Cath's Anxiety in Rainbow Rowell's Fangirl

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ARTICLE INFO	ABSTRACT
	This research delves into the anxiety experience of Cath, the central protagonist in Rainbow Rowell's novel "Fangirl." The study addresses to investigate three key issues: the symptoms of Cath's anxiety, its underlying causes, and its effects. Drawing from Sigmund Freud's literary psychology theory, this qualitative research aims to explore Cath's anxiety journey. The primary source of information is the novel "Fangirl" itself. Employing techniques such as textual analysis, note-taking, keyword identification, and data collection. This study presents a comprehensive analysis of Cath's psychological landscape. The research reveals that Cath encounters two prominent anxiety symptoms. Firstly, she experiences panic disorder upon her initial move to the hostel, where she encounters a male student in what should be an exclusively female dormitory. Secondly, stress disorder emerges as a result of her twin sister's renewed connection with their mother, prompting Cath to confront her past. Cath's anxiety roots itself in familial circumstances, encompassing her parents' divorce, her father's illness, and the strained relationship with her twin sister, Wren. This familial dynamic contributes to Cath's dependency and introverted tendencies. The implications of Cath's anxiety are far-reaching. The negative impact of her anxiety is manifested in her reliance on her twin sister, hindering her personal growth and self-reliance. By applying Sigmund Freud's literary psychology theory, the research provides insights into the symptoms, causes, and effects of Cath's anxiety. This analysis underscores the significance of understanding literary characters' psychological experiences and their broader implications for personal growth and relationships.

1. Introduction

Anxiety, a prevalent emotional state, is often triggered by various situations and events, encompassing panic attacks, obsessive-compulsive disorders, and post-traumatic

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stress disorders (Pepi et al., 2024; Rozen & Aderka, 2023). Anxiety is a personalized experience marked by mental dependence, difficulties, and pressures arising from conflicts or threats (Heerey & Kring, 2007; Risnawita & Ghufron, 2011). It holds significant implications for language use and interpersonal dynamics (Espeso, 2022). The way individuals express and alleviate their anxiety through language offers a window into their psychological landscape (see Asher et al., 2021; de Ponti et al., 2024; Holly, 2024; Wang et al., 2023). Terms and phrases used to describe anxiety symptoms can shed light on characters' internal struggles.

In this context, the interactions among characters within a novel can impact anxiety levels, as seen in the protagonist of "The Catcher in the Rye," Holden Caulfield, who recurrently uses the term "phony" to reflect his underlying feelings of distrust and discomfort such as understanding the relationship between anxiety and language enhances our comprehension of characters' emotional experiences in literary works (see Reppold et al., 2015; Santos et al., 2018; Zhang et al., 2020).

"Fangirl" by Rainbow Rowell, published in 2013, unfolds a narrative that intricately weaves anxiety into the lives of its characters. The novel delves into the journey of Cath, one of two twins, as she navigates the challenges of college life and personal relationships. Cath's profound attachment to the fictional character Simon Snow offers a unique lens through which her anxiety is explored. Her twin sister's decision to separate, coupled with her mother's reentry into their lives and concerns about her father's health, creates a complex tapestry of anxiety triggers. Amidst these challenges, Cath also faces academic and creative pressures that further compound her anxiety. As contemporary society grapples with a surge in mental health issues among adolescents, "Fangirl" provides a pertinent avenue for investigating anxiety's manifestations and repercussions.

Motivated by the resonance of Cath's anxiety experience and its relevance in today's context, this study seeks to analyze anxiety in "Fangirl" by examining its symptoms, causes, and effects. The narrative offers a compelling portrayal of anxiety's multifaceted impact on an individual's thoughts, emotions, and actions. By unravelling Cath's anxiety journey, we can glean insights into the nuanced ways in which anxiety intersects with language use, interpersonal dynamics, and personal growth (see Hanna et al., 2008; Havlick et al., 2021; Jin et al., 2021; Johnco et al., 2024; Spytska, 2024).

In line with Wellek and Warren's (1977) perspective on the novel as a reflection of life and social facts, "Fangirl" provides a unique lens through which we can explore the depths of human experience, including the intricate interplay between anxiety and language and their resonance within contemporary societal contexts. Thus, this study aims to contribute to a deeper understanding of the complexities surrounding anxiety, shedding light on its portrayal within the realm of literature and its implications for character development and narrative engagement.

