throat. (Wood et al. 2007:186).

Freud regarded anxiety as a crucial component of the personality structure, playing a fundamental and central role in the emergence of neurotic and psychotic behaviors. Talking about anxiety, it is clear that between a person's personality and the feelings of anxiety or fear that they experience are feelings that often occur in a person. The anxiety experienced by a person can affect how that person's personality is towards themselves and others. Anxiety is a conflict that occurs in everyone and on this occasion the researcher looked at the anxieties experienced by the main characters in the story.

Anxiety can be seen as a sign of danger in both biology and psychology. Anxiety or fear can develop in such great intensity and as a consequence can be the cause of excessive precautions. Anxiety does not need a clear description. Everyone has felt this feeling. Anxiety or fear is a meeting point, which connects all kinds of important questions, a puzzle whose solution gives clarity to the whole mental life. Curiosity focuses on the anatomical processes in which anxiety conditions arise. Freud stated that the prototype of all anxiety is the trauma

of birth, an idea initially proposed by his colleague Otto Rank. While in the womb, the fetus experiences a safe, stable, and comfortable environment in which all needs are instantly fulfilled. However, at birth, the infant is suddenly confronted with a hostile world and must adjust to the reality that instinctive desires cannot always be satisfied. With an immature nervous system, the newborn is abruptly overwhelmed by intense and continuous sensory stimulation.

Anxiety is caused by the ego being in conflict and not knowing whether to obey the wishes of the id or the superego. Conflict of personal values that are at odds with the values that exist in a society. For example, a child's feelings of displeasure with his parents but conflict with the child's obligation to love his parents. This conflict causes anxiety in a child (Minderop, 2011, p. 28). According to psychoanalytic theory, the earliest and most significant source of human anxiety originates at the moment of birth. The infant's abrupt separation from the mother exposes them to an overwhelming external reality, leaving a lasting emotional imprint on the psyche (Baumeister et al., 1998).

Freud categorizes anxiety into three distinct forms: reality anxiety, neurotic anxiety, and moral anxiety. Reality anxiety refers to the fear of genuine dangers originating from the external environment, and it serves as the foundation for the other two types. Neurotic anxiety emerges from the apprehension of being punished by an authority figure when one attempts to gratify instinctual desires independently. Meanwhile, moral anxiety occurs

when an individual experiences guilt or fear as a result of transgressing parental standards or societal norms (Baumeister et al., 1998).

### C.1. Reality Anxiety

The first anxiety is reality anxiety. Some also call reality anxiety, objective anxiety. Objective anxiety has been discussed a little in the explanation of anxiety which is a sub chapter in this chapter. Reality anxiety is anxiety that comes from real events in the external world and is perceived by the ego (Baumeister et al., 1998).

Reality based anxiety arises from fears of tangible dangers in the external world, such as fire, tornadoes, earthquakes, or wild animals. This type of anxiety prompts individuals to take action in the face of threats (Corey, 2014). However, such fears can sometimes become excessive, leading a person to avoid leaving the house out of fear of accidents or to refrain from lighting a match due to fear of fire.

Reality anxiety is associated with fear, which is an unpleasant and undetailed sensation that implies the possibility of danger. For example, when driving on a busy highway in an unfamiliar city, someone may experience reality anxiety, which is a situation full of real danger. However, reality anxiety is different from anxiety because it is not related to a specific feared subject (Feist & Feist 34). The emergence of this anxiety, namely from objects and situations in which anxiety is felt, will



depend greatly on how much knowledge and power a person has in relation to the outside world. In the face of impending danger, the only first action that comes to mind is to weigh the capabilities that will be issued compared to the level of danger that exists. The next step is then to run or defend, or maybe even to attack to a specific feared subject (Feist & Feist 34).

## C.2. Neurotic Anxiety

According to Artkinson (1983) neurotic anxiety is anxiety over the uncontrollability of primitive instincts by the ego which can later bring punishment. Its source is within, neurotic anxiety is basically based on reality, because the punishment feared by the individual's ego comes from the outside world. Neurotic anxiety is an anxiety that is free to float, influencing the mind, bringing hopes, waiting for every opportunity to find justification for it. We call this condition expectant dread, or anxiety that contains hope, anxious hope or desire accompanied by anxiety. People who suffer from anxiety like this always anticipate the worst of all possible consequences, interpret all opportunities that arise as a bad sign, and consider every uncertainty as the worst thing.

This form of anxiety has its roots in early childhood, specifically in the tension between instinctual gratification and the demands of reality. During this stage of development, children are often punished by their parents for acting on impulsive drives of the id, particularly

those linked to sexual or aggressive urges. Such punishments create a lasting sense of fear and unease whenever the child attempts to pursue instinctual satisfaction (Schultz & Schultz, p. 57). Neurotic anxiety emerges as the fear of possible punishment for displaying behaviors driven by the id's impulses. Importantly, this anxiety does not arise from the instinct itself, but from the anticipation of the consequences that may follow its expression. At its core, this conflict reflects the struggle between the id and the ego, the latter being grounded in reality. Freud further distinguished neurotic anxiety into three categories: (1) anxiety provoked by threatening internal or external forces, (2) anxiety attached to a specific object or situation, often expressed as a phobia, and (3) free-floating anxiety not clearly tied to any identifiable internal or external danger (Baumeister et al., 1998).

### C.3. Moral Anxiety

Moral anxiety emerges from the tension between the id and the superego, reflecting an inner struggle shaped by one's conscience. It occurs when instinctual impulses clash with internalized moral codes, producing emotions such as guilt, shame, or remorse. In everyday life, this anxiety may surface as a persistent sense of being judged by one's own conscience. The presence of moral anxiety demonstrates the active role of the superego in regulating behavior and maintaining adherence to ethical or societal expectations (Schultz & Schultz, p. 60).

Individuals with a rigid, puritan conscience tend to experience greater internal conflict than those with more flexible moral tolerance. Similar to neurotic anxiety, moral anxiety is also grounded in real-life experiences. For example, children are punished when they disobey parental rules, and adults face consequences when they violate societal norms. Feelings of shame and guilt accompany this form of anxiety, which essentially arises from one's own conscience. According to Freud, the superego enforces suitable punishment for breaches of moral standards.

Regardless of its type, anxiety serves as a warning signal to the individual. It creates internal pressure, motivating the person to seek relief. This pressure must be alleviated, as anxiety indicates that the ego is under threat and could collapse if no action is taken. To cope, the ego employs various strategies of protection and defense. The individual may attempt to escape the threatening situation, restrain dangerous impulses, follow personal values, or, if rational strategies prove ineffective, resort to non-rational defense mechanisms to safeguard the ego.

#### **D. Defense Mechanisms**

Essentially, anxiety differs from fear, even though we may recognize the feeling of being afraid. Freud described anxiety as objectless, since it cannot be traced to a clear source or specific object. He regarded anxiety as a

vital element in his theory of personality and considered it fundamental to the emergence of neurosis and psychotic disorders.

