CYBERBULLYING IN MOVIE *CYBERBULLY*: AN ANALYSIS FROM THE PSYCHOLOGICAL PERSPECTIVE

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ABSTRACT

The development of technology, including Internet, has raised the number of cyberbullying. Social media is on where cyberbullying commonly occurs as most of its users are teenagers. This current research tried to analyse the phenomena of cyberbullying on a movie entitled Cyberbully. This movie is centered to the main character, Casey, whose computer got hacked, and she got bullied by an anonymous hacker. The objectives of this research were to find the types of cyberbullying the main character suffered from, and the effects of cyberbullying the main character experienced. The results show the types of cyberbullying appearing in the movie are harassment, denigration, impersonation, outing and trickery, and cyberstalking with the latter dominating. Meanwhile, the effects of cyberbullying found were increased emotional distress, lowered self-esteem, isolation and withdrawal, and indulging in harmful habits with isolation withdrawal as the most dominant one. From the results, it can be concluded that how someone's id, ego, and superego work is related to the defense mechanism performed. In this movie, the main character shows her dominant personality sistem, that is super ego as she made decisions based on morals and judgements about right and wrong, and her decisions were based more on moral values. Besides, people who are active in social media can provoke cyberbullying. The effects are very dangerous because they can damage the victim's mentality and even makes the victim a potential perpetrator. This actually is a warning for young people to see. Thus, the wise use of social media is advisable.

Keywords: *Cyberbullying; Movie; Psychoanalysis*

ABSTRAK

Perkembangan teknologi, termasuk Internet, telah meningkatkan jumlah kasus perundungan dunia maya*. Perundungan dunia maya paling sering ditemukan pada media sosial karena sebagian besar penggunanya adalah remaja. Penelitian ini mencoba menganalisis fenomena perundungan dunia maya dalam film berjudul Cyberbully. Film ini berpusat pada karakter utama, Casey, yang komputernya diretas dan dia dirundung oleh peretas anonim. Tujuan dari penelitian ini adalh untuk menemukan jenis perundungan dunia maya yang dialami oleh tokoh utama, dan akibat dari perundungan dunia maya yang dialami oleh tokoh utama. Hasil penelitian menunjukkan jenis perundungan dunia maya yang muncul dalam film ini meliputi pelecehan, fitnah, peniruan identitas, penyebaran rahasia dan tipu daya, dan penguntitan dunia maya sebagai yang paling dominan. Sementara itu, efek perundungan dunia maya yang ditemukan adalah peningkatan tekanan emosional, penurunan harga diri, isolasi dan penarikan diri, dan keterlibatan dalam kebiasaan berbahaya, di mana isolasi dan penarikan diri menjadi efek yang paling dominan. Dari hasil penelitian dapat disimpulkan bahwa cara kerja id, ego, dan superego seseorang berkaitan dengan mekanisme pertahanan yang dilakukan. Dalam film ini, pemeran utama menunjukkan sistem kepribadiannya yang dominan, yaitu superego yang mengambil keputusan berdasarkan akhlak dan penilaian tentang benar dan salah, dan keputusannya lebih didasarkan pada nilai-nilai moral. Selain itu, orang-orang yang aktif di media sosial dapat memancing terjadinya perundungan dunia maya. Dampaknya sangat berbahaya karena dapat merusak mental korban bahkan menjadikan korban sebagai calon pelaku. Ini sebenarnya adalah peringatan bagi kaum muda untuk melihatnya. Oleh karena itu, penggunaan media social secara bijak sangat disarankan.

Kata Kunci: *Cyberbully; Film; Psikoanalisis*

INTRODUCTION

The number of Internet users worldwide is almost 4.57 billion people. This encompasses 59 percent of the global population (Statista, 2020). The highest three countries that rank the list of active digital population are China, India, and the United States of which 4.57 billion is active Internet users, 4.2 billion is unique mobile Internet users, 3.81 billion is active social media users, and 3.76 billion is active mobile social media users. The number of worldwide Internet users in 2019 was 4.13 billion which means that in one year, there is an increase of 0.44 billion users of Internet (Clement, 2020).

Based on active Internet usage, social media is the most popular online. Nearly 60 percent of the world's population is already online, and the latest trends suggest that more than half of the world's total population will use social media by the middle of this year (Kemp, 2020). This statement is supported by Chaffey (2021) stating "53.6% of the world's population uses social media. The average daily usage is 2 hours and 25 minutes". Zamri et al. (2018) define social media as "an online interaction site where people interact to build, share and change their idea and comments regarding any information". The forms of social media are varied from blogs, discussion boards and chat rooms, e-mail to Social Networking Sites (SNS). Facebook, Twitter, Instagram, WhatsApp, and Snapchat are the top five of SNS (Gwena et al., 2018). Among other SNS, Facebook has been used by almost three quarters of Internet users, and seven in ten of them access the site every day (Alhabash & Ma, 2017). Further, Facebook is acknowledged as a modern, leading social network site as its users are wide-spread in all countries (Yousif, 2012), and is still the most popular social media in the world with 2.449 billion user accounts (Ramadhan, 2020).

Unfortunately, the high number of Internet users particularly SNS users is not without negative effects. The rapid development of technology indirectly changes our ways of functioning in society. Internet provides us conveniences, but at the same time exposes to and put our life more at risks (Li, 2010). Experts (Farhangpour et al., 2019; Mutma, 2019; Nurfarhanah et al., 2019; Rahayu, 2012) say we cannot deny the fact that the increasing number of Internet users also increases the number of cases of harassment in cyberspace which is known as cyberbullying, whereas if we look back a decade ago, cyberbullying did not even exist. Now that it has become ubiquitous, cyberbullying shows that the traditional form of bullying can occur in the virtual world.