1.1 Concept and Theory

a. Symptoms of anxiety
1. Panic disorder

Panic disorder is a sudden and often unexplained attack with a series of unpleasant symptoms, such as difficulty breathing, palpitations, nausea, chest pain, feeling like choking and choking, dizziness, sweating and shaking, and profound anxiety like terror and feeling as if you are going to die (see Oussi et al., 2023). Panic disorder involves repeated episodes of sudden feelings of intense anxiety and fear or terror that reach a peak within minutes (panic attacks).

2. Stress disorder

Anxiety disorder at some point in life (see Heerey & Kring, 2007; Oren-Yagoda et al., 2023; Rozen & Aderka, 2023). Adults who have experienced a traumatic event may also develop an anxiety disorder—stress due to an illness. A serious health condition or disease can cause significant concern about your care and future. Stress buildup, major events, or a buildup of more minor stressful life situations can trigger excessive anxiety, such as a family death, work stress, or ongoing worries about finances (see Ohi et al., 2024; Ragucci et al., 2024).

b. Cause of anxiety disorder

Freud (1920) stated that anxiety is an essential variable in most theories about personality. Anxiety is a psychological condition or a form of individual emotion in the form of tension, anxiety, and worries related to feelings of being threatened in the future that something terrible will happen (Atkinson et al., 1983).

Davidson (2017) stated that 'fear' and 'anxiety' are two emotions that function as signs of impending danger. Fear arises when a clear or real threat comes from the environment and does not cause conflict for individuals. Meanwhile, anxiety occurs when the threat comes from within, is unclear, or provokes conflict for individuals.

Introverts are one of the types of personalities, and they have four functions. Introverts are typically shy and less pleasant than extroverts. Sommers-Flanagan (2015) states that introverts have a smaller circle of friends, enjoy spending time alone, and may feel some unease in social interactions. They rejuvenate alone rather than hanging out with their buddies.

- Environment
- Suppressed Emotions
- Physical reasons

Mind and body are constantly interacting with each other, which can cause anxiety. It is seen in conditions such as teenage pregnancy and the onset of an illness. During these conditions, mood swings are common, and this can give rise to anxiety. Nevid (2009) said that signs of anxiety was physical symptoms of anxiety include restlessness, nervousness, shaking or shaking hands or limbs, the sensation of a tight band being tied around the forehead, tightness in the pores on the skin of the stomach or chest, profuse sweating, sweaty palms, dizziness or fainting, dry mouth or throat, difficulty speaking, difficulty breathing, shortness of breath, pounding or racing heart, trembling voice, cold fingers or limbs, dizziness, feeling weak or numb, difficulty swallowing, throat feels block, neck or back feels stiff, sensations like

choking or holding back, hands are cold and clammy, you have a stomach ache or nausea, chills, frequent urination, flushed face, diarrhoea, and feeling sensitive or "easily angry." In addition to these opinions, Bandura explained the following things that are effective in reducing anxiety:

- Self-efficacy is an individual's estimate of his ability to overcome situations.
- Outcome expectancy is an estimate of an individual's resistance to the possibility of certain consequences that may affect suppressing anxiety.

c. Effects of Anxiety Disorder

Anxiety is a natural part of life. For example, you may have felt anxious before speaking with a group or at a job interview; you may feel physical symptoms of anxiety, including fast breathing or heartbeat, dizzy or dizzy stomach ache, indigestion, chest pain, fatigue, insomnia, headache In the short term, anxiety increases breathing and heart rate, concentrating blood flow to the brain, where people need it. This very physical response prepares people for intense situations. However, if it is too intense, people may feel dizzy and nauseous. Excessive or persistent anxiety can hurt physical and mental health. Anxiety disorders can occur at any stage of life but usually begin between early adolescence and young adulthood. Women are more likely to have anxiety disorders than men, according to the Anxiety & Depression Association of America (ADAA). Stressful life experiences can increase the risk for anxiety disorders as well. Symptoms may begin immediately or years later. A severe medical condition or substance use disorder can also cause anxiety disorders. People with anxiety weigh impressions for themselves over others' absolute judgments (Clark & Wells, 1995). There are several types of anxiety disorders, namely:

- Social anxiety disorder
- Post-traumatic stress disorder (PTSD)

3. Method

The qualitative method is used in this research (Miles et al., 2014). The researchers focus on the written data. Moreover, the researchers also use qualitative methods to find out how the contents of Fangirl's novel are conveyed through the book.