Anxiety functions as a warning system, alerting the individual to potential danger and signaling a threat directed toward the ego. In response, the ego works to balance the opposing demands of the id, which pushes for immediate satisfaction, and the superego, which enforces moral and social rules. Freud maintained that such inner conflict is unavoidable, since human instincts are naturally inclined toward fulfillment, while societal and ethical standards continually place boundaries on those desires (Baumeister et al., 1998). Consequently, defense mechanisms are an inherent part of human life. Just as behavior is driven by instinct, it is also naturally accompanied by defenses aimed at coping with anxiety. Freud proposed several defense mechanisms, emphasizing that individuals rarely rely on a single one; instead, they typically employ multiple mechanisms simultaneously. These defenses share two key features: first, they involve denial or distortion of reality, and second, they operate unconsciously. In essence, individuals deceive themselves without awareness, as conscious recognition would render the defense ineffective. When functioning properly, these mechanisms keep threats outside of awareness, preventing individuals from perceiving the full truth about themselves. Consequently, people remain conflicted by desires, fears, attachments, and other internal struggles.

According to (Boeree 2017), when there is an inner conflict between the power of the id and the superego to control the ego, it is

understandable that the ego feels squeezed and threatened as if it will disappear crushed by the two powers. This feeling of being squeezed is called anxiety. This feeling functions as a sign that when it survives while still considering survival, it is actually in danger.

Dominant anxiety triggers the ego to initiate defenses. Without conscious awareness, the ego transforms the anxiety-inducing impulses into forms that are more acceptable and less threatening, a process known as a defense mechanism. Freud defined defense mechanisms as ego strategies aimed at protecting the self from anxiety (Schultz & Schultz, 2017). Together with his daughter Anna Freud (1946), Freud elaborated on various types of defense mechanisms that function universally, particularly in cases where anxiety manifests in extreme, compulsive, repetitive, and neurotic ways (Feist et al., 2018). There are several types of defense mechanisms according to Sigmund Freud (Baumeister, Dale, and Sommer, 1998; Crammer, 1991; Feist et al., 2018; Hall, 1954; Schultz & Schultz, 2017), namely:

#### **D.1. Denial**

One of the most frequent defense mechanisms employed by individuals is **denial of reality**. This mechanism functions by blocking or shutting out certain perceptions, feelings, or experiences so that the person does not have to confront the accompanying emotional discomfort. In essence, denial reflects an intentional avoidance of unpleasant realities that could cause psychological distress. It often operates by attaching a negative marker such as “no” or “not” to a

thought, perception, or emotion, thereby preventing it from entering conscious awareness in its true form. Instead, the threatening content is either ignored or reshaped into something less disturbing (Schultz & Schultz, 2017).

When denial takes place, individuals may behave as if the troubling event or feeling simply does not exist, even though at some level they are aware of its presence. This creates a paradox in which the mind deceives itself for the sake of self-preservation. Beyond external realities, denial can also extend inward, targeting unwanted impulses or painful inner states. In such cases, the mind may create a substitute image or thought that covers over the distressing material, effectively screening it from direct awareness. Through this process, denial operates both as a shield against anxiety and as a form of self-deception that allows the individual temporary psychological relief (Schultz & Schultz, 2017).

Denial represents one of the earliest defense mechanisms to emerge in psychological development. It is frequently observed among children and adolescents, particularly because at these stages the ego is not yet fully capable of regulating instinctual impulses. While such denial may take the form of imaginative or wishful fantasies—sometimes continuing into adolescence or even adulthood as harmless daydreaming—its significance as a primary defense mechanism tends to diminish as the child matures. By the middle years of childhood,



denial generally loses its central role in self-protection, giving way to more complex and adaptive strategies of defense (Hall, 1954). Children often resort to denial as a way of shielding themselves from unpleasant or threatening experiences in their surroundings. In this sense, denial functions as a primitive form of repression, allowing the child to reject the existence of what provokes fear. By doing so, the child distances themselves from reality, though the process often results in a lingering sense of unease. Whereas primary repression operates to guard against the overwhelming force of instinctual drives, denial primarily works to block distressing perceptions originating from the external world (Freud, 1894). Denial often emerges when individuals are faced with circumstances or thoughts that create discomfort. For instance, a person with unusual habits that disturb those around them may deny such behaviors by repeatedly asserting “no” or “not,” insisting that the behavior does not occur. As a defense mechanism, denial operates beyond conscious awareness, serving as a cognitive strategy to reduce tension. It arises under the pressure of both external situations and the individual’s wish to avoid causing unease to others (Schultz & Schultz, 2017).

## **D.2. Projection**

The second defense mechanism is the projection, feelings, or assumptions of others to make themselves uncomfortable. In the projection defense mechanism, thought patterns tend to be

reversed as a justification for existing beliefs. Projection is cognitively more complex. It works by removing disturbing thoughts or feelings from the person and placing or attributing them to someone or something else (Feist et al., 2018).

Individuals who use this projection technique are usually very quick to point out other personal characteristics that they do not like. Projection is done by breaking the connection between the conscious ego and certain thoughts or impulses and then attributing the origin of those thoughts to another place. In this way, the individual remains unaware of their personal origins (Feist et al., 2018).

Projection makes people always think that there is something wrong with them. They think that other people are talking about them and make themselves use projection to calm their minds and minds. For example, a man likes a woman, but when the man is asked by his best friend, the man will say that the woman is the one who likes him and tries to get him in the same place by trying to project the anxiety he is facing. As the world becomes more frightening, the individual may try to develop “explanations” for the disturbing events. In some cases, these explanations take a logically consistent form, with conclusions that follow closely from the premises. In these cases, projection contributes to the formation of delusions, where situational reasoning and ideas of

reference contribute to further altering reality (Schultz & Schultz, 2017).

### **D.3. Identification**

Identification is a defence mechanism in which an individual attempts to enhance their own sense of worth by aligning themselves with another person. Through this process, one elevates self esteem by adopting the traits, values, or status of someone they admire or consider significant. Psychodynamically, identification is regarded as a regressive response when the loss, or even the anticipation of losing, an important figure provokes anxiety, the individual reduces this distress by internalising and symbolically re creating that person within themselves (Schultz & Schultz, 2017).

There are various factors that encourage individuals to employ identification as a defense mechanism. One of the most significant is the influence of early childhood experiences and the social environment, which shape the way a person seeks acceptance within society. Beyond this social function, there is also what Freud described as developmental identification, in which children gradually reshape their egos through lived experience. In this process, they learn to detach from their reliance on significant figures and move toward becoming more self-reliant, independent, and autonomous in their personality development (Hall, 1954).

According to Hall, identification represents the most intricate of all defense mechanisms. Its complexity exceeds that of denial and projection because it involves a deeper psychological process. Whereas denial primarily serves to avoid self harm through rejection or distortion of reality, and projection functions by attributing one's own traits or impulses to others, identification requires a more advanced capacity the ability to differentiate between the self and another person while simultaneously internalizing aspects of the other. For this reason, Hall (1954) considered identification the most complex defense mechanism in comparison to denial and projection.