The emergence of cyberbullying, according to Roth (2011) implies that there has been a change of interest of the perpetrators of cyberbullying on technology, as they see technology as a means that has power to control others. Then, Patchin and Hinduja (2014) define cyberbullying as "wilful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices". Synthesizing from some definitions as the result of previous studies on cyberbullying, Slonje et al.(2012) conclude that "cyberbullying is a systematic abuse of power which occurs through the use of information and communication technologies (ICTs)". However, defining cyberbullying cannot be done only by looking at the surface. The nature of bullying needs to be taken into account to give the best definition of cyberbullying. Experts, according to Olweus (1993), divide the definition of cyberbullying into two classes: the one that involves a power imbalance between the perpetrator and the

target and the one that involves deliberate intent to hurt others repeatedly over time (Slonje et al., 2012). Emphasizes the existence of repetition and power imbalance in defining cyberbullying. He states that it is just simply a transformation of traditional bullying into a virtual form. As an addition, he sees the victim as "weak" which could be not only physical weakness but also psychological, and a power imbalance might be caused by rejection/popularity in peer group context. Meanwhile, it is difficult to find the similarities between cyberbullying and traditional bullying as the perpetrator has much more chances to hide their identity. The perpetrator of cyberbullying also does not need physical strength. What they need are anonymity and ICT skills (Chisholm, 2014; Patchin & Hinduja, 2014; Slonje et al., 2012; Ybarra & Mitchell, 2004). The anonymity allows the meanness of cyberbullying go unchecked (Vaillancourt et al., 2017). Further, it is easier to the perpetrator to engage in mean behaviours as they cannot see the reaction of the victim (Magliano, 2013). This is why cyberbullying is seen to be more perilous than traditional bullying as it can be perpetrated much faster and from a physically distant location.

Cyberbullying, according to Patchin and Hinduja (2014) has limitless impacts. Such a new kind of virtual bullying has caused a tidal wave of despair. How cyberbullying occurs through varied media in cyberspace has been elaborated by some experts (Johnson et al., 2016; Li, 2010; Patchin & Hinduja, 2014; Zamri et al., 2018). Since most of SNS users are teenagers, it is common to find the occurrence of cyberbullying in social media, such as Facebook, Twitter, and Instagram. Although SNS can give many benefits to their users, it undeniably has "dark side". Further, along with the increasing number of social media users, cyberbullying also occurs on blogs, e-mails, chatrooms, messengers, and text/digital image messaging via mobile devices. The bullying can involve religious, racial, sexual, or cultural bias issues.

Nancy Willard has conducted some research dealing with cyberbullying. Her research carefully studied many cases of cyberbullying that covered the causes, the effects, the potential victims, and the patterns how cyberbullying occured. She has conducted research with British, American, and Chinese children and teenagers who actively used the Internet as the samples. From her research, Willard (2007) then divides cyberbullying into some forms: flaming, harassment, cyberstalking, denigration, masquerade, outing and trickery, and exclusion. Each type has its own characteristics.

a. Flaming: sending vulgar and rude messages to a person in private or to an online group. A longer series of such messages is called a "flame war and is usually carried out in chat groups on social media such as sending pictures that are intended to insult the intended person.

b. Harassment: sending offensive messages to a person repeatedly. Harassing messages are generally sent through personal communication channels, including e-mail, instant messaging, and text messaging.

c. Cyberstalking: harassment that includes threats of harm or is highly intimidating; engaging in other online activities that make a person afraid of his/her safety.

d. Denigration is done by damaging someone's reputation or friendship by posting rumours or untrue things about a person.

e. Masquerade/impersonation: pretending to be someone else and posting/sending materials that make a person look bad and put him/her in danger. Masquerade/impersonation occurs when the cyberbully gains the ability to impersonate the target and post material that reflects badly on the target or interferes with the target's friendship. This may occur in the target's personal web page, profile, blog, or through any form of communication.

f. Outing and trickery: posting or sending materials about a person that contains sensitive, private, or embarrassing information that includes forwarding images or private messages. Trickery can also occur as part of outing. An innocent target can be tricked into revealing secrets or embarrassing information and then is shared online.

g. Exclusion: intentionally and specifically exclude a person from an online group. Exclusion is related to the designation of who is a member of the in-group and who is an outcast. As anyone who has been associated with teens knows, the boundaries of who is a member of the in-group and who is designated an outcast can change with mercurial speed.

The nature of literature in cyberbullying that is mainly descriptive makes it unable to clearly focus on explaining the causes of cyberbullying (Veenstra, 2011). However, studies have signified that the number of cyberbullying cases has increased greatly. The causes are commonly multiple and complex (Magliano, 2013). However; it is still clear that the perpetrators do cyberbullying because they have certain motives to do so (Nurfarhanah et al., 2019). Further, Pandie and Weismann (2016) describe some potential motives of cyberbullying.

a. Resentment/revenge

Basically, cyberbullying is the covert of psychological bullying, so this becomes clear that the motives might be similar to the motives of traditional bullying (Smith et al., 2008). Gordon (2020) says "When kids have been bullied, they often seek revenge instead of coping with the situation in healthier ways". They feel justified with the revenge as they have been harassed and want the perpetrator(s) to feel what they have felt. This is supported by a survey conducted by Ybarra and Mitchell (2004) in which they hypothesized that "some victims of conventional bullying may use the internet to attack others, in a form of compensation or revenge that is less dangerous to them than face-to-face attack". That is why such victims of traditional bullying have to hide their true identity, either by anonymous attacks or posing as someone else. This also proves that traditional bullies can be cyberbullies in the future.