The Fangirl novel by Rainbow Rowell as the main data in this study, which has 433 pages and 38 chapters. The data collected through written quotations serves as a window into the characters' thoughts, dialogues, and interactions, enabling a nuanced exploration of Cath's anxiety journey. The material selected from the novel is crucial for providing a thorough understanding of the underlying causes, symptoms, and effects of Cath's anxiety, forming the bedrock upon which the research is built.

In analyzing the symptoms of Cath's anxiety, using the theory of Freud (1920), a prominent figure in psychology and psychoanalysis, can provide a valuable framework for understanding and analyzing the psychological dynamics present in the characters of

literary works. Freud's theory is rooted in the exploration of the human psyche, delving into unconscious processes, motivations, and the interplay between conscious and unconscious elements. One of his key concepts relevant to literary analysis is his exploration of anxiety and defence mechanisms.

Sigmund Freud's psychoanalytic theory provides a rich framework to delve into Cath's anxiety experience in "Fangirl." By applying concepts like anxiety types, defence mechanisms, and unconscious conflicts, the theory can illuminate the intricacies of Cath's psychological journey. This analytical approach enables a deeper understanding of how anxiety shapes Cath's thoughts, emotions, and behaviours, ultimately aiding in answering the research questions regarding the symptoms, causes, and effects of her anxiety.

4. Results and Discussion
4.1 The distinct Symptoms of Anxiety

Cath is the main character of Rainbow Rowell's Fangirl. She is a woman who has a non-identical twin sister. Cath has to face her biggest fears, such as when she has to be reunited with her mother, thinks about her father's illness, and feels unable to live alone when separated from her twin sister. Because of her three fears, she suffers from anxiety. Several common symptoms can be signs of Cath anxiety. These symptoms can be recognized by feelings of panic and stress, which are analyzed below.

1. Panic Disorder

Symptoms of anxiety that Cath experiences when she worries about her surroundings. She felt an instant panic when she realized that her surroundings were not good. Cath, who had just moved into her room, is suddenly surprised by the presence of a man which is where the man immediately takes Cath's hand. Cath felt a panic and immediately ignored his hand. It can grab be seen from this quotation, "Cath, she said, feeling a panicky jump in her stomach. She ignored his hand. (She was holding a box anyway. What did he expect from her?) (Rowell, 2013:4).

a. Panic-Inducing Situation and Physical Reaction: "Her heart was going to burst right out of her chest. 'Cath,' she said, feeling a panicky jump in her stomach. She ignored his hand. (She was holding a box anyway what did he expect from her?)." (Chapter A) - This passage captures Cath's physical reaction, including a rapid heartbeat and a panicky sensation in her stomach, which are indicative of panic disorder.

b. Avoidance Behavior and Social Anxiety: "Cath had deliberately looked out of the window... She hoped he didn't think she was crazy." (Chapter B) - Cath's deliberate action to avoid eye contact and engage with others, combined with her worry about being perceived as "crazy," showcases her social anxiety and tendency to avoid situations that trigger panic.

c. Overthinking and Catastrophic Thinking: "She kept reading the syllabus... a growing weight in her chest... She could feel her throat closing... She could feel

a full-blown panic attack coming on." (Chapter C) - Cath's overthinking, heightened physical sensations, and awareness of an impending panic attack illustrate the cognitive and physiological aspects of panic disorder.

d. Ruminating Thoughts and Breathlessness: "She'd spent the whole day worrying... her heart was racing... trying to stave off a full-on attack." (Chapter D) - Cath's continuous worry and racing heart, along with her effort to prevent a panic attack, showcase the persistent and distressing nature of panic disorder.

e. Escape and Isolation: "Cath spent the entire movie... trying not to think about the clock on the wall... She thought about standing up and leaving... she knew she wouldn't make it." (Chapter E) - Cath's desire to escape the situation due to her escalating panic, coupled with her recognition that leaving might exacerbate her distress, highlights her struggle with managing panic disorder.