#### **D.4. Repression**

Distressing thoughts, painful experiences, or irrational beliefs often cause inner turmoil. Rather than confronting them directly, individuals may unconsciously push these thoughts out of awareness in an effort to forget them. Through repression, memories and ideas that threaten the ego are sealed away to form a psychological barrier against anxiety (Hall, 1954). In essence, repression represents the ego's attempt to silence the impulses of the id when it perceives them as dangerous or overwhelming. These impulses are forced into the unconscious, preventing the individual from addressing them rationally. In many instances, such repression can endure for a lifetime. Because repression serves as a shield against perceived danger, overcoming it requires the recognition that the once-threatening memory or idea no longer poses

harm (Schultz & Schultz, 2017). Nonetheless, repression may weaken when the source of the fear itself diminishes. For instance, a child may repress feelings of hostility toward a younger sibling, knowing such emotions would provoke anxiety and be judged as socially unacceptable.

#### **D.5. Displacement**

Selecting a substitute target for the actual target, which can be an object or another person. Humans displace something to something else, such as another person, an object, or even an animal. They do not vent it on the source but on something else to avoid anxiety. Displacement If the object that satisfies the id urge is not available, the person can divert the urge to another object. This is known as displacement (Schultz & Schultz, 2017). For example, a child is hit by his father, he will not be able to retaliate against his father but to a friend who is weaker than him.

#### **D.6. Rationalization**

Rationalization is a defense mechanism that involves re-examining our behavior to make it more rational and acceptable to us. We try to excuse or justify a thought or action that threatens us by convincing ourselves that there is a rational reason behind the thought or action. For example, someone who is fired from a job says that the job was not very good for him. If you are playing tennis and lose, you will rather than blaming

yourself for playing badly. That is what is called rationalization. This is done because blaming another object or person will slightly reduce the threat to the individual. This type chooses more rationally and is approved by himself. People defend themselves to avoid the threat of their anxiety. We excuse or justify a threatening thought or action by persuading ourselves that there is a rational explanation for it (Schultz & Schultz, 2017). For example, someone who didn't get a job promotion might say he doesn't want the position.

#### **D.7. Sublimation**

In contrast to displacement, which replaces an object to satisfy the Id, sublimation involves changing or replacing the Id impulses themselves. Instinctive energy is diverted into other forms of expression, which are not only socially acceptable but also praised. For example, sexual energy is transformed into artistic, creative behavior. Sublimation tends to do things that are acceptable to society. In particular, the concept of sublimation mean taking a fundamentally antisocial or unacceptable desire and channeling the energy into socially valued activities (Baumeister, Dale, and Sommer, 1998). for example, people who are emotional can be changed into a painter or sportsmen.



### **D.8. Fixation**

Fixation is a universal defense mechanism. Fixation occurs when someone is doing something else but worries too much. People with this defense mechanism feel insecure because of the new things they experience and do not want to feel pain later. Therefore, they stay in one place and do not move to another place. Fixation is often referred to as a "primitive developmental stage (Feist et al., 2018)."

### **D.9. Reaction Formation**

Reaction formation occurs when an individual transforms threatening or socially unacceptable impulses into their opposite, thereby expressing them in a way that is more acceptable to society. For instance, a person with strong sexual urges may become outspokenly opposed to pornography, or someone with intense aggressive tendencies may instead present themselves as overly kind and accommodating. This does not imply that every individual who rejects pornography, for example, is secretly struggling with heightened sexual impulses. The distinguishing feature between genuine conviction and reaction formation lies in the degree of intensity and extremity of the behavior. When the outward stance is disproportionately rigid or exaggerated, it often signals that an opposing inner impulse is being defended against through reaction formation (Baumeister, Dale, and Sommer, 1998).

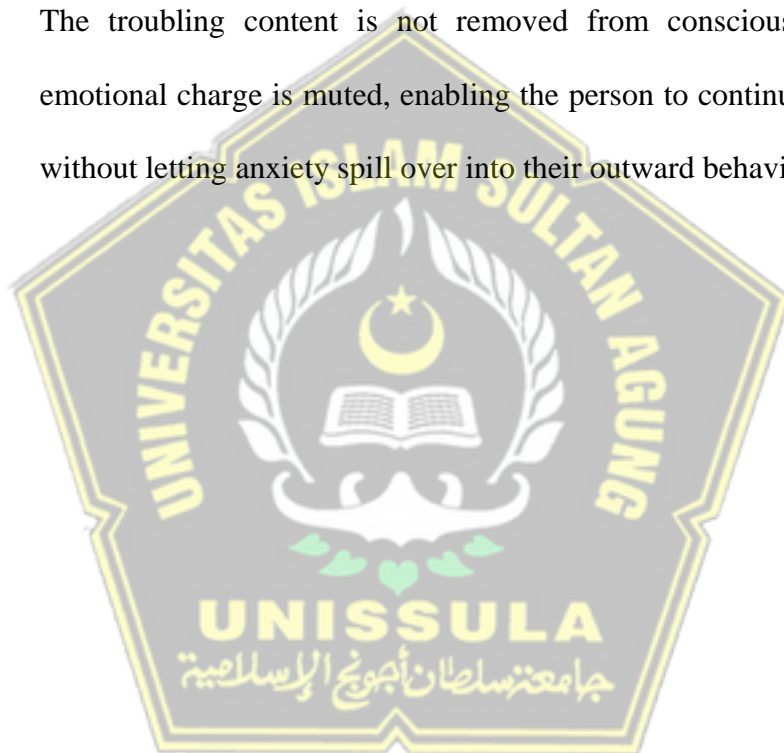
#### **D.10. Regression**

Regression is a defense mechanism in which an individual retreats to an earlier stage of life that felt safer, more enjoyable, or free from present frustrations and anxieties. This process often involves a return to earlier psychosexual stages of development, where the individual once experienced a sense of comfort and security. Such regression is typically expressed through behaviors that resemble childhood patterns, including dependency, immaturity, or playful actions that are inconsistent with the person's current age. (Hall, 1954). For example, Unlike fixation, which prevents psychological growth by holding a person at a certain stage, regression functions as a retreat backward, away from present difficulties. In moments of stress, individuals may unconsciously adopt childlike behaviors such as overeating, excessive daydreaming, defying authority, or displaying rebellion similar to that of adolescence. Adults who regress may suddenly act in a dependent or emotionally fragile manner, reflecting their attempt to escape the pressures of adulthood by revisiting a period of life where fears and anxieties felt absent (Schultz & Schultz, 2017).

#### **D.11. Isolation**

Isolation is a defence mechanism in which a person attempts to separate distressing thoughts from their emotional significance, preventing those ideas from influencing their behaviour or relationships. Instead of erasing the troubling thought, the individual mentally

contains it, allowing the idea to exist in isolation without its usual emotional weight. In this way, the mechanism reduces the harmful effect of such thoughts while keeping them present at a purely cognitive level (Baumeister, Dale, and Sommer, 1998). For example, an individual may interrupt a chain of thought by deliberately pausing and leaving a silent gap, before shifting the conversation to another subject. The troubling content is not removed from consciousness, but its emotional charge is muted, enabling the person to continue functioning without letting anxiety spill over into their outward behaviour.