b. Motivated offender

This motive is based on the routine activity theory proposed by Cohen and Felson (1979). Routine activity theory is generalized pattern of social activities that can trigger a certain situation to occur. This theory claims that a crime occurs because of three aspects: motivated offender, suitable target, and absence of capable guardians. The three must come together. The absence of one of the three can avoid any crime from happening. Thus, this implies that the routine activities in daily life done online including work and social media life gives more chances and exposures for criminals to lurk and plan a crime. The perpetrators have many opportunities to cyberbully their victims because

of the absence of capable guardians, such as police, responsible adults, surveillance cameras, or neighbour watch (Arntfield, 2015).

c. Desire to be respected/ power-hungry

Cyberbullying can be an indicator of one's social status. Cyberbullies are usually power-hungry. Gordon (2020) says "Cyberbullies have a range of different motivations, but the general goal is to increase their own power by reducing the power of someone else". Usually the bullies want their victims to react, either negatively or positively. The examples of this group are the popular attractive girls at school who bully the ones they think unattractive or a gang of rich boys who bully the ones they think coke from "poor" families.

d. Vengeful angel

The perpetrators usually commit cyberbullying to protect their friend(s). Both boys and girls can be "vengeful angels" by fighting against their bullies. Hence, the vengeful angels will not consider themselves bullies as they believe what they do is for the sake of friendship, to protect themselves from the bad people who victimize them.

e. Mean girls

Such bullies usually cyberbully others because of some reasons such as to entertain themselves, to gain social status, and to show their jealousy of other people. This kind of cyberbullying motive can occur anywhere. However, the "mean girls" usually need audience(s) as the bystander(s), so they engage others to pass along messages filled with rumours, vote at cyber bashing sites, or other tactics to help spread humiliation (Overton, 2013). They want to show that they have power to bully other people. This motive of cyberbullying is the most immature type.

f. Inadvertent cyberbullies

Inadvertent cyberbullies are those who do not think before clicking "send" button. They cyberbully without thinking about the impacts, for they do not intend to cause any harm. They usually respond and react to controversial messages or send cyberbullying communications (Overton, 2013).

Even though cyberbullying occurs using electronic means of communication, the effects can be felt in real life. So far, cyberbullying has been correlated to multiple maladaptive outcomes and impacts, whether they are emotional, psychological, or behavioural. The impacts can be so psychologically calamitous and vary from the short-term to the long-term ones, such as the feeling of anger, sadness, and depression Patchin and Hinduja (2014) damage on victim's mental health and academic career (Myers & Cowie, 2019) and psychosocial and emotional imbalance that lead to social anxiety (Martínez-Monteagudo et al., 2020). These research have shown that the effects of cyberbullying can range from effects on mental health to effects on well-being. Considering that cyberbullying can be very devastating. Darrin (2017) classifies the effects. She made the classification to ease distinguishing the traits of the sufferers.

a. Increased emotional distress

Having to experience cyberbullying can of course increase anger, frustrations, and sadness in the act of its victim. People who suffer from cyberbullying are often not the happy type and in most cases they try to pass their aggressions on little things. Usually they find it hard to see why people have a negative

point of view about them. In the process of trying hard to be the person that is loved by the world they might eventually lose their personal identity.

b.   Lowered self-esteem

Having a large amount of people who dislike you might trigger a sense of low self-esteem in you. You might feel unloved and feel that there is something other people have but you do not. In most cases, we have seen people suffer from a high rate of low self-esteem because of their experience from cyberbullying which has created more harm than good in the way they see themselves.

c.   Isolation and withdrawal

Being a victim of cyberbullying might start making you believe that the point of view of people about you are true which can make you feel isolated and start detaching from family and friends. They might start feeling that they are not loved and the little people who try to show them love. The victims of cyberbullying might feel that people only pity them which lead to the feeling of being isolated and often withdrawn w from people around them.

d.   Indulging in harmful habits

Often times majority of people who have suffered from cyberbullying often result to taking a hard drug to ease their pain and the moment pain from their fans which can be very harmful to their health. Sometimes they do crazy stuffs just because they feel sad.

Some research have shown that bullying mostly occurs among children and adolescent, particularly in school setting (Debevec, 2011). Much attention has been given to male students who are considered to be more aggressive than female students. However, some other researches have revealed that female students were aggressive in a different manner than their male counterparts for the most part. Scholastic Parents Staff (2020) implies a similar statement that says girls are equally aggressive but are in different methods. The difference of boy and girl's aggressiveness lies on how they act it. Boys show aggressiveness by physical behaviour, such as hitting or kicking, while girls show aggressiveness by more elusive expressions. Such expressions shown by girls involve passive aggression, relational aggression, or social aggression, like gossiping or spreading rumours. This explains why the higher frequencies are found on social networking sites and instant messages (Gustafsson, 2014). Concerning the issue, some works examined whether gender played a role in cyberbullying. They have revealed inconsistent results when involve gender differences in general online use and cyberbullying in particular. The results depend on the study features, such as modality of cyberbullying and region of samples and the methodological issues, such as measurement of cyberbullying behaviours, self-report rather than behavioural data (Chisholm, 2014; Sun et al., 2016).