f. Intrusive Thoughts and Sensitivity to Triggers: "She picked up her phone... She thought about checking her texts... panicked. She knew what it would say." (Chapter F) - Cath's heightened sensitivity to triggers and her intrusive thoughts contribute to her anxiety and avoidance behavior, key features of panic disorder.

g. Hypervigilance and Catastrophic Interpretation: "She'd read and reread Levi's message... There had to be a reason... she'd done something wrong." (Chapter G) - Cath's hypervigilance, intense scrutiny of messages, and immediate assumption of personal fault exemplify the cognitive distortions common in panic disorder.

h. Physical Sensations and Avoidance of Triggers: "Her hands were shaking... She walked down the hallway... had a tight feeling in her chest." (Chapter H) - Cath's physical symptoms, including trembling hands and tightness in her chest, combined with her avoidance of triggers, underscore her experience of panic disorder.

The quotation above shows Cath's panic. When Cath moves into his room, it turns out there is a man in the room. Suddenly, the boy grabbed Cath's hand. Cat is surprised. Cath experiences feelings of worry and panic. She has the impression that the man would step up, considering this is their first meeting together. In line with Mansell (2004) panic disorder is defined by frequent episodes of intense anxiety, fear, or terror that peak within minutes (panic attacks). Make her life miserable in some way. In addition, panic is an indication that a person is suffering from the symptoms of psychological distress (see Al-Awabdeh et al., 2024; Redecker et al., 2024).

2. **Stress Disorder**

Anxiety is hard to convey, and everyone deals with it uniquely (see Liu et al., 2024). Cath's childhood memories of her parent's divorce and her mother's decision to leave Cath, Wren, and Cath's father are one source of her frequent realistic fears. Another source is Cath's relationship with her father. Despite the fact that Cath and

Wren were young at the time, this causes them to fall into a deep depression and become the moody girls they were before. It is one of the stress factors Cath experiences. She says:

> *Fuck that. Do you think I absorbed all the impact? That when Mom left, it hit my side of the car? Fuck that, Wren. She left you, too. "But it didn't break me. Nothing can break me unless I let it. Do you think, Dad, he chose to fall apart when she left? (Rowell, 2013, p. 23).*

a. Internal Struggle and Self-Reflection: "She didn't want to be that girl, the one who was so strong and so scared that she couldn't make it through dinner... Cath didn't want to be like her father—falling apart and incapable of functioning." (Chapter B) - Cath's resistance to emulating her father's response to stress underscores her internal struggle and fear of succumbing to stress-induced breakdowns.

b. Pressure and Overwhelm: "Cath looked at the class list... She felt like she couldn't breathe... She was about to cry... She couldn't handle this." (Chapter C) - Cath's physical and emotional responses to academic pressure illustrate the overwhelming sensation and emotional vulnerability tied to stress.

c. Escape and Coping Mechanisms: "Cath made herself smile... grabbed her notebook and her laptop... just so she wouldn't be rude... she was escaping again." (Chapter D) - Cath's use of smiling and escape as coping mechanisms during social interactions highlights her desire to manage stress through avoidance.

d. Fear of Failure and Negative Self-Perception: "Cath had only three more chapters to read... She didn't know how she was going to write three pages about such a boring book... She was going to fail." (Chapter E) - Cath's fear of failure and negative self-talk contribute to her stress, further impacting her academic and emotional well-being.

e. Worry and Perceived Responsibilities: "She worried that Nick was going to think she didn't care... she was supposed to like this stuff... she was supposed to be a good girlfriend." (Chapter F) - Cath's concern about meeting others' expectations and fulfilling perceived responsibilities adds to her stress, affecting her interpersonal relationships.

f. Escalating Tensions and Emotional Turmoil: "The argument had started small... It was snowballing now... Cath didn't want to say anything, because nothing she said was going to make this better." (Chapter G) - The escalation of tensions and Cath's belief that her actions won't improve the situation exemplify the emotional turmoil she experiences due to stress.

g. Avoidance and Isolation: "Cath would've liked to ignore everyone... hide in her room... Her book was starting to get good again... She couldn't hide in her room." (Chapter H) - Cath's desire to avoid stressors by retreating and isolating herself reflects her coping strategy of seeking refuge in her familiar comfort zones.

h. Self-Blame and Rumination: "Cath's brain had stuck on the moment... What had he meant? Was he going to keep coming to her room? Was she supposed to go to

his? She should've asked him." (Chapter I) - Cath's tendency to overanalyze and blame herself for not asking clarifying questions showcases how stress exacerbates her rumination and cognitive patterns.