### **CHAPTER III**

#### **RESEARCH METHOD**

##### **A. Type of the Research**

This research applies a qualitative approach. A qualitative method is designed to generate descriptive data in the form of spoken or written language, as well as observable patterns of behavior. The findings are expressed in words and sentences. In this study, the primary object of analysis is the dialogue from *The Queen's Gambit* season 1. A qualitative design is considered the most appropriate approach for examining this object because it allows The theoretical framework guiding this research is Sigmund Freud's psychoanalytic theory, with a specific focus on the concepts of anxiety and defense mechanisms. Furthermore, the analysis investigates how the main character in *The Queen's Gambit* season 1 confronts her anxieties and the ways in which defense mechanisms emerge as part of her coping strategies. The results of the study will be written coherently and clearly in accordance with the qualitative research references used as this type of research. The results of this research will be presented using qualitative research conventions and supported by relevant scientific references.

##### **B. Data Organizing**

The data collection technique used in this research stage uses a literature study where to find out by searching for data using the reading and note taking process. The data collection technique used by the author is notes which include the following steps:

## **B.1. Data Organizing**

The steps the author used when conducting this research were data collection methods, data processing methods, and data presentation methods.

### **B.1.1 Data Collecting Method**

The first thing the author did to conduct research was watching series and reading the scripts. The author focuses on *The Queen's gambit* series season 1 as the object of research. The author downloads the series and scripts via the website. Then the author watched the *The Queen's Gambit* series season 1 by reading the script. The method used by the author is listening, namely by observing and taking notes. When the author uses the listening method, that is where the author succeeds in understanding the storyline, plot, conflict on *The Queen's Gambit* series season 1. The author focuses on the symptoms of anxiety experienced by the characters in the series being analyzed, therefore the author took the initiative to watch *The Queen's Gambit* series season 1 repeatedly and ensure that the series script could clarify the implied context.

### **B.1.2 Identifying the Data**

In this analysis, the author uses literary psychology as a research method. After watching and reading the script

repeatedly, the next stage is identifying the data. The aim is so that the writer can focus on scenes that are related to the problem that the writer will develop. At this stage it is important for the writer to match the theory, script and also the scenes contained in *The Queen's Gambit* series season 1. What the author does is to mark objects that can strengthen the research analysis.

#### Appendix 1. Table of Overall Data

No.	Quote	Page	Type of Analysis	Types of Anxiety	References	Comment
1.						

#### B.1.3 Classifying the data

At this stage, the author categorizes the data that has been obtained based on the research sections that have been determined. This is done by grouping them in table form so that the data is more structured. The table contains quotations from the film that will be featured, the type of analysis, and the author's conclusions. This classification will make the data arranged systematically so that it is very helpful for the writer during research.



#### **B.1.4 Reducing the data**

The final stage carried out by the author was formulating all the data that had been classified. The author will find all the answers to the problem being researched. The author will present the results of this formulation in a systematic and focused report.

#### **C. Types of the Data**

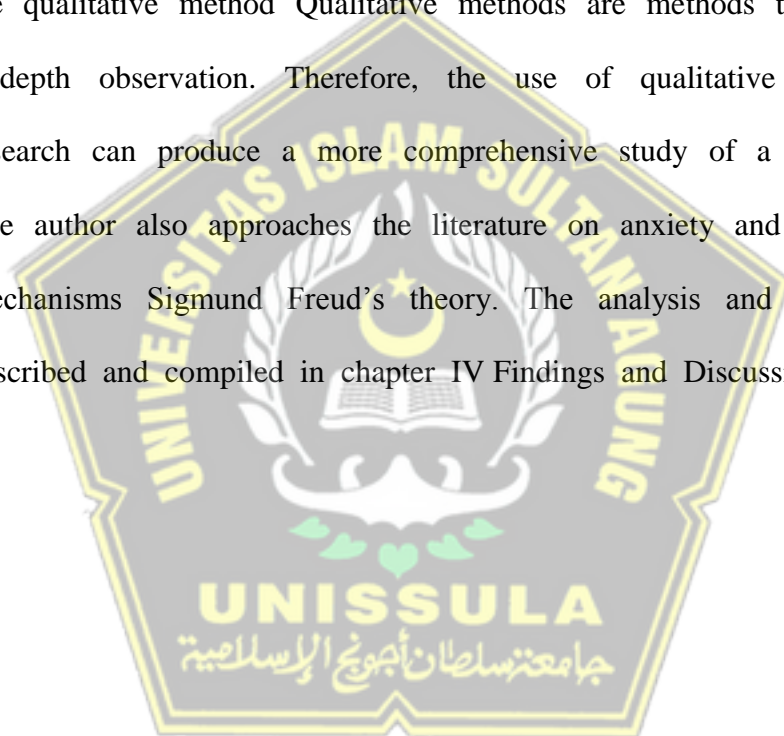
Based on type, data is divided into two, namely primary data and secondary data.

1. Primary data is data that is collected and obtained with the aim of solving the problem being researched. Primary data is usually referred to as original data or new data that is up to date. Primary data is in the form of sources or research objects in this report. The object of this research is to use the script for *The Queen's Gambit* series season 1, directed by Scott Frank.
2. Secondary data is data collected with the intention of helping solve problems faced by the author. This secondary data comes from existing sources, in the sense of second hand research. In this research, secondary data is in the form of reference sources, literature reviews, articles and literature.

#### **D. Analyzing the Data**

Data analysis is the process of organizing and sorting data into patterns, categories and basic units of description so that themes can be

found and working hypotheses can be formulated as suggested by the data (Moleong 2017:280-281). The final step in this writing is analyzing and reporting data from the research that has been carried out. The data collected consists of dialogue, monologue, author's description and narration from *The Queen's Gambit* series season 1. After all the data was collected, the author processed the data using the qualitative method. Qualitative methods are methods that focus on in-depth observation. Therefore, the use of qualitative methods in research can produce a more comprehensive study of a phenomenon. The author also approaches the literature on anxiety and ego defense mechanisms Sigmund Freud's theory. The analysis and findings are described and compiled in chapter IV Findings and Discussion.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter is organized around two key points that directly address the research questions. First, it explores the different forms of anxiety experienced by the central character in the film, Beth Harmon. Second, it examines the defense mechanisms Beth employs to cope with and manage the anxieties she faces throughout the narrative.

#### **A. Type of Anxiety are Experienced by the Main Character *Beth Harmon* in *the Queen's Gambit* Series Season 1**

Anxiety is caused by the ego being in conflict and not knowing whether to obey the wishes of the id or the superego. Conflict of personal values that are at odds with the values that exist in a society. For example, a child's feelings of displeasure with his parents but conflict with the child's obligation to love his parents. This conflict causes anxiety in a child (Minderop, 2011, p. 28). The main source of anxiety in humans arises when a baby is born and feels unable to face the external world. Freud views birth as an important source of anxiety, the process of separation from the mother at birth leaves a strong imprint on the human soul. In a book written by (Alwisol, 2018).

Freud puts forward anxiety in three types, namely reality anxiety, neurotic anxiety, and moral anxiety. Reality anxiety is a form of fear of real dangers in the outside world. This anxiety is the origin of

neurotic anxiety and moral anxiety. Neurotic anxiety is the fear of punishment that will be received from someone who is more powerful if someone satisfies their instincts in their own way. Moral anxiety arises when someone violates the rules of parental or societal values (Alwisol, 2018, pp. 24–25).

