

# **CHAPTER I**

## **INTRODUCTION**

### **1.1. Background of the Study**

Adolescence is a transitional period between childhood and adulthood that is full of twists turns and challenges. According to the World Health Organization (2018), adolescents are individuals aged 10-19 years who are characterized by physical, mental, emotional, social, and behavioral changes. During this period, teenagers must be able to adapt to new things that occur in the environment outside their family, such as the influence of their friendship environment or new values in social interactions (Hurlock, 1998). One phenomenon that often appears during this period is juvenile delinquency. Juvenile delinquency is behavior that is not in accordance with social norms, either in the form of minor violations, impulsive behavior, criminal acts, or exploration of prohibited things (Santrock, 2011). Examples of juvenile delinquency that can be done include acts of violating rules such as rules that exist in schools and society, smoking, alcohol consumption, brawls, illegal racing, extramarital intercourse, and others. According to Semenza (2018), usually teenagers who participate in this behavior usually want to show that they are valuable because they will get a good assessment in the eyes of their friends who also engage in the same behavior.

Juvenile delinquency is a complex problem with many contributing factors such as academic pressure, family dynamics, and social expectations are significant influences. One of the strongest influences is social expectation because teenagers are impressionable of peers and the need for belonging. Teenagers are actively developing their identities and often seek validation outside their immediate

families. If the prevailing social expectations in their peer group involve delinquent behavior, the pressure to conform can be very strong. This is because nonconformity can lead to social exclusion, ridicule, or loss of status within the group (Nisar et al., 2015; Khan, 2018). On the other hand, academic pressure and family dynamics also influence teenagers in committing delinquency. Academic pressure refers to the demands that must be carried out by teenagers such as to achieve high grades, excel in exams, and get accepted into prestigious educational institutions. Therefore, teenagers who feel overwhelmed by these tasks and pressures may start skipping school and spending time with friends who are involved in unhealthy activities. Family dynamics include lack of parental supervision and control, lack of affection between parents and children also children who often witness domestic violence. With this, teenagers can develop aggressive tendencies, have difficulty regulating emotions, or try to control the situation through acts of defiance or violence outside the home.

Based on the explanation above, nowadays teenagers prefer to join in something that is currently hyped or widely discussed regardless of whether it is right or wrong, the important thing is to participate in it even through social media. For many adolescents, the paramount motivation is simply to be a part of the prevailing narrative or movement, to avoid being excluded or feeling "left out" (FOMO - Fear of Missing Out), and to gain social recognition or acceptance within their peer groups. It is proven that teenagers have not been able to find their own identity which is easily influenced by anything. Despite this, teenagers still have to be directed and guided by their parents because parents have an important role in the growth and development of teenagers. In this way, with guidance and direction

from parents, teenagers will be able to face social pressure, understand strong moral values, and develop a strong self-identity, so that they do not easily fall into delinquency or choices that will be detrimental to them in the future.

In the context of literature, this phenomenon is often the main topic that describes the reality of adolescent life, starting from physical changes, emotional and social pressures to the search for identity. In literature itself, there is also a genre or type of writing that teaches moral values in behavior known as the *bildungsroman*. According to Graham (2019), *bildungsroman* is a literary term meaning developmental novel or educational novel, and has become one of the most significant genres in Western literature since the eighteenth century. Graham said “*Bildungsroman* a novel about a young person facing the challenges of growing up because it is one of the most popular and enduring genres in literary history” (Graham, 2019, p. 1). This genre focuses on the emotional, intellectual, and moral journey of a main character from youth to maturity, or called coming of age. This *bildungsroman* often highlights the psychological, moral, emotional growth of characters in facing challenges, life experiences, and the process of searching for self-identity that shapes the character.

*Bildungsroman* also has several functions including, first as a depiction of the process of maturity. This serves to show how an individual faces challenges in life and grows into a mature person, both emotionally and intellectually. Second as an inspiration and wisdom. This serves to invite readers to reflect on the life journey of the main character and learn from the struggles, failures, and achievements that have been made.