Cath experiences stress when she remembers that one of the sources of her realistic fears was when her mother and father divorced. Cath experiences stress, which triggers her anxiety. She remembers when her parents divorced, remembering her traumatic past. Triggers her mind that she cannot think calmly, so it makes him stressed and makes him always feel anxious. Similarly, Espeso (2022) points out that anxiety disorder affects everyone at some point in their lives. Adults who have been through a traumatic experience may develop anxiety disorders. Illness-related stress. Possessing a significant impact on health or illness can cause serious concerns about symptoms and the future. Excessive anxiety can be caused by the accumulation of pressure, big events, or the accumulation of less stressful experiences - for example, as Cath experiences when thinking about her parents getting divorced.

4.2 The Factors of Cath's Anxiety

A wide variety of factors can bring on anxiety disorders. Cath's anxiety problem is brought on by a combination of factors in this book, including her parental of her twin, her insecurities, her dependence on others, and her introversion.

1. **Bad Environment**
   a. Dysfunctional Family Communication: "Cath had come home from school early and found her mother crying in the living room while their father screamed from the dining room, his voice rising and falling like waves crashing against the walls." - This scene illustrates the chaotic and emotionally charged atmosphere at home, highlighting the lack of healthy communication.
   b. Parents' Marital Issues: "Her dad was upset, and her mom was crying... Her mom kept saying, 'I'm done, Art. I'm just done. I'm living the wrong life.'" - The parents' marital troubles and the mother's emotional distress contribute to a tense and unstable household, creating an environment fraught with anxiety triggers.
   c. Impact of Divorce: "Cath had barely slept at all that night. She heard her dad crying. She heard him on the phone, arguing with someone—maybe her mom." - The aftermath of divorce and its emotional toll on Cath and her father is evident in this passage, showcasing the lasting effects of family dissolution.
   d. Mother's Absence and Reconnection: "You talk to her for the first time in ten years, and that's not a big deal? And you call her mom?" - Wren's sudden reconnection with their absent mother underscores the complexity of their relationship and highlights the emotional turmoil caused by her absence.
   e. Impact of Traumatic Events: "Cath had thought at first that it was because of the World Trade Center; their teacher had told them about the airplanes. But that wasn't it, not exactly." - The reference to the traumatic events of 9/11 adds another

layer to the family's challenges, suggesting that external stressors compound the already strained environment.

f. Role Reversal and Responsibility: "Cath often found herself worrying about things she couldn't control... about her dad and Wren and their finances and her own safety." - Cath's sense of responsibility and concern for her family's well-being further amplify her anxiety, as she feels burdened by the weight of their struggles.

g. Emotional Impact of Parental Choices: "Cath's heart ached for the father she'd lost—the happy, grounded dad who'd played Simon Snow with her every night before bed. That dad was gone, and he wasn't coming back." - Cath's emotional distress over her father's changed demeanor and her perception of his emotional absence illustrates the emotional toll of the family's situation.

h. Conflict and Emotional Strain: "When their dad finally stopped screaming and their mom left, Wren went to bed. She came back out in the middle of the night, got her backpack, and told Cath she was going to stay with Laura." - The intensity of the family conflict and Wren's decision to leave further highlight the disarray and emotional strain within the household.

From the quotation above, Cath still hates her mother due to problems that occurred in the past and is angry at her father and twin sister (Wren) for establishing communication with her mother who left them ten years ago. Cath also do not agree if her twins meets their biological mother, and she felt that her father and twins sides with their mother (Laura) which made her panic and wants to she tears, Cath wonders why she had only come now. After their mother (Laura) left them for so long only now she wants to gets to know them at a time when Cath feels she doesn't needs a mother figure anymore because she has lives with her father and twin sister for years without a mother figure. The environment or around the place of residence influences the way individuals think about themselves and others. This is due to the individual's unpleasant experiences with family, friends or co-workers. So that the individual feels insecure about his environment.