### **A.1. Reality Anxiety in the Main Character *Queen's Gambit* Series**

#### **Season 1**

The first anxiety is reality anxiety. Some also call reality anxiety objective anxiety. Objective anxiety has been discussed a little in the explanation of anxiety which is a sub-chapter in this chapter. Reality anxiety is anxiety that comes from real events in the external world and is perceived by the ego. The emergence of this anxiety, namely from objects and situations in which anxiety is felt, will depend greatly on how much knowledge and power a person has in relation to the outside world. In the face of impending danger, the only first action that comes to mind is to weigh the capabilities that will be issued compared to the level of danger that exists. The next step is then to run or defend, or maybe even to attack. ted to a specific feared subject (Feist & Feist 34). The following are the types of reality anxiety experienced by Beth Harmon in the Queen's Gambit series season 1.

Beth:

Is something wrong?

Alma:

Wrong?

I'm not Aristotle, but yes,

I think something

could be construed as wrong.

I've received a message from Mr. Wheatley.

Beth:

What did he say?

Alma:

It seems Mr. Wheatley...

has been indefinitely detained

in the Southwest.

Somewhere between Denver and Butte.

Though, Aristotle was a moral philosopher,

and I'm just a housewife.

Or I was a housewife.

Beth:

*Can they send me back*

*if you no longer have a husband?*

Alma:

*You put it concretely.*

*They won't if we lie about it.*

*Beth:*

*That's easy enough.*

*Alma:*

*You're a good soul, Beth.*

(Datum number 1)

In this dialogue, Beth is actually displaying a reality anxiety, though not an explosive one. Her legal status as an adopted child could be jeopardized by the adoptive father (Mr. Wheatley) abandoning the family. "Can they send me back if you no longer have a husband?" She immediately considers the reality consequences of this situation: the possibility of being returned to the orphanage.

Interviewer:

Do you imagine

that you saw the king as a father,  
and the queen as a mother?

I mean, one to attack, one to protect?

Beth:

They're just pieces.

And it was the board I noticed first.

Interviewer:

The board?

*Beth:*

*Yes. It's an entire world of just 64 squares.*



*I feel....safe in it. I can control it, I can dominate it. And it's predictable.*

*So, if I get hurt,*

*I only have myself to blame.*

Interviewer:

How interesting.passed on? You know what that means, do you, passed on?

(Datum number 2)

The real world was too frightening and uncontrollable for his emotionally fragile self. He faced childhood trauma, loss, adoption, addiction, and social pressure. The outside world posed a constant fear of vulnerability and suffering. So he escaped to chess, a world free from the threats of reality.

Beth:

I still take them.

Jolene:

Looks like you're doing

more than pills, honey.

Beth:

Haven't had anything today.

Jolene:

Not yet, anyway.

*Beth:*

*I'm supposed to go to Russia at the end of the year. I'm afraid.*

*Jolene:*

*Then don't go.*

*Beth:*

*I have to go. If I don't, there's nothing for me to do. I'll just drink.*

*Jolene:*

Well, looks like you do that anyway.

*Beth:*

I need to quit the wine,

and the pills, and...

clean this place up.

That'd be a good place to start. I have to study chess eight hours a day.

They want me to play in San Francisco,

be on The Tonight Show. I should probably do all of that.

*Jolene:*

Who's they?

*beth:*

Chess Federation.

*Jolene:*

Oh.

Beth:

But what I want... is a drink. If you weren't here,

I'd probably have a bottle of wine now.

(Datum number 3)

A trip to Russia to face strong opponents is a potentially anxiety-inducing situation. The expectations of performing in tournaments, on TV shows, and maintaining her image as a grandmaster create immense pressure. Beth recognizes her addiction to alcohol and pills, as well as the chaos at home, which makes her fear of failure. "I'm afraid." Explicitly admits her fear. "If I don't, there's nothing for me to do. I'll just drink." Describes the fear of what life would be like if she didn't continue competing. "But what I want... is a drink" Demonstrates the conflict between professional goals and addictive urges.

This dialogue demonstrates Beth's dilemma. On the one hand, she faces a real threat that triggers anxiety in reality, and on the other, she battles the internal threat of addiction that could destroy her career and life. These fears are not imaginary, but based on concrete reality.

## **A.2. Neurotic Anxiety in the Main Character *Queen's Gambit* Series**

### **Season 1**

According to Artkinson (1983) neurotic anxiety is anxiety over the uncontrollability of primitive instincts by the ego which can later bring punishment. Its source is within, neurotic anxiety is basically based on reality, because the punishment feared by the

individual's ego comes from the outside world. People who suffer from anxiety like this always anticipate the worst of all possible consequences, interpret all opportunities that arise as a bad sign, and consider every uncertainty as the worst thing. The conflict that occurs is between the id and the ego which we know has a basis in reality. Freud divided neurotic anxiety into three different parts as below anxiety obtained due to internal and external factors that are frightening, anxiety related to a particular object that manifests as a phobia and neurotic anxiety that is not related to dangerous factors from within or outside.

The following are the types of neurotic anxiety experienced by Beth Harmon in the Queen's Gambit series season 1.

Beth:

Jolene

Jolene:

Hey

*Beth:*

*Have you got any more vitamins?*

*Jolene:*

*Don't be rude. This is Samantha. She just got here.*

*Beth:*

*Haven't you got even just one?*

Jolene:

How'd the exhibit go? You do okay?

Beth:

Fine. But I need

Jolene:

I don't want to hear about it. (She turns away. Beth stands there, looks at the girl)

(Datum number 4)

In this context, the pills, originally given to her by the orphanage as vitamins, become a symbol of Beth's way of coping with the anxiety, loneliness, and uncertainty in her life. The act also reflects impulsivity, a form of reaction that may be triggered by feelings of stress or panic. Her neurotic anxiety initially arose from feeling threatened by the complexity of the game and perhaps a fear that she would never master chess. There was a tension between her desire to master the game and her fear of possible failure. Stealing the pills was one way Beth could cope with the very high tension within herself, even though it was not a healthy long-term solution. Overall, this is one manifestation of deep neurotic anxiety, where someone tries to cope with excessive anxiety in ways that may be irrational or even self-defeating, as in the case of drug addiction.

Jolene:

What you gonna do at night?

*Beth:*

*I'm gonna stay awake as long as I can,  
reading my book,  
learning the Sicilian Defense.  
There's 57 pages about it in the book,  
with 170 lines stemming from P to QB4.  
I'm gonna memorize them  
and play through them all in my mind.*

Jolene:

Poor mind.

(Datum number 5)

Beth experiences neurotic anxiety, an internal tension stemming from a conflict between unconscious drives (id) and social constraints and ego ideals. In this case, she fears failing to meet expectations (both from herself and those around her). Beth then feels compelled to control all possibilities through mastery of theory. This dialogue reflects Beth's attempt to overcome fear and pressure by completely controlling the chess world. Behind her diligent study lies emotional instability, which she conceals through logic and extreme hard work. This is a manifestation of neurotic anxiety and defense through intellectualization.

Beth:



How old were you  
when you started playing?

Georgi Girev:

Four. I was district champion at seven.

I will be world champion one day.

Beth:

When?

Georgi Girev:

In three years.