Research focusing on specific types of cyberbullying are rarely conducted, yet we still can find other research that examine the forms of cyberbullying on social media as done by Sartana and Afriyeni (2017). They reported that cyberbullying (that are mostly on Facebook, SMS, and Instagram) occurs in varied form, ranging from mockery, slander, threat, to gossip. Van Hee et al. (2018) divide cyberbullying into two types: direct and indirect cyberbullying. Direct cyberbullying usually has the victims directly involved (e.g.; excluding the victims from an online group or

sending the victims files with viruses), while indirect cyberbullying usually occurs without the victims being aware of it (e.g.; spreading gossip, creating a hate speech on social media). Almost in all cyberbullying cases, the victims said that the impacts of cyberbullying were much worse than the impacts of traditional bullying. Whatever the impact is, research show that any form of cyberbullying always attacks, intimidates, harasses, and embarrasses the victims psychologically even to the level that it cannot be cured and ends in a suicide attempt (Cowie, 2013; Duverge, 2015; Extremera et al., 2018; Farhangpour et al., 2019; Mirsky & Omar, 2015; Ortega et al., 2012; and Tolia, 2016).

Even though it is quite tricky to see the thin line between traditional bullying and cyberbullying because of the difficulties in the criteria of repetition and power imbalance, there is a consensus which satisfies the two criteria: an aggressive behaviour. The discussion about both traditional bullying and cyberbullying works under Freud's psychoanalytic theory that guides psychoanalysis. Freud divides human's mind into three parts: conscious, preconscious, and unconscious. The psychoanalytic theory puts a great emphasis on the role of unconscious psychological conflicts in shaping human's behaviour and personality. Psychoanalytic theory has undergone some alterations since Freud's work. In 1923, Freud suggested personality theory, a refinement of his original ideas about consciousness and unconsciousness. This is a more structured model of the mind. The theory insinuates that human behaviour is the result of the three component parts of the mind: the id, ego, and superego (McLeod, 2017). "These three personality systems are mutually related and form the totality and behaviour of humans which is nothing but the product of the interaction of the three" (Sari et al., 2019). How the three personality sistems relate to each other is described and divided by into three classes: (1) personality system that only seeks pleasure is dominated by the id, (2) the healthy personality sistem is dominated by ego, and (3) guilt-ridden or inferiority complex that is dominated by the superego.

However, if the demands of these three elements become too much for the ego to deal with, what may occur is the feeling of anxiety. Kelland (2020) explained that anxiety is a signal that there is some approaching danger. He adds that even if the underlying cause begins with the id or superego, only the ego that can experience anxiety. Freud (in Prastiyowati, 2019) defines anxiety as unpleasant feeling associated with experience, physiology, and behaviours.

To reduce the tension of anxiety, humans do a system called defense mechanism. Defense mechanism are psychological strategies used unconsciously to protect a person from anxiety that arises from unacceptable thoughts or feelings (McLeod, 2017). Freud (1966) developed and elaborated the ideas on the types of defense mechanism. In her book, she divides defense mechanism into ten types: denial, displacement, repression and suppression, sublimation, projection, intellectualization, rationalization, regression, reaction formation, and isolation.

We can find the examples of studies on human' personalities through literary works under the psychoanalysis approach. Psychoanalysis is one of literary criticisms that concern with human's behaviour (Sirly & Novitasari, 2017). Besides, Garuba (2020) argues that "psychoanalysis critical method by which characters' dispositions can be analysed in relation to motivating factors or influences". "Psychoanalysis started from the medical profession and spread in other fields of

study and finally permeated literary studies as one of the different approaches to literature" (Hossain, 2017). Even though psychoanalysis has been one of the most debatable critical approaches to literature and is the least welcomed by the readers, the approach has become one of the mechanisms to discover of a literary text's hidden meaning. In addition to that, psychoanalysis also helps the readers explore the instinctive combination of a writer's personality. A literary work usually reflects author's own neuroses that convey his/her hidden unconscious desires and anxieties. One form of literary works that is often used as a research object is movie.

This research analysed the types and the effects of cyberbullying in movie Cyberbully. The story was centred to Casey, a school girl who liked using social media and was active on Twitter, blog, Facebook, Snapchat, and Skype. Casey was forced by a computer hacker to do his bidding, and if she refused, the hacker would reveal a compromise of her photo to the public. The hacker activated a screamer on her computer, caught her off guard, took control of the webcam, and started to communicate with Casey in a computer-generated voice. The hacker then revealed a series of nude photographs that Casey took of herself and threated to post them online.

Several studies on cyberbullying, particularly on how they relate to psychological aspects, have been conducted by accomodating some different theories. Baker and Tanrikulu (2010) examined cyberbullying experienced by Turkish secondary school children related to their age and gender, and what depressive symptoms shown both by the bully and the victim. Their quantitative research used The Cyber Bullying Scale and The Children's Depression Inventory as the research instruments. Pandie and Weismann (2016) conducted a research on cyberbullying with the same concern with Baker and Tanrikulu's; that was to analyse the impacts of cyberbullying on both the bully and the victim. The research was conducted by means of a survey to measure the correlated variables. Quite similar to Pandjie and Weissman, Peled (2019) also used survey method to analyse the influence of cyberbullying on undergraduate students' academic, social, and emotional development.

In addition to that, movie Cyberbully was used as the source of the data, for it has a different storyline from other movies on cyberbullying. Different from other movies studied (Hapsari, 2016; Panjaitan, 2020), the perpetrator in movie Cyberbully is anonymous. The audiences should be able to guess how Casey, the main character, is related to other characters. The movie brilliantly leads the audiences' mind to read who the actual bully in the movie is. The open ending leaves the audiences analyzing the reasons why the cyberbulling occurs and how it affects the characters in the movie.