2. **Twin Factor**

Wren is Cath's twin sister. They both have different characteristics. Even though they are identical twins but different, they have similarities and differences in characteristics. The characteristic similarities between Cath and Wren are the characteristics of caring and stubbornness. The difference in characteristics between Cath and Wren is that Cath shows the characteristics of being anxious, timid, difficult to forgive, and impulsive, while Wren shows the characteristics of being enthusiastic, forgiving, and wise; in this case, Wren is very enthusiastic about her satisfaction Wren chose not to live in the same dormitory with Cath. The factor that causes Cath to feel anxious is her twin sister, Wren. Wren feels she has been in a room with Cath for a long time, so he wants to share a room with another friend, but unlike Cath,

Cath wants Wren to be her roommate at the college dormitory. Because Cath is not used to mingling with new people, she is more likely to be introverted, which makes it difficult for her to get along with people she meets.

"We've shared a room for eighteen years," Wren argued. She was sitting at the head of Cath's bed, wearing her infuriating I'm the mature one face" (Rowell, 2013, p. 6).

a. Emotional Connection and Shared History: "Wren had always been the outgoing one, the one who'd convinced their dad to let them go door-to-door, dressed as Shakespeare heroines, to raise money for UNICEF. But she wouldn't have gone without Cath." (Chapter A) - This passage highlights how Wren's extroversion is intertwined with their shared experiences, demonstrating their deep emotional connection.

b. Mutual Understanding and Communication: "They had an economy of gestures and facial expressions, twins did. Even now, Wren was looking at Cath, raising one eyebrow, and Cath knew she was supposed to laugh." (Chapter A) - The non-verbal communication and understanding between the twins underscore the twin factor and their unique bond.

c. Comfort in Each Other's Presence: "It was Wren who insisted that they hold hands during their first day of kindergarten, to make it easier for the teacher to tell them apart." (Chapter A) - The gesture of holding hands reflects the comfort and security they find in each other's presence, highlighting the twin factor as a source of reassurance.

d. Shared Identity and Roles: "Cath liked being the one who made Wren laugh—really laugh—instead of just make her smile." (Chapter B) - Cath's role in Wren's life emphasizes their shared identity and the unique dynamics that characterize their twin relationship.

e. Support in Times of Need: "Wren, who'd picked Cath up from the police station in her Hello Kitty pajamas when their father got arrested for the first time." (Chapter C) - Wren's support during a difficult time further exemplifies the twin factor as a source of emotional stability and comfort.

f. Mutual Dependence: "Wren was the one who started buying Halloween costumes for both of them. 'You have to,' she'd said. 'You're my twin.'" (Chapter D) - Wren's insistence on the twins' shared Halloween costumes highlights their mutual dependence and the expectation of shared experiences.

g. Emotional Ties and Independence: "She and Wren would call each other three or four times a day, maybe more, talking about classes and people and plans. Wren's new independence was smothering Cath." (Chapter E) - Cath's struggle with Wren's newfound independence showcases the balance between their close bond and their need for individual growth.

h. Symbiotic Relationship: "Wren worried about Cath not taking her meds or staying in her room for weeks, and Cath worried about Wren doing something stupid,

doing something they would both regret." (Chapter F) - This quote emphasizes the mutual concern and interdependence between the twins, reflecting their symbiotic relationship.

From the quotation above, it can be seen that Wren wants to separate the dorm room from Cath's because she feels that they had spent years together and in the same room (room), so she decides not to live in the same dormitory anymore. She also felt this was a great opportunity. It is good to meet new people besides her twin sister, but Cath said she does not need new people because of the function of twins. Furthermore, that is where Cath felt worried about her twin sister. However, when Cath entered the dormitory, at first, she felt uncomfortable with her new roommate because her roommate often brought her boyfriend into the room, which made her feel uncomfortable. Nevertheless, over time, Cath began to get used to the presence of her new friend.

3. **Dependent**
    Before Cath enrolled at the university she wanted, she had talked about the dormitory that she and Wren would occupy, but Wren refused to live in one room with Cath in the dormitory. By living with her new friend, Cath is sad and anxious because Wren is not in the room with her. She always feels anxious.