Beth:

*You'll be 16 in three years.*

*If you win...*

*what will you do next?*

Georgi Girev:

*I-I don't understand.*

Beth:

*If you're world champion at 16...*

*what will you do*

*with the rest of your life?*

Georgi Girev:

*I don't understand.*

Beth:

You're the best I've ever played.

Beth.

Look what I found.

(Datum number 6)

In Beth's conversation with Georgi, it becomes clear that her questions aren't actually directed at her opponent, but rather reflect her own anxieties. Beth wonders, "*If you win...what will you do next?*" this is actually an expression of her fear that her immense achievements would lead to a loss of direction in her life. This anxiety can be categorized as neurotic anxiety according to Freud, as it stems from an internal conflict between the drives of the id and the demands of the ego. On the one hand, the id drives her to continually strive for excellence and reach the pinnacle of chess glory. However, on the other hand, the ego worries that once that pinnacle is reached, there will be no higher goals to pursue. This conflict creates inner tension, namely the fear of being trapped and losing the meaning of life after victory. Behind the logic and rhetoric she uses, Beth is actually trying to protect herself from the future. The dialogue reveals that her anxiety isn't about her main opponent or the competition itself, but rather the existential question of whether victory truly provides inner satisfaction, or whether it will leave a void after it's all achieved.

Interviewer:

Miss Harmon, what do you say  
to those in the Chess Federation  
who accuse you of being too glamorous  
to be a serious chess player?

*Beth:*

*I would say  
that it's much easier to play chess  
without the burden of an Adam's apple.*

Interviewer:

So, how are you feeling  
about your match with Alec Bergland?

*Beth:*

*I'm looking forward to it.*

Interviewer:

Does that mean you think you can beat him?

*Beth:*

*It means that I have to beat him.*

(Datum number 7)

Wanting to become a world chess champion. But she is also a woman in a male-dominated world, and feels inadequately protected because of her gender. This conflict gives rise to neurotic anxieties: fear of being uninspired, fear of losing control of her self-image, fear of social expectations undermining her identity as a genius. In this

dialogue, she uses sharp humor as a shield to protect her self-esteem from belittling social attacks.

Based on the analysis, Beth Harmon's character exhibits various forms of anxiety classified according to Sigmund Freud's psychoanalytic theory: reality anxiety, neurotic anxiety, and moral anxiety. Reality anxiety arises when Beth faces pressure from her real world environment, such as international chess competitions and public pressure. Neurotic anxiety appears when she fears losing control of her internal urges, which is reflected in her dependence on drugs and alcohol.

#### **B. Defense Mechanisms used to Resolve Beth Harmon Anxiety in the *Queen's Gambit* Series Season 1**

According to (Boeree 2017), when there is an inner conflict between the power of the id and the superego to control the ego, it is understandable that the ego feels squeezed and threatened as if it will disappear crushed by the two powers. This feeling of being squeezed is called anxiety. This feeling functions as a sign that when it survives while still considering survival, it is actually in danger.

The anxiety that dominates, gives birth to defense from the ego. Unconsciously, the ego blocks the urge to anxiety into a form that is more acceptable and not too threatening. This method is called a self-defense mechanism. Freud said that defense mechanisms can be

interpreted as ego strategies to protect or defend oneself from anxiety (Schultz & Schultz, 2017). Freud (1856/1939) together with his daughter, Anna Freud (1946) put forward this type of defense mechanism that applies universally, especially when anxiety occurs in an extreme compulsive, repetitive, and neurotic manner (Feist et al., 2018). There are several types of defense mechanisms according to Sigmund Freud that Beth Harmon uses to overcome her anxiety.

### **B.1. Rationalization**

This type chooses more rationally and is approved by himself. People defend themselves to avoid the threat of their anxiety. We excuse or justify a threatening thought or action by persuading ourselves that there is a rational explanation for it (Schultz & Schultz, 2017). For example, someone who didn't get a job promotion might say he doesn't want the position.

Beth:

Is something wrong?

Alma:

Wrong?

I'm not Aristotle, but yes,

I think something

could be construed as wrong.

I've received a message from Mr. Wheatley.

Beth:

What did he say?

Alma:

It seems Mr. Wheatley...

has been indefinitely detained

in the Southwest.

Somewhere between Denver and Butte.

Though, Aristotle was a moral philosopher,

and I'm just a housewife.

Or I was a housewife.

*Beth:*

*Can they send me back  
if you no longer have a husband?*

Alma:

*You put it concretely.*

*They won't if we lie about it.*

*Beth:*

*That's easy enough.*

Alma:

*You're a good soul, Beth.*

(Datum number 8)

There was a risk of being returned to the orphanage if her foster mother's legal status changed after Mr. Wheatley left. Lying here could



be considered morally wrong, but Beth took it lightly. Beth couched her decision to lie in practical reasons for her safety and survival. This mechanism prevented her from feeling guilty and maintained the sense of normalcy in her actions. Beth used rationalization to transform the lie into a "reasonable" decision, thus avoiding guilt and alleviating her anxiety.

Beth:

I still take them.

Jolene:

Looks like you're doing  
more than pills, honey.

Beth:

Haven't had anything today.

Jolene:

Not yet, anyway.

Beth:

I'm supposed to go to Russia at the end of the year. I'm afraid.

Jolene:

Then don't go.

Beth:

I have to go. If I don't, there's nothing for me to do. I'll just drink.

Jolene:

Well, looks like you do that anyway.

*Beth:*

*I need to quit the wine,*

*and the pills, and...*

*clean this place up.*

*That'd be a good place to start. I have to study chess eight hours  
a day.*

*They want me to play in San Francisco,*

*be on The Tonight Show. I should probably do all of that.*

*Jolene:*

*Who's they?*

*beth:*

*Chess Federation.*

*Jolene:*

*Oh.*

*Beth:*

*But what I want... is a drink. If you weren't here,*

*I'd probably have a bottle of wine now.*

(Datum number 10)

Beth tried to justify her actions and mask her fear. "I have to go. If I don't, there's nothing for me to do. I'll just drink." She positioned her trip to Russia as the only way to prevent herself from sinking, when in fact, there were other options. This was an egotistical attempt to make her decision sound rational, not an escape from personal problems.

## B.2. Sublimation

In particular, the concept of sublimation mean taking a fundamentally antisocial or unacceptable desire and channeling the energy into socially valued activities (Baumeister, Dale, and Sommer, 1998). for example, people who are emotional can be changed into a painter or sportsmen.

### B.2.1. Reality

Interviewer:

Do you imagine  
that you saw the king as a father,  
and the queen as a mother?  
I mean, one to attack, one to protect?

Beth:

They're just pieces.  
And it was the board I noticed first.

Interviewer:

The board?

Beth:

*Yes. It's an entire world of just 64 squares.*

*I feel....safe in it. I can control it, I can dominate it. And it's  
predictable.*

*So, if I get hurt,*

*I only have myself to blame.*

Interviewer:

How interesting.

(Datum number 9)

Her life is filled with events beyond her control (her mother's death, foster care, an unstable adoption). Through chess, she can predict outcomes and accept full responsibility for losses. This channels emotional tension into strategy and victory. Beth uses the defense mechanism of sublimation because she channels her anxieties, insecurities, and past trauma into chess, a highly valued and socially acceptable activity.