Some examples of bildungsroman are *Great Expectation* (1861) by Charles Dickens. This novel tells the story of an orphan named Pip who has great hopes of making his life better and is obsessed with social status. One of his visible ambitions is "I had a particular reason for wishing to get on in life, and that I should feel very much obliged to her if she would impart all her learning to me" (Dickens, 1861, p. 48). In this novel, the lesson that can be taken is that although Pip is often tempted by his personal ambition. In the end, he realizes that true happiness comes from sincere relationships with others rather than material wealth. The bittersweet experiences he has gone through lead him to maturity and a deeper understanding of life.

The second novel that contains elements of bildungsroman is the novel *Jane Eyre* (1847) by Charlotte Brontë. This novel tells the story of the life journey of Jane Eyre, an orphan who is oppressed by her own relatives and grows into an independent and principled woman. One of her visible independences is " 'I am no bird; and no net ensnares me; I am a free human being with an independent will, which I now exert to leave you' " (Brontë, 1847, p. 386). This novel teaches us that independence is the key to happiness. By relying on our own abilities, we can determine our own path in life. This novel also teaches us about our courage and our never-give-up struggle to achieve our dreams.

Bildungsroman is a genre that is often found in various novels because it is very related to everyday life. Bildungsroman elements are not only found in classic novels such as *Great Expectation* (1861) and *Jane Eyre* (1847) but can also be found in contemporary novels today. Contemporary or modern novels that use bildungsroman elements can be found in the author John Green because most of the

novels he wrote are novels that focus on the psychological development of a character from childhood to adulthood and the journey of finding self-identity.

John Michael Green or known as John Green was born on August 24, 1977. He is an American author, vlogger, and content creator known for his work, especially for young adults. John Green's career began in 2005 with his first novel *Looking for Alaska* (2005). *Looking for Alaska* (2005) is a novel that tells the story of a teenage boy named Miles Halter known as Pudge. Miles leaves his home in Florida to go to Culver Creek boarding school in Alabama. He is a person who likes to read biographies of famous people and always remembers the last words of these figures. One of these figures is Francois Rabelais. He was a French thinker, writer, and priest during the Enlightenment. The last words of Francois Rabelais which read - "I go in seek a Great Perhaps" - are the sentences that Miles uses as the reason for choosing Culver Creek boarding school. This quote shows Miles's journey of individuation in his search for the meaning of life. The great perhaps is a symbol of a deep existential search, where individuals seek a deeper understanding of themselves and their place in the world.

Miles goes to a new school in hopes of finding his own identity and understanding his purpose in life. In Culver Creek, Miles meets Chip Martin known as the Colonel, Takumi Hikohito, and Alaska Young. Alaska is a charismatic and enigmatic girl. Their interactions not only bring new experiences for Miles but also introduce him to everything he has never done before. The experience is to reveal the dark side of adolescence, including delinquency and rebellion against authority.

The novel also depicts various forms of juvenile delinquency, such as smoking, alcohol consumption, violation of school rules, and planned pranks. Miles

is attracted to Alaska, but Alaska already has a lover. Although he knows that he and Alaska will never be together, his heart is not broken, and continues to fight until Alaska dies in a car accident.

The novel *Looking for Alaska* (2005) won the Michael L. Printz Award from the American Library Association (ALA), which recognized "The Best Book Written for Teenagers, Based Solely on Its Literature Merit" of that year and became the starting point for John's success Green as a writer (American Library Association, 2012). The book also appeared on the New York Times Bestseller list seven years later during John Green's surge in popularity after the release of *The Fault in Our Stars* (2012). *Looking for Alaska* itself was adapted into a TV Series by Hulu in 2019.

In addition, on average John Green's novels have the same writing style: most of the characters are teenagers, the story conflicts and the endings are also the same tragic, and most of the themes are teenagers, love, and the search for self-identity. The initial reason why John Green always uses teenage characters in all his novels is revealed in one of the appendices of *Looking for Alaska* (2005) entitled *Speaking with John Green*. This chapter is a question-and-answer chapter. He said "From the very beginning, I wrote the book for high-school students" (Green, 2005). The reason is that John Green wants to explore the dynamics of teenage life, friendship, romance, and the search for the meaning of life.