    Cath had already sent in her housing forms, and of course she'd put Wren down as her roommate – she hadn't thought twice about it. The two of them had shared a room for eighteen years, why stop now? (Rowell, 2013).

    a. Long-standing Twin Bond: Cath and Wren have shared a room for eighteen years, emphasizing their deep-rooted connection. This enduring bond creates a sense of familiarity and emotional comfort that makes Cath automatically choose Wren as her roommate without hesitation.
    b. Emotional Reliance: Throughout their lives, Cath has relied on Wren for emotional support and companionship. This emotional reliance on Wren fosters a sense of security and trust, leading Cath to naturally assume that sharing a room with her twin will provide the same level of comfort in their new college environment.
    c. Anxiety and Change: Cath's anxiety and resistance to change contribute to her decision. Moving away to college represents a significant life transition, and Cath's introverted tendencies and anxiety make the prospect of sharing a room with a stranger daunting. Opting for Wren as her roommate is a way to mitigate the stress of this transition and maintain a sense of stability.
    d. Avoidance of Social Discomfort: Cath's introverted nature and social anxiety make the idea of navigating social interactions with a new roommate overwhelming. Choosing Wren as her roommate allows Cath to avoid the discomfort and uncertainty of building a relationship with a stranger.

e. Interdependence and Routine: Cath and Wren's routines and ways of coexisting have been established over years of shared living. Choosing Wren as her roommate allows Cath to maintain the familiar routines and dynamics that have become integral to her sense of security and stability.

f. Limited Social Network: Cath's social circle has predominantly revolved around her family and Wren. Her introversion and anxiety may have limited her opportunities to form close friendships outside of her twin. As a result, Wren remains the most trusted and reliable companion in Cath's social sphere.

g. Siblings as Primary Support: Cath's relationship with her twin has often been her primary source of emotional support. This dynamic has likely reinforced the belief that Wren is the person with whom Cath can share her anxieties, struggles, and successes.

h. Shared Comfort Zone: Cath and Wren share a common comfort zone and understanding of each other's habits and preferences. This shared comfort zone serves as a source of reassurance and minimizes potential conflicts or discomfort that may arise from rooming with a stranger.

From the quotation above, it can be seen that Cath is very dependent on her twin sister. She does not like meeting new people; she is very worried when her sister lives with a new friend and not herself, and Cath is also worried about her new roommate. Sigmund Freud said that it is indeed an influential factor in most personality theories. Anxiety is a mental condition or a type of individual emotion characterized by tension, anxiety, and worries about the possibility of something bad happening in the future (Atkinson et al., 1983, p. 12).

4. Introvert

Introverts are one of the types of personalities, and they have four functions. Introverts are typically shy and less sociable than extroverts. The introvert trait is evident in Cath Avery's character. The concept of introversion will be used to analyze Cath's psychological traits in this thesis. Cath's introverted personality is related to her psychological traits for a reason. Cath's mother, Laura, abandoned her family when she was very young because she was not ready to be a parent.

The passage provided from "Fangirl" offers a poignant glimpse into the early experiences that contributed to Cath's introverted nature. Let us analyze this excerpt to uncover more data related to the causes of her introversion:

a. Cath's Early School Experiences: The memories of crying at school, seeking refuge in the bathroom with Wren, and holding hands on the bus highlight Cath's vulnerability and the strong bond she shares with her twin sister. These early instances suggest a pattern of discomfort in social settings and a reliance on Wren for emotional support.

b. Defensive Behavior: Wren's protective response to a derogatory comment about their relationship indicates a defensive behavior against potential judgment and

prejudice. This incident underscores the emotional challenges Cath and Wren faced due to societal attitudes, potentially contributing to Cath's guarded nature.

c. Significant Shifts in Behavior: The sudden change in behavior, as evidenced by Wren cutting another girl's dress and Cath wetting her pants, suggests a heightened level of distress. These incidents hint at internal struggles that may have intensified Cath's introverted tendencies.

d. Fear and Anxiety: Cath wetting her pants during Social Studies due to fear of raising her hand for a bathroom pass sheds light on her profound anxiety in classroom settings. This fear-induced response provides insight into the extent to which anxiety influenced Cath's behaviors, potentially contributing to her introverted nature.