As the number of the Internet users is increasing, it is important that they be mindful of the wise use of social media. Despite its many benefits, social media can have negative impacts if not used properly. Teenagers, as the most users of social media, have a higher chance to become both the prepetrators and the victims of cyberbullying. This is because they are physically and emotionally developing. Besides, socializing with people virtually can lead to cyberbullying because people tend to show their characteristics that are different from their characteristics in the real life.

Considering the issues mentioned previously, this research tried to study the types and the impacts of cyberbullying on its victims. Taking into account the results of the previous studies, this paper presents how cyberbullying stands under the umbrella of psychoanalysis. The main character' behaviors and the movie screenwriter's personality were analysed to discover the character' psychological condition.

METHOD

The data in this descriptive qualitative research are in the form of utterances and behaviours indicating the types and effects of cyberbullying experienced by Casey, the main character. Data collection was done by watching the movie and noting down the utterances indicating cyberbullying involving Casey as the victim and screen capturing the scenes depicting the impacts of cyberbullying on Casey. To analyse the types of cyberbullying, the researcher used the theory proposed by Willard (2007) while to analyse the effects, the researcher used Darrin's 2017) theory. Since this research uses psychoanalysis theory as its underlying approach, the data were validated using theory triangulation. What is meant by theory triangulation is where the final result (information) of qualitative research is compared with relevant theoretical perspectives to avoid biasing individual researchers on the findings or conclusions drawn (Turner & Turner, 2009). Here, the data were compared with other theoretical perspectives to create the final judgement on the main character's psychological condition.

FINDINGS

After watching the movie, the types of cyberbullying found in the movie were harassment, denigration, impersonation, outing and trickery, and cyberstalking. The most dominant type of cyberbullying that appears is cyberstalking (10 times). Flaming and exclusion did not occur in the movie. Meanwhile, the effects found were increased emotional distress, lowered self-esteem, isolation and withdrawal, and indulging in harmful habits with isolation withdrawal as the most dominant effect that appears. Table 1 shows the frequency of the types and effects of cyberbullying involving Casey, the main character found in the movie.

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Table 1. Results

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No	Type	Frequency	Effect of Cyberbullying			
			Lowered self esteem	Increased emotional distress	Isolation withdrawal	Indulging harmful habit
1.	harassment	2	2	-	-	-
2.	denigration	2	1	1	-	-
3.	impersonation	1	-	1	-	-
4.	outing and trikery	4	1	3	-	-
5.	cyber stalking	10	-	2	5	3

Harrasment

Datum: "You're stupid, ugly bitch"

Context of situation : The hacker sent a rude message to Casey. The hacker was angry because Casey pilled out the anti-depressant pills she had consumed. Casey consumed anti-depressant pills as she felt unloved and thought that she did not have what others had.

The utterances "You're stupid, ugly bitch" was said by the anonimous hacker to Casey through a personal communication channel. Here we can see that "stupid" and "ugly bitch" are negative words that are used to insult others. Insulting others using bad words is included into harassment. The message the hacker sent made Casey feel lowered self –esteem even more.

Here Casey spilled out the pills to show her reaction against the hacker. This behavior was shown because her superego drove her mind to start showing her resistance. Casey had thought of neglecting her id (that strived her to get free as soon as possible). To protect herself from the anxiety she had fought, Casey calmly went to the bathroom, took a towel, went back to her bedroom, and cleaned her vomit on the carpet. This form of defense mechanism was called displacement.

Denigration

*Datum: "I guess it's no surprise Casey Jacobs is on Antidepressant. I spent one night with her and it f***** deppresed me."*

Contex of situation   : The utterance is Nathan's status on Twitter. Megan noticed Nathan's status for Casey on Skype. Nathan was Casey ex-boyfriend. He hated Casey for breaking up with him, so he mocked Casey on his status. This action is a form of cyberbullying. Nathan did bullying to Casey by sending a status on his Twitter. He did it on purpose to intimidate Casey in social media.

This kind of cyberbullying is called denigration. This is a denigration because Nathan mocked Casey's ugliness on Internet by saying "I spent one night with her and it f***** depressed me". He damaged her reputation. The effect of this cyberbullying is lowered self-esteem. Casey felt unloved, sad, and embarrassed to see Nathan's status.

To tweet revenge Nathan, Casey asked her friend, Alex to hack Nathan's account. This shows that Casey's id controlled her unconsious mind. Casey's intention to ask her tech savvy friend, implies that she could use her power to something less powerful (Nathan).

Impersonation

Datum : Casey : "I know you're not Alex, so you can stop now."
        Hacker: "If you want to hack someone, who would you pretend to be?"

Context of situation : The hacker pretended to be Alex and sent a message to Casey on Twitter. Casey wrote a message to the hacker who pretended to be Alex, Casey's

classmate. The utterance *"I know you're not Alex, so you can stop now"* was uttered by Casey because Casey knew he was not Alex. Alex could not possibly know about the funny English teacher in the class. Therefore, the hacker pretended to be Alex and sent a message to Casey so that she replied Nathan's status and the hacker said, *"If you want to hack someone, who would you pretend to be ?"*. The hacker made Casey confused.

This type of cyberbullying is impersonation. It happened when someone pretends to be someone else. In this case, the hacker pretended to be Alex by using Alex's photo on his Twitter account. From the case, it made Casey angry and sad. Meanwhile, feelings of anger and sadness is one of criteria of the effects of cyberbullying, that is increased emotional distress.