Based on the explanation above, I am therefore interested in discussing *Looking for Alaska* (2005). This interest is centered on how the novel not only presents a realistic representation of the psychological growth and development of its main character through the bildungsroman genre but also applies archetypes that

are relevant to this novel. This analysis aims to reveal how the combination of these elements ultimately conveys various valuable and profound life lessons for readers, especially in the context of challenging adolescence.

## **1.2. Problems of the Study**

Based on the explanation above, the research questions sought to be answered in this study are:

1. What types of archetypes can be found in the novel *Looking for Alaska* by John Green?
2. What life lessons do the archetypes convey in the novel *Looking for Alaska* by John Green?

## **1.3. Purposes of the Study**

Based on the problem of the study, the purpose of this study are:

1. To identify the types of archetypes present in the novel *Looking for Alaska* by John Green.
2. To examine the life lessons conveyed through archetypes in the novel *Looking for Alaska* by John Green.

## **1.4. Hypothesis**

*Looking for Alaska* by John Green utilizes three main Jungian archetypes, that are Persona, Shadow, and Anima/Animus in delivering life lessons as a bildungsroman.

### 1.5. Previous Studies

Study on literary works certainly continues to develop along with the emergence of various new perspectives and methods of analysis. Each work has its own complexity that allows for further exploration in various aspects, including narrative structure, theme, social context, and culture. Understanding a work depends not only on its narrative content but also on how literary elements contribute to a broader interpretation. However, to guarantee the novelty of the interpretation, previous studies have been conducted by previous researchers on this novel need to be reviewed. The following are some previous studies discussing the novel *Looking for Alaska* (2005), but from a different point of view.

The first study came from Mawaddah (2023) in her thesis entitled *Miles' Personality Development in John Green's Looking for Alaska*. This study aims to find out what Miles's personality is and how Miles's personality development is depicted in the novel *Looking for Alaska*. In her study, she used a psychological approach and personality development theory by Elizabeth Hurlock, and the method of this study was the technique of close reading and taking notes. The results of this study reveal four personalities possessed by Miles as the main character: obedient, quiet, difficult to make friends with, and disciplined. The experience of Miles' character development starts from being submissive becoming people who lie, stolid becoming irritable people, unsocial becoming social people, and disciplinarian becoming naughty people.

The second study was carried out by Frawadany (2019). This study entitled *Death Drive of Alaska Young's Character in "Looking for Alaska" Novel by John Green: Psychological Approach*. This study aims to analyze the reasons why the

character Alaska Young does a death drive. In her study, she used Freud's theory to analyze the death drive and used a descriptive qualitative method. The results of this study show that death drives have three terms, namely aggression, repetition, and repression. Death drive with aggression is the most common term found in this study because the character Alaska Young feels guilty and afraid for her life.

The third study was conducted by Hatmoko (2019) in her thesis entitled *Character Changing of Miles Halter on Looking for Alaska Novel by John Green (2005): A Behaviorism Study*. This study focuses on the changes in Miles Halter's character. The method in this study used the note-taking technique. In analyzing the data, she used Lewin's theory, which analyzes behavior. The results of this study are that Miles Halter's characteristics change in the middle of the story. First Miles changes because he meets Alaska Young. Second after Alaska Young dies, Miles' character changes again, especially when Miles finds out the facts about Alaska Young's suicide.

The fourth study was done by Ibrati (2018) in her thesis entitled *Peer and Adolescence Stage Development in John Green's Looking for Alaska*. The purpose of this study is to find out how Miles Halter's relationship with his peers affects his adolescent identity during his adolescence in the novel *Looking for Alaska*. The method used in writing this thesis is qualitative descriptive analysis, and the theory used in this novel is Erik Erikson's Psychosocial Development Stage theory. The results of this study are that Miles Halter has successfully reached the final stage of childhood, and has successfully reached the adolescent stage, from his friendship with Alaska Young and Chip Martin he is able to choose which things have a good impact, such as studying, seeking knowledge, starting friendships with others, and

which things have a bad impact such as smoking, alcohol consumption and pornography.