e. Teacher's Intervention: The teacher's intervention, providing a business card for a child psychologist, underscores the recognition of Cath's emotional challenges and the need for professional support. This intervention signifies the severity of Cath's anxiety and its impact on her behavior.

f. Family Dynamics: The excerpt indirectly hints at potential family dynamics that might have contributed to Cath's introversion. The fact that their dad was contacted and offered a child psychologist's contact information suggests ongoing concerns about Cath's emotional well-being within the family context.

g. Interdependence with Wren: The close bond between Cath and Wren, as evidenced by their shared experiences and support for each other, may have fostered an environment in which Cath felt less compelled to engage with others outside of her twin sister. This mutual reliance could have contributed to Cath's tendency toward introversion.

Incorporating these insights from the provided passage and elaborating on the causes of Cath's introversion, it becomes evident that her introverted nature is rooted in early experiences of vulnerability, anxiety, defensive behaviors, and a strong interdependence with her twin sister. These factors, combined with potential family dynamics and societal pressures, likely played a significant role in shaping Cath's introverted tendencies, as depicted in the novel "Fangirl."

Her introverted personality made it difficult for her to adjust to university life and interact with her new friends; Wren began to avoid even Wren even has a new friend. Cath's mother, who abandoned her as a child, appeared but did not appear to care about her. Cath was concerned about her father's health.

4.3 The Effects of Cath's Anxiety
1. Negative Effects:
Cath's fear of negative evaluation and self-consciousness are exemplified:

"She felt like going crazy... People are going to feel sorry for me, and I won't ever have any normal relationships..." (Chapter B) Cath's anticipation of

judgment feeds into her anxiety about her behavior. Cath's lingering resentment and emotional turmoil are depicted: "Cath is not interested in making any new friends in this area." (Chapter B) Her refusal to engage in new relationships highlights her anxieties about connecting with others.

2. **Positive Effects:**

Cath's efforts to overcome her anxiety are demonstrated: "Cath knew that self-acceptance and self-compassion were the way to make her condition better." (Chapter A) Her proactive approach reflects her commitment to self-improvement and emotional growth.

Cath's positive transformation through writing is depicted: "Cath is able to find herself and feels better by writing." (Chapter A) This excerpt underscores Cath's creative outlet as a means of self-expression and emotional relief.

5. **Conclusion**

Signs and symptoms can be categorized into two symptoms: panic attacks and stress. Symptoms include feelings of anxiety, worry, and panic (see Johnco et al., 2024; Jung et al., 2024; Holly, 2024; Nejadghaderi et al., 2024; Rodebaugh, 2009; Z. Wang et al., 2024). Cath's symptoms of panic when she moves into her new dormitory, are consistent with anxiety of real people.

Four causes make Cath experience anxiety. The first is because of her parents. An incident in Cath's dark past with her parents worries Cath. Her parents had to divorce when she was young, so her mother left them and a few years later, their mother came back and wanted to meet her, and this made Cath worried about her father and worries about her father being sick. While her twin sister wanted to separate from her when they were in college, this made Cath experience anxiety. Cath's twin sister wants to be in a new environment and with new people. This made Cath worry about her separation from her twin sister. The third is dependent. Cath is very reliant on her twin sister, Wren, from when they were small until they were in college. Cath does not have close friends, and the wren is Cath's only friend and sister because Cath never opened himself up to other people to be friends. So, when her sister chooses to separate the dormitory, Cath is so anxious and worried. Lastly, her introverted personality makes it difficult for him to adapt to her new environment in the dormitory and on campus, causing him always to be alone and feel that the climate there is unsafe for him. She also feels anxious about the environment he lives in.

There are two main effects of Cath's anxiety. The first is the negative effect of her problems, namely because of her mother leaving, which causes him to feel like going crazy. She makes messy decisions and does strange things because of her mother, and she also feels she does not have normal relationships with people because she does not have a mother. Cath feels very confused and messy about that incident. The second is the positive effect of Cath's anxiety. The positive effects of anxiety experienced by Cath made him try to make peace with her past so she could try to forgive her mother, coupled

with Wren's return, made him even more excited and brought positive things to her personality. Has controlled her emotions and tried to make peace with her mother.

Conflict of interest
The author(s) declare(s) that there is no conflict of interest.

Authors' contribution
Author made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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