#### **B.2.2. Neurotic**

Jolene:

What you gonna do at night?

Beth:

*I'm gonna stay awake as long as I can,  
reading my book,*

*learning the Sicilian Defense.*

*There's 57 pages about it in the book,  
with 170 lines stemming from P to QB4.*

*I'm gonna memorize them  
and play through them all in my mind.*

Jolene:

Poor mind.

(Datum number 12)

Beth is in a stressful environment (dorm room, loneliness, and a drug addiction). Her emotional impulses or anxieties are not expressed through destructive behavior, but rather are directed into intense mental chess practice. Beth uses the defense mechanism of sublimation because she channels her emotional energy, impulses, and tension into a productive and socially acceptable activity, studying chess strategy.

### B.3. Fixation

Fixation is a universal defense mechanism. Fixation occurs when someone is doing something else but worries too much. People with this defense mechanism feel insecure because of the new things they experience and do not want to feel pain later. Therefore, they stay in one place and do not move to another place. Fixation is often referred to as a "primitive developmental stage (Feist et al., 2018)."

Beth:

Jolene

Jolene:

Hey

*Beth:*

*Have you got any more vitamins?*

*Jolene:*

*Don't be rude. This is Samantha. She just got here.*

*Beth:*

*Haven't you got even just one?*

Jolene:

How'd the exhibit go? You do okay?

Beth:

Fine. But I need

Jolene:

I don't want to hear about it. (She turns away. Beth stands there, looks at the girl)

(Datum number 11)

This fixation began when he was first given a tranquilizer pill at the orphanage, which induced a feeling of relaxation and enhanced his ability to visualize chess moves. This positive experience became so deeply ingrained in his subconscious that whenever he faced anxiety whether due to loneliness, competitive pressure, or past trauma, she returned to the pill taking behavior. In the context of Freudian psychoanalysis, this fixation represents the ego's failure to develop more adaptive defense mechanisms, leading him to revert to past behavioral patterns even after the situation has changed.

#### **B.4. Projection**

The second defense mechanism is the projection, feelings, or assumptions of others to make themselves uncomfortable. In the projection defense mechanism, thought patterns tend to be



reversed as a justification for existing beliefs. Projection is cognitively more complex. It works by removing disturbing thoughts or feelings from the person and placing or attributing them to someone or something else (Feist et al., 2018).

Individuals who use this projection technique are usually very quick to point out other personal characteristics that they do not like. Projection is done by breaking the connection between the conscious ego and certain thoughts or impulses and then attributing the origin of those thoughts to another place. In this way, the individual remains unaware of their personal origins (Feist et al., 2018).

Beth:

How old were you  
when you started playing?

Georgi Girev:

Four. I was district champion at seven.

I will be world champion one day.

Beth:

When?

Georgi Girev:

In three years.

*Beth:*

*You'll be 16 in three years.*

*If you win...*

*what will you do next?*

*Georgi Girev:*

*I-I don't understand.*

*Beth:*

*If you're world champion at 16...*

*what will you do*

*with the rest of your life?*

*Georgi Girev:*

*I don't understand.*

*Beth:*

*You're the best I've ever played.*

*Beth.*

*Look what I found.*

*(Datum number 13)*

The question wasn't really about Georgi, but rather about Beth's

own anxiety: "If I reach the top at a young age, what will be left of my life?" By framing her anxiety as a rhetorical question to her opponent, Beth avoided appearing weak or indecisive. Beth was raised with a drive to always be the best, and the world of chess became a benchmark for her self worth. If she became world champion at a young age, she worried that nothing else would live up to her ideal. Beth feared the possibility of "losing purpose" after reaching the pinnacle of her career,

but she shifted the question to Georgi. Projection made her feel psychologically safe, because the problem "belonged" to someone else, not her.

### B.5. Displacement

Selecting a substitute target for the actual target, which can be an object or another person. Humans displace something to something else, such as another person, an object, or even an animal. They do not vent it on the source but on something else to avoid anxiety. Displacement If the object that satisfies the id urge is not available, the person can divert the urge to another object. This is known as displacement (Schultz & Schultz, 2017).

Interviewer:

Miss Harmon, what do you say  
to those in the Chess Federation  
who accuse you of being too glamorous  
to be a serious chess player?

Beth:

*I would say  
that it's much easier to play chess  
without the burden of an Adam's apple.*

Interviewer:

So, how are you feeling  
about your match with Alec Bergland?

Beth:

I'm looking forward to it.

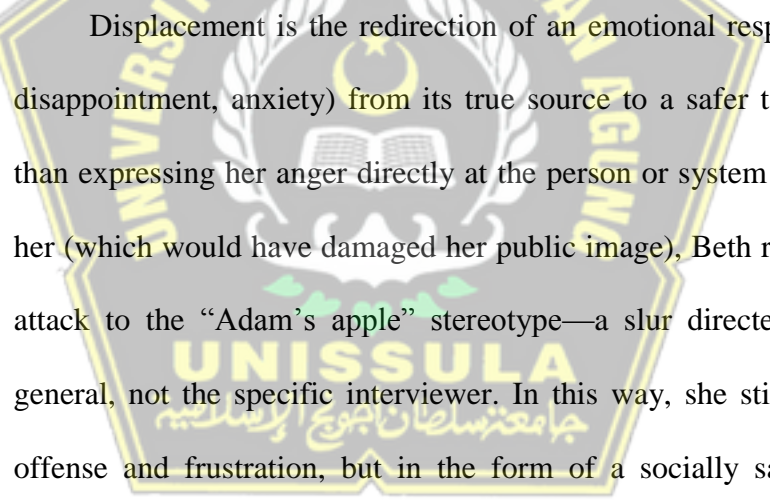
Interviewer:

Does that mean you think you can beat him?

Beth:

It means that I have to beat him.

(Datum number 14)

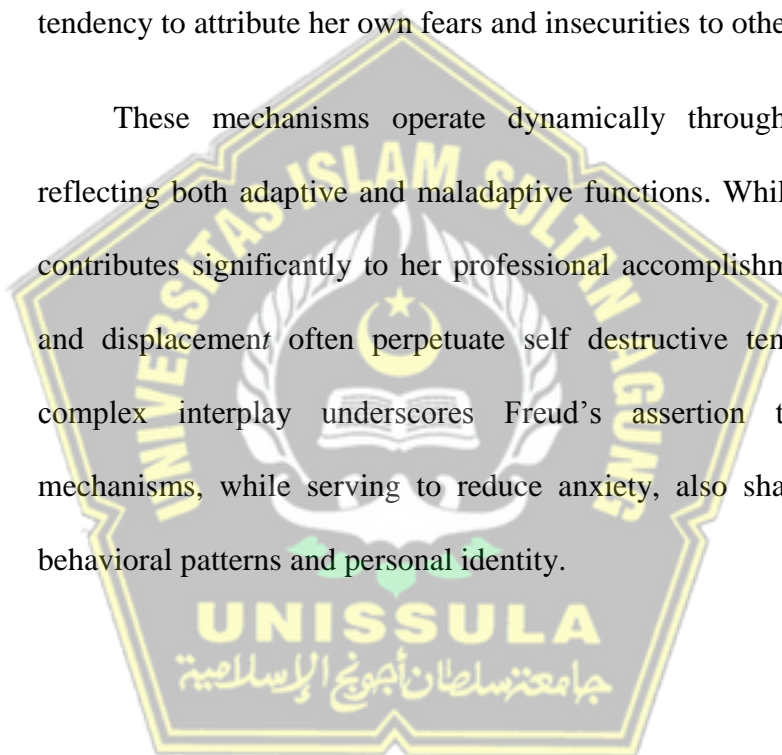


Displacement is the redirection of an emotional response (anger, disappointment, anxiety) from its true source to a safer target. Rather than expressing her anger directly at the person or system that belittled her (which would have damaged her public image), Beth redirected her attack to the “Adam’s apple” stereotype—a slur directed at men in general, not the specific interviewer. In this way, she still vented her offense and frustration, but in the form of a socially safe, sarcastic comment.