The conversation made Casey more furious, knowing that she could not guess who the hacker was. She typed with rude language, forcing the hacker to reveal his/her identity. This was when her id conquered her unconscious mind. What casey only waned was to reveal the identity of the hacker and stop the bully she got.

Outing and Trikery

Datum : *Hacker : "We're going to need some more photographs."*
        Casey : "Leave Megan out of this."
      Hacker : "Take one pill, or it gets tweeted, from your account!
            Time's up!

Context of situation : The hacker sent a nude photo of Megan from Casey's twitter account. The hacker persuaded Casey to get more photos of Megan and threatened Casey to take the medicine, but Casey was silent. Therefore, the hacker immediately spread Megan's naked photo on Twitter using Casey's Twitter account.

This is an example of outing and trikery because the hacker tried to persuade Casey to get someone else's personal photos and spreading them. Hence, Casey felt angry and sad. Meanwhile, feeling angry and sad is one criteria of increased emotional distress. Anger and sadness can be seen in Casey's expression when the hacker spread Megan's naked photo.

Casey who remained silent was a form of defense mechanism she did to show that she almost gave up confronting with the hacker. She did this in hope that the hacker would stop the torture. This form of defense mechanism is called identification with agressor. Her id was slowly neglected, and replaced with the ego.

Cyberstalking

Datum:
"Sit down"
"Put the phone down Casey"
"OMG! Not out there!!"

Context of situation : The hacker intimidated Casey using a webcam on Casey's laptop. He ordered Casey to sit down.

The utterances were messages from a hacker who intimidated Casey. He knew what Casey did in her room through webcam on Casey's laptop. He asked Casey to sit down and put the phone down. Casey looked out of the window from which the hacker said *"OMG! Not out there!"* then Casey looked at the webcam on her laptop. Casey was shocked, confused, and scared.

From this case, what the hacker ordered Casey to do scared and intimidated her. Thus, this case belongs to cyberstalking. The effect of this cyberbullying is isolation withdrawal because it made Casey scared, isolated, and detached from her family and friends.

This part was the first scene when Casey knew her computer was being hacked. She was still analyzing what had happened. She tried to shut the computer down to stop the threat immediately. This is one form of how her id worked. Shutting down the computer was thought to be effective to stop the stressor, as Casey thought it was simply a random prankster.

There are many cases of cyberbullying on the Internet, especially in this era when social media such as Twitter, Facebook, and Instagram are widely used. In this case, Casey became a victim of cyberbullying on the Internet precisely on Twitter. A hacker hacked Casey's laptop. Based on the result of the research, the researcher found five types of cyberbullying and four types of effects of cyberbullying. The dominant type of cyberbullying is cyberstalking. It was indicated by the hackers who repeatedly sent dangerous threats or intimidating messages using electronic communication media that create harmful effects on other person. In this case, the hacker hacked some Twitter accounts to intimidate Casey. He threatened Casey by spreading her naked photos online. The hacker said that he would spread those photos if Casey refused what the hacker asked. He asked for three things: first, Casey had to confess that she was a bully, second, Casey should admit that she killed Jennifer Li, and third, Casey had to make amends.

Less frequently types of cyber bullying found is impersonation which is indicated by someone who is pretending to be someone else and sending messages or bad statuses online. In this case, the hacker only pretended to be someone else at the beginning of the story. He pretended to be Casey's friend named Alex. He wanted Casey to reply his ex-boyfriend's bad words. The Hacker helped Casey hack her ex-boyfrined, Nathan's account.

Other types of cyberbullying found in this research were harassment, denigration, outing and trickery. Harassment is indicated by repeated, ongoing sending of offensive messages to an individual target. Denigration is indicated by mocking someone's ugliness on the Internet with the intention of damaging someone's reputation. In this case, Nathan mocked Casey on his Twitter status. Outing and trickery is indicated by spreading other people's secrets, or personal photos of other people and persuading someone else to get a secret or personal photo of that person. In this case, the hacker persuaded Casey to say Casey had more naked photos of Megan and the hacker would try to spread the photos on the Internet.

Then, the effect of cyberbullying mostly experienced by Casey is increased emotional distress because Casey felt anger, frustration, and sadness because of the hacker's act. In this case, Casey was a character who felt a lot of anger, frustration, and sadness because the hacker always threatened Casey to follow all his requests,

which made Casey depressed in that situation. Casey often shouted and cried because of this.

Further, another effect of cyberbullying experienced by Casey is indulging harmful habit. Here Casey actually did not want to take any medicine, she was only forced by the hacker so that Casey took anti-depressant medication to excess. Other effects of cyber bullying found in this research were lowered self-esteem and isolation withdrawal.

Lowered self-esteem was also experienced by Casey. She felt unloved, sad, and embarrassed because the hacker knew Casey had a secret video of his friend. Casey also felt isolation withdrawal because she experienced fear. In this case, Casey was scared because the hacker threatened to spread her naked photos which made her scared. Casey did not want her family and friends to know about this. Hence, she shut herself up in his room at that time.

DISCUSSION

At first, we the viewers might feel pity on Casey for being bullied by her ex boyfriend who posted negative statement about her on his Twitter account. Here we could see that a social media network like Twittter can be used as a means to cyberbully others. This is in line with what (Johnson et al., 2016), (Li, 2010), (Patchin & Hinduja, 2014), and (Zamri et al., 2018) say about how cyberbully occurs on social network. The existence of advanced technology, as explained by Roth (2011) has changed some people's point of view as they think technology has a power to control others. This is what really influential dealing with why cyberbullying occurs. People's inability to use techmology wisely, and the chance to be anonymous on social media allow such people, the perpetrators to harras others.