The fifth study was conducted by Pilangka (2016) in her thesis entitled *The Effects of Childhood Trauma on Alaska Young's Personality Development Depicted in John Green's Looking for Alaska Novel*. The purpose of this study was to reveal the forms of trauma experienced by Alaska Young as a child and to analyze the influence of these traumatic experiences on the development of her personality. In analyzing this study, she used a psychological approach, focusing on theories of internal conflict, anxiety, and post-traumatic stress disorder (PTSD). The method of this study was close reading. The results of this study revealed that Alaska experienced trauma as a child when she witnessed her mother's death without attempting to save her, and she had a strained relationship with her father following her mother's passing. As a result, Alaska developed post-traumatic stress disorder (PTSD). The main symptoms of PTSD found in her personality include hyperarousal, intrusive thoughts, avoidance, and addiction.

The sixth study was carried out by Putri (2015) in her thesis entitled *Miles' Struggle to Find a Meaningful Life in John Green's Looking for Alaska: A New Criticism Study*. The aim of this study is to discuss how Miles Halter struggles to find a meaningful life that is depicted in the plot, characterization, and irony. In analyzing this study, she used the New Criticism approach and the method of this study was close reading. The results of this study reveal Miles Halter's struggle to find a meaningful life can be revealed through his storyline. In the storyline, his characterization and irony are also revealed. He also understands that his

meaningful life is his more colorful life because he realizes that what he is looking for is something called love.

This study offers a new perspective that differentiate it from previous studies, especially in terms of the focus of analysis. While previous studies may have discussed other aspects, such as the personality development of Miles, the character change of Miles, childhood trauma of Alaska, and explorations of themes like death drive, borderline personality disorder, and the search for a meaningful life of the novel *Looking for Alaska* (2005). This study specifically focuses on the analysis of archetypes as a narrative strategy used to convey life lessons. To achieve this goal, this study exclusively uses the psychological approach and Carl Gustav Jung's theory of archetypes, a conceptual framework that allows for an in-depth exploration of universal patterns in the human psyche that are reflected in the characters and storyline of the novel.

In order to strengthen the novelty of this study, the following table summarizes previous research relevant to this study, so the readers can better understand the context of this study. The table outlines the authors and title, purpose of the study, methodology, approach, and theory, as well as the main findings. This structured comparison allows for a clearer positioning of this study within the existing literature and highlights the gaps it aims to address.

**Table 1. Summary of Previous Studies**

No.	Author Name and Research Title	Purpose of The Study	Methods and Approach or Theory	Findings
1.	Mawaddah, <i>Miles' Personality Development in John Green's Looking for Alaska</i> (2023).	This study aims to find out what Miles's personality is and how Miles's personality development is depicted in the novel <i>Looking for Alaska</i> .	Close reading and taking notes methods. This study uses a psychological approach and personality development theory by Elizabeth Hurlock.	The results of this study reveal four personalities possessed by Miles as the main character: obedient, quiet, difficult to make friends with, and disciplined. The experience of Miles' character development starts from being submissive becoming people who lie, stolid becoming irritable people, unsocial becoming social people, and disciplinarian becoming naughty people.
2.	Frawadany, <i>Death Drive of Alaska Young's Character in "Looking for Alaska" Novel by John Green: Psychological Approach</i> (2019).	This study aims to analyze the reasons why the character Alaska Young does a death drive.	Descriptive qualitative methods. This study uses a psychological approach and Freud's theory.	The results of this study show that death drives have three terms, namely aggression, repetition, and repression. Death drive with aggression is the most common term found in this study because the character Alaska Young feels guilty and afraid for her life.
3.	Hatmoko, <i>Character Changing of Miles Halter on Looking for Alaska Novel by John</i>	This study focuses on the changes in Miles Halter's character.	Taking notes methods. Lewin's theory, which analyzes behavior.	The results of this study are that Miles Halter's characteristics change in the middle of the story. First Miles changes