The analysis reveals that Beth Harmon employs various defense mechanisms namely rationalization, sublimation, fixation, displacement, and projection as strategies to cope with her psychological conflicts and external pressures. Rationalization appears when Beth justifies her problematic habits or controversial choices with seemingly logical

reasons. Sublimation is evident in her transformation of emotional distress and anxiety into intense focus and achievement in chess. Fixation manifests through her persistent dependence on tranquilizers, indicating an unresolved attachment to earlier coping patterns. Displacement is observed when Beth redirects her emotional responses toward less threatening targets, while projection emerges in her tendency to attribute her own fears and insecurities to others.

These mechanisms operate dynamically throughout her life, reflecting both adaptive and maladaptive functions. While sublimation contributes significantly to her professional accomplishments, fixation and displacement often perpetuate self destructive tendencies. This complex interplay underscores Freud's assertion that defenses mechanisms, while serving to reduce anxiety, also shape long term behavioral patterns and personal identity.



## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on the result of the analysis in chapter four, this chapter five contains the conclusion and suggestion of this study.

#### A. Conclusion

The findings indicate that Beth Harmon experiences all three types of anxiety as conceptualized by Sigmund Freud, reality anxiety, neurotic anxiety, and moral anxiety each emerging in different contexts of her life and career. Reality anxiety arises when Beth faces tangible threats or pressures from the external world, such as the demands of competition, media attention, and expectations from the Chess Federation. Neurotic anxiety manifests in situations where she fears losing control over her impulses, particularly her dependency on tranquilizers and alcohol. Throughout her journey, these anxieties function as driving forces behind both her achievements and her personal struggles. While reality anxiety often pushes her to prepare intensely for chess matches, neurotic anxiety and moral anxiety tend to generate internal conflict that influences her relationships and emotional stability. This dynamic interplay of anxieties demonstrates Freud's view that anxiety is not merely a symptom of weakness, but a central psychological mechanism that shapes behavior, decision making, and the formation of personality.

To cope with these anxieties, Beth employs several defense mechanisms as described in Sigmund Freud's psychoanalytic theory. The



analysis reveals that Beth Harmon employs various defense mechanisms namely rationalization, sublimation, fixation, displacement, and projection as strategies to cope with her psychological conflicts and external pressures. Rationalization appears when Beth justifies her problematic habits or controversial choices with seemingly logical reasons. Sublimation is evident in her transformation of emotional distress and anxiety into intense focus and achievement in chess. Fixation manifests through her persistent dependence on tranquilizers, indicating an unresolved attachment to earlier coping patterns. Displacement is observed when Beth redirects her emotional responses toward less threatening targets, while projection emerges in her tendency to attribute her own fears and insecurities to others.

These mechanisms operate dynamically throughout her life, reflecting both adaptive and maladaptive functions. While sublimation contributes significantly to her professional accomplishments, fixation and displacement often perpetuate self-destructive tendencies. This complex interplay underscores Freud's assertion that defense mechanisms, while serving to reduce anxiety, also shape long term behavioral patterns and personal identity.

#### **B. Suggestion**

Based on the results of this study, it is suggested that future research on Sigmund Freud's psychoanalytic framework should acknowledge that one type of anxiety whether reality anxiety, neurotic anxiety, or moral anxiety can in fact be addressed through more than one defense mechanism

at the same time. In the case of Beth Harmon, a single episode of moral anxiety might involve projection attributing her own fears to others while simultaneously employing rationalization to justify her behavior within a socially acceptable narrative. This finding emphasizes that defense responses are often layered and complex, rather than singular and isolated.

Furthermore, future studies are encouraged to incorporate other aspects of Freud's psychoanalytic theory, such as the id, ego, and superego model, to provide a more comprehensive understanding of character motivation and conflict. The integration of anxiety theory, defense mechanisms, and the structural model of the psyche could allow for richer, multi dimensional analyses that reveal not only the surface coping strategies but also the deeper psychological forces driving a character's behavior.

Such an approach may yield more nuanced interpretations, particularly in literary or film analysis, where characters often exhibit complex psychological patterns that cannot be fully explained through a single theoretical lens.

## BIBLIOGRAPHY

- Atkinson, R. L., Atkinson, R. C., & Hilgard, E. R. (1983). *Introduction to psychology* (Vol. 2; Taufiq Nurdjannah, Trans.; 8th ed.). Jakarta: Erlangga.
- Baumeister, R.F., Dale, K. and Sommer, K.L. (1998) Freudian Defense Mechanisms and Empirical Findings in Modern Social Psychology: Reaction Formation, Projection, Displacement, Undoing, Isolation, Sublimation, and Denial. *Journal of Personality*, 66, 1090-1092.
- Boeree, C. G. (2017). *General psychology: Personality, perception, cognition, emotion, and behavior*. Prismashopie.
- Busch, F. N. (2009). *Anxiety, guilt, and shame in psychoanalysis and psychotherapy*. *Journal of the American Psychoanalytic Association*, 57(6), 1351–1373.
- Corey, G. (2014). *Theory and Practice of Group Counseling* Ninth Edition. United States of America: Cengage Learning. Retrieved from.
- Feist, J., & Feist, G. J. (2010). *Theories of personality* (7th ed.). Jakarta: Salemba Humanika.
- Hall, C. S. (1954). Sigmund Freud (1856-1939). In C. S. Hall, *A primer of Freudian psychology* (pp. 11–21). New American Library.
- Hilgard, E. R., & Bower, G. H. (1975). *Schemas versus mental model in human memory*. Chichester: John Wiley and Sons.
- Minderop, A. (2010). *Literary psychology: Literary works, methods, theories, and case studies*. Jakarta: Yayasan Pustaka Obor Indonesia.
- Minderop, A. (2011). *Literary psychology: Literary works, methods, theories, and case studies*. Jakarta: Yayasan Pustaka Obor Indonesia.
- Minderop, A. (2013). *Literary psychology: Literary works, methods, theories, and case studies*. Jakarta: Yayasan Pustaka Obor Indonesia.
- Schultz, D., & Schultz, S. E. (2006). *Psychology and work today* (9th ed.). Upper Saddle River, NJ: Pearson Education.

Segal, H. (2018). *Introduction to the work of Melanie Klein*. Routledge.  
(Discusses Freud and post-Freudian views on anxiety).