Besides, we can also see from this movie that the causes of cyberbullying is quite difficult to explain because of its nature Veenstra (2011). The causes why Casey was cyberbullied were quite unclear because until the end of the movie, we are not told about the real identity of the hacker. The audiences are not given explicitly the particular reasons why the hacker hacked Casey's laptop and cyberbullied her. However, some scenes indicate that resentment is one of the causes. The bully showed some past videos of people taking suicide because of things Casey did to them. They were the victims of bullying Casey did to them previously. The hacker who bullied Casey, might be the vengeful angel who wanted to take a revenge to Casey. This was done as they wanted to protect themselves. Casey herself, who was once a bully according to the hacker, did not realize that her past deeds led her to becoming a victim of cyberbully. However, these theories cannot be considered true since the identity of the hacker was not revealed until the movie ends. Casey's victims, who were all female students, is also one interesting topic to be discussed. Some literatures correlate online behavior and gender. They say that girls tend to engage in passive aggression, relational aggression, or social aggression that extends into their online behavior, such as excluding someone from a social network and spreading rumors (Simmons, 2003); (Underwood, 2003). Here, we may analyze that the hacker was also a female, and she wanted to take a revenge to Casey by acting as a vengeful angel.

The effects, though, are so clear. From the data analysis, it was found out that the effect of cyberbullying mostly experienced by Casey is increased emotional

distress as she felt anger, frustration, and sadness. As mentioned by Darrin (2017) people who suffer from increased emotional distress are often not the happy type, and in most cases they try to pass their aggressions on little things. In the movie we can see that Casey passed her aggresion on her father by yelling at him and trying break her computer. By doing such things, cyberbully victims hopes their suffering can be reduced, and the psychological impacts on themselves can be lowered. Eventhough the effects of cyberbulyying are less harmful than bullying occuring in-person, still, we cannot neglect them since the case of cybersuicide is mushrooming. How the victims of cyberbullying feel about the harrasment has shifted. They are now more in control. However, this can be a doubled-edge sword. The more ignorant the victims of cyberbullying feel, the higher possibilities they become bullies in the future.

Confining to be filmed in Casey's bedroom for the entire piece, Ben Chanan and David Lobatto, the screenwriters of this movie succesfully bring up the audiences to a form of thrilling situation. The plot is immensely intense, complicated, and somewhat thought provoking. Casey's reactions which were shown by how she reacted to the hacker, slowly open up the causes of the cyberbullying she thinks she is experiencing. Ben Chanan and David Lobatto managed to make a plot twist in this film by creating a strong paradox in which the audiences become aware of the fact that Casey, the character they have supported emotionally from the beginning, can be said to be the same as the bully. Casey arguably was as guilty as her bully.

To give the sense of authenticity, Ben Chanan consulted his daughter and Maisie Williams, who plays the role as Casey to read the movie script, remove, and straighten out anything that felt fake (Jones, 2015). His fatherly concern on online bullying made him turn the real-life stories about cyberbully into a script. Here, having David Lobatto as his co-writer, Ben Chanan tries to show very human stories in the process. Besides telling the very true life fact that people out there will react negatively to material on the Internet, this movie also shows a very true warning about the phenomenon of cyberbullying. The movie shooting process that took place in complete real time shows how quick things could happen.

The movie starts with a casual scene where Casey was Skyping with her best friend. However, the scripts slowly shows Casey's mood crashes. Her good mood is ruined, knowing that her ex boyfriend, Nathan tweeted bad things about her. Referring to the theory on psychoanalysis by Freud (in Feist & Feist, 2008), Casey's id started to drive her instinctive, unconscious mind to take a revenge to Nathan. She thinks it is the only way she can take him down. However, in only an hour of screen time, the plot ignites an impressive amount on tension. Opened from the perspective of web-cams and pop-up screens, Casey had been experiencing many emotional disruption. The music she could not control, the laptop she could not shut down, and even the constant "boing" and "bleep" sounds of instant messages and notifications were enough to drive her crazy. The Sine-wave displayed on Casey's computer screen that depicted the anonymous hacker made Casey guess who the real hacker was. Having being confronted with an anonymous hacker who claimed him/herself as a vengeful angel, Casey had to suffer psychologically. Knowing that the hacker showed that she had committed many sins by bullying some people in her past, Casey started to feel anxious. Until the end of the movie, the audiences

could see that Casey was experiencing three kinds of anxiety: realistic anxiety, neurotic anxiety, and moralictis anxiety Freud (in Feist & Feist, 2008). Casey's behaviors when experiencing the anxiety, and how she reacted and responded as a form of defense mechanism are clearly shown in the movie.

The fear Casey felt by not knowing who the hacker was was a form of realistic anxiety. This kind of anxiety is typically related to something unpleasant that occurs. Casey started to feel in danger. Someone out there was threating her, making her feel uneasy and think what she had done to deserve the threat. Casey felt nervous. She was experiencing neurotic anxiety. Even though such a feeling is in ego, it is rooted in the impuls of id. Then, the hacker deliberately attacked Casey by showing her the pictures and videos prooving that Casey was a bully. Because of this, Casey who was at first thought that she was the cyberbullying victim, felt hit so hard. A guilt started to creep in her mind. As moralitic anxiety is derived from the conflict between the ego and the superego, it can arise as a result of failure to prove consistently with what is morally right. The guilt made Casey's comfort life turn upside down in a very short time. What she thought was right at the beginning, turned out to be a counter attack to her.