	<i>Green (2005): A Behaviorism Study (2019).</i>			because he meets Alaska Young. Second, after Alaska Young dies, Miles' character changes again, especially when Miles finds out the facts about Alaska Young's suicide.
4.	Ibrati, <i>Peer and Adolescence Stage Development in John Green's Looking for Alaska</i> (2018).	The purpose of this study is to find out how Miles Halter's relationship with his peers affects his adolescent identity during his adolescence in the novel <i>Looking for Alaska</i> .	Qualitative descriptive analysis methods. The theory used is Eric Erikson's psychosocial development stage theory.	The results of this study are that Miles Halter has successfully reached the final stage of childhood, and has successfully reached the adolescent stage, from his friendship with Alaska Young and Chip Martin he is able to choose which things have a good impact, such as studying, seeking knowledge, starting friendships with others, and which things have a bad impact such as smoking, alcohol consumption and pornography.
5.	Pilangka, <i>The Effects of Childhood Trauma on Alaska Young's Personality Development Depicted in John Green's Looking for Alaska Novel</i> (2016).	This study purpose to reveal the forms of trauma experienced by Alaska Young as a child and to analyze the influence of these traumatic experiences on the development of her personality.	Close reading methods. Psychological approach, focusing on theories of internal conflict, anxiety, and post-traumatic stress disorder (PTSD).	The results of this study revealed that Alaska experienced trauma as a child when she witnessed her mother's death without attempting to save her, and she had a strained relationship with her father following her mother's passing. As a result, Alaska developed post-traumatic stress disorder (PTSD). The

				main symptoms of PTSD found in her personality include hyperarousal, intrusive thoughts, avoidance, and addiction.
6.	Putri, <i>Miles' Struggle to Find a Meaningful Life in John Green's Looking for Alaska: A New Criticism Study</i> (2015).	This study purpose to discuss how Miles Halter struggles to find a meaningful life that is depicted in the plot, characterization, and irony.	Close reading methods. New Criticism Approach.	The results of this study reveal Miles Halter's struggle to find a meaningful life can be revealed through his storyline. In the storyline, his characterization and irony are also revealed. He also understands that his meaningful life is his more colorful life because he realizes that what he is looking for is something called love.

## **1.6. Theoretical Framework**

In analyzing a literary work of course, there are many approaches that can be used, but the approach must also pay attention to the object of the study. This study is conducted under the paradigm of a psychological approach in seeing this novel from an archetypal point of view. "Psychology is the scientific study of mind and behavior" (Cummings, 2019, p. 3). In other words, psychology is a science that tries to find out why we think and act the way we do, in a systematic and evidence-based way.

According to Bruno (2002), the father of psychoanalysis is Sigmund Freud (1856–1939). Freud was a medical doctor with a specialty in neurology. In other words, Sigmund Freud was a psychologist and neurologist. Sigmund Freud is a figure who put forward psychoanalysis, a very influential contribution to the history of psychology. Through psychoanalysis, Freud argued that humans are not fully conscious subjects or understand themselves (Freud, 1923). Instead, he stated that most of our thoughts and behaviors are influenced by the subconscious, so we often do not fully know the motivations behind our actions. In other words, psychoanalysis focuses on the influence of the subconscious mind on human behavior and personality.

However, the evolution of psychological thought continued, and one significant development came from Carl Gustav Jung, a student of Freud who later developed analytical psychology. Jung expanded Freud's concept of the unconscious into the collective unconscious, a universal repository of basic patterns and images called archetypes (Jung, 1964). Thus, from Freud's focus on individual

experience, moved to a broader understanding of the universal psychic structures present in every human being through Jung's theory of archetypes.

This study uses Carl Jung's analytical psychology, with a focus on the main archetypes of persona, shadow, and anima/animus. In the bildungsroman genre, this archetype is discussed as a strategy for giving lessons. The analysis focuses on the novel *Looking for Alaska* (2005) by John Green, a work in contemporary young adult literature.

### **1.6.1. Analytical Psychology of Carl Gustav Jung**

Carl Gustav Jung or known as Carl Jung was born in Kesswil, Switzerland on July 26, 1875. He is a psychologist who developed the concept of analytical psychology (University of Toronto Press, n.d.). Jungian psychoanalysis, also known as analytical psychology, is a therapy approach and personality theory developed by Jung. Unlike Freud's psychoanalysis which tends to focus on instinctual drives and repressed personal experiences, Jung's psychoanalysis emphasizes the importance of the collective unconscious and the meaning of life. Not only that, in this analytical psychology, Jung also discusses the structure of human personality, archetypes, individuation, and dream analysis (SPADA UNS, n.d.). This study focuses on the structure of human personality, namely the collective unconscious and archetypes which are explained below.

### **1.6.2. Structure of Human Personality**

In his analytical psychology, Jung developed a theory about the structure of human personality known as the psyche. According to Jung (1953), the psyche is

the entire human soul that includes conscious and unconscious aspects or a term used to describe thoughts, behavior, and feelings. Therefore, in understanding someone's personality, it is necessary to understand the conscious mind and the unconscious mind. The levels of the psyche include consciousness, personal unconsciousness, and collective unconsciousness.

Consciousness is part of the psyche that includes all experiences, thoughts, and feelings that are realized by the individual. According to Jung (1959), consciousness is the part of the psyche that we are fully aware of and that interacts directly with the outside world. It is the area where we think, feel, remember, and perceive things directly. The center of consciousness is the Ego. In this case, the ego becomes the center of consciousness that is responsible for self-identity. An example of this is when we feel hungry and finally decide to eat, we are aware of the hunger and make the decision to eat.

Below the threshold of consciousness lies the personal unconsciousness. This layer contains all psychic material that has ever been in consciousness but has been forgotten, repressed, ignored, or not fully developed (Jung, 1959). In other words, the personal unconsciousness is all repressed experiences felt by an individual and shaped by each individual's experiences. This includes forgotten memories, experiences that are too painful to be conscious of, or ideas that are not yet ready to surface. According to Jung (1953), "The contents of the personal unconscious are chiefly the feeling-toned complexes, as they are called; they constitute the personal and private side of psychic life" (p. 4). An example of this personal unconsciousness is avoiding someone for no apparent reason. This can

happen because the person being avoided reminds us of someone who has hurt us in the past, even though we are not directly aware of it.

The Collective Unconsciousness is the deepest level of the psyche which contains an accumulation of culture and experiences inherited by previous humans and non-personal (Jung, 1959). Unlike the personal unconscious, which is formed from individual experiences, the collective unconscious is the psychic heritage of the experiences of all humanity from the beginning of time. The collective unconscious is not acquired through personal experience but rather is genetically inherited (Jung, 1964). Jung observed that in dreams, fantasies, and emotional experiences we can access the collective unconscious (SPADA UNS, n.d.). Jung also believed that the collective unconscious plays an important role in shaping human behavior from their psychological experiences (Jung, 1959). The contents of the collective unconscious are known as archetypes, which are explained below.

### **1.6.3. Archetypes**

Carl Jung's archetypes are universal symbols that reside in the collective unconscious. Archetypes are universal patterns or models that exist in the collective subconscious of humans, which appear in dreams, myths, art, and literature. Archetypes are not images that have been in our heads since birth, like photographs or memories. However, archetypes are natural or innate tendencies that make us tend to react or understand things in the world in certain ways and form universal images or themes (Jung, 1959).

According to Guerin et al., (2011), "The Persona, the shadow, and the anima/animus are structural components of the psyche that human beings have

inherited, just as the chicken has inherited its built-in response to the hawk" (p. 205). This quote explains that archetypes such as the persona, shadow, and anima/animus are not the result of personal experience, but are an inseparable and innate part of the human psychological structure, passed down across generations as universal patterns, similar to the innate instincts in animals that form the basis for how we feel, think, and act in certain situations, even before we have had the relevant conscious experience. The three archetypes examined in this study are the persona, the shadow, and the anima/animus.