Because of an excessive fear or anxiety, sometimes the ego is forced to take extreme measures to eliminate or reduce the tension. This is called defense mechanism (Suryabrata, 2012). To protect herself from feelings of anxiety and guilts, Casey showed some forms of defense mechanism, such as denial and displacement. The examples of denial she did were screaming and yelling at the laptop, saying that her friends would know that she would not betray them. She tried to persuade herself that her bestfriends would not badmouth nor post bad things online about her like what the hacker said. Another example is when the hacker showed her the videos of some girls who were being ridiculed by Casey o the Internet. She thought it was a normal thing as everyone does that, too. She actually started to feel guilty after watching the videos but kept denying it by saying that the girls she ridiculed were bulies at school. Casey showed some forms of displacement. Knowing that she was the cause of some cyber suicide, Casey poured her anger and unacceptable thought on her father. This is in line with what Freud (in McLeod, 2017) defines about displacement. According to Freud, "if a situation is just too much to handle, the person may respond by refusing to perceive it or by denying that it exist." However, at the end, Casey decided to end her confrontation against the hacker by shutting her computer down. Casey's id strived her to escape from the hacker, but her conscience and ideal ego forced her to do the opposite. Deciding to escape from the hacker meant that she had to see her friends and family's life being hacked, too. Her superego finally helped her win the war against the hacker. As explained by Freud (in Feist & Feist, 2008), superego develops based on morals and judgments about right and wrong. Casey's decision to ignore the hacker and shut her computer down was done based on moral values. Casey realized that the hacker cannot control her life. Even though she has been told that she was actually a bully to others, she did not want to sacrifice her precious family and friends to one anonymous hacker.

From the previous discussion, it can be deduced that id, ego, and superego is related to each other and quite impossible to disconnect their effects to human's behavior. In the cyberbullying case, it can be seen how id strived the person (Casey)

to reach her need, but then due to the bullying, the ego started to control her mind to save herself. However, the superego finally worked as a bridge between the id and the ego as it concerns more on logic and morality. To protect herself from certain thoughts or feelings related to internal conflicts and outer stressors, Casey showed some defense mechanism. This shows that Casey is a normal human whose unconscious mind is more vulnerable to negatively charged emotional input, such as that pertaining to anxiety and sadness (Bowins, 2021). Having been cornered by the hacker made Casey's maturing process grow quickly. The abusive messages, the accuses of being a bully, and the threat to kill her lighted up the changes taking place in Casey's characteristics. These changes affected how Casey displayed her defense mechanism. Even if Casey's behaviors in dealing with the hacker are predictable, it is quite surprising that at the end she chose to end the war by shutting down her computer and ignoring the hacker instead of keeping on trying to figure out who the hacker really was.

In relation to the topic of bullying, there have been some research conducted to study cyberbullying with different variables. Baker and Tanrikulu (2010) conducted a research and the result reveals that there is a momentous relation effect between age and gender on cyberbullying experiences; however, it has nothing to do with becoming a cyber-victim. Then, a research conducted by Pandie and Weismann(2016) disclosed that the higher the perpetrator's reactive behaviour is, the higher the victim's reactive behaviour will be, and the lower the reactive behaviour of the perpetrator is, the lower the reactive behaviour of cyberbullying victims will be. The last one, Peled (2019) analysed the influence of cyberbullying on undergraduate students' academic, social, and emotional development, and found out that gender, religion, and sexual preferences have significant influences on the victim's academic, social, and emotional development. There is a thin line that connects the result of the previous research and the result of this research. The perpetrator's behavior affect the victim's behavior. The more provoking the behavior of the perpetrator is, the worse reaction given by the victim is. The Internet cruelly, indirectly gives anyone the same, unlimited chance to be a bully to others, despite their different gender, academic background, or emotional development. Giving bad comments, hate speeches, and any abusive messages to strangers has been considered normal by most teenagers as social media users. It is also interesting to see that sending abusive mesaages can give the senders a little excitement, even if it is temporary. Sadly, on the contrary, once these people become the victims, we can se that humans are so vulnerable against the Internet. This can be a warning for young people to see.

CONCLUSION

How someone's id, ego, and superego work is related to the defense mechanism performed. In this movie, the main character (Casey) could wisely decide how to escape from the hacker without sacrificing her family and friend's life. Casey often compromised satisfaction to avoid negative consequences by neglecting the id (her need to be free from the hacker as soon as possible), and ego (sacrificing her family and friends' happiness). Furthermore, close to the end of the movie, Casey also often chose to avoid confrontation of any kind with the hacker. This shows her dominant personality sistem, that is superego. She made decisions based on morals

and judgements about right and wrong, and her decisions were based more on moral values. Cyberbully is a movie with psychological aspect. This is proven by the psychological disruption experienced by the Casey. Casey's behaviors that changed quite fast indicated that she experienced some pressure that led to the display of some forms of defense mechanism. Here, Ben Chanan and David Lobatto wanted to show the sigificant point when the main character, got the conflict between her id, ego, and superego to prove her loyalty to her family and friends.

In addition, it can be concluded that people who are active in social media can provoke cyberbullying. Therefore, it is very important to use social media wisely by not sharing personal things in social media. The researcher also found that the most common type of cyberbullying found is cyberstalking because this kind of cyberbullying can be easily carried out by anyone. The effects are very dangerous because it can damage the victim's mentality, and even makes the victim a potential perpetrator. Besides, this would have an impact on the victim's social life. Thus, this film wants to inform its viewers that cyberbullying has many negative impacts. However, the responsibility is ours as social media users. The researcher suggests avoiding cyberbullying by not responding, and not replying to it. To prevent this is by not posting our personal live too often and avoid posting strange contents.

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