#### **1.6.3.1. Persona**

Persona is an important concept in Jungian Analytical Psychology. The term persona comes from the Latin word meaning "mask" worn by actors in ancient theater (Jung, 1959). The persona is the social mask or public image that we present to the outside world. It is a part of our personality that we develop to adapt to our social environment and meet societal expectations. The persona is a compromise between individual identity and social demands; it is how we want to be seen by others and how we act in various situations (IAAP, n.d.).

In a sense, the persona serves as an initial gateway to a deeper understanding of ourselves. Although the persona itself is the conscious part that we present to the world in order to adapt, its role goes beyond that. Sometimes, the conflict or discomfort that arises from being too attached to the persona can trigger chaos from the unconscious. This chaos, although initially uncomfortable, is actually the necessary impetus that compels the individual to begin individuation. Individuation is a natural and powerful process toward self-realization, that is, becoming a true

and whole person. So, when the persona no longer holds our whole self, it becomes a signal to begin a journey of true self-discovery (IAAP, n.d.).

For example, an employee who is shy and reserved in his personal life, but at work, he displays a professional, confident, and proactive persona. He speaks up in meetings and leads major projects, even though he feels uncomfortable inside. He does so not because he is truly confident, but because he knows that is what is expected of him in his position.

#### **1.6.3.2. Shadow**

The Shadow is an archetype that represents the dark, hidden, inferior, or less accepted side of our personality. Our Shadow embodies our inner darkness, the things about ourselves that we hide, the damage we have experienced in our lives but have never fully healed, or the desires that we have not been able to fulfill (Jung, 1959). The Shadow is not always evil. It can also contain positive qualities that are not recognized or developed, such as spontaneity, creativity, or intuition, because they are considered incompatible with the conscious persona (The Society of Analytical Psychology, n.d.).

For example, a woman is known for being very patient and kind. She strongly rejects the idea of being rude or angry. However, when faced with criticism, she often projects her unconscious anger onto others. She will accuse others of being hostile or attacking her, when in reality she is simply feeling unacknowledged anger within herself.

### **1.6.3.3. Anima/Animus**

The anima is an archetype that represents the feminine side of the male psyche from the Latin "anima" meaning soul. The animus is an archetype that represents the masculine side of the female psyche from the Latin "animus" meaning spirit/reason (EBSCO Research Starters, n.d.). Jung believed that every man has an innate feminine side, and every woman has an innate masculine side. The feminine side is more related to psychological attributes such as receptivity, intuition, emotion, creativity, and relationships. On the other hand, the masculine side is related to psychological attributes such as assertiveness, logic, rationality, action, and structure. This concept is a manifestation of Jung's idea of the collective unconscious, which states that we inherit universal psychological patterns (Jung, 1959). The anima/animus greatly influences how we relate to the opposite sex and how we project qualities of the opposite sex each other. For example, a man may seek out women who embody his anima, or a woman may be attracted to men who embody her animus

An example of anima (the feminine side of men) is a man who is very logical and analytical. From childhood, he was taught to suppress his emotions because it was considered a sign of weakness. When he meets a woman who is highly intuitive and emotionally sensitive, he is immediately attracted to her. He views her as perfect and ideal. This admiration is not only due to physical attraction, but also because she represents the qualities he lacks.

Conversely, with animus (the masculine side of women), a woman is highly intuitive, empathetic, and emotional in relationships. However, she lacks self-confidence and struggles to make logical decisions. When she meets a man who is

very assertive, courageous, and has a structured mind, she finds him to be very strong and reliable. She admires him because he embodies the qualities she desires in herself, such as assertiveness and courage, leading her to idealize him.

This theoretical framework is constructed under a psychological approach and Jungian theory to analyze how persona, shadow, and anima/animus function as strategies in delivering life lessons in the novel *Looking for Alaska* (2005). By examining these archetypes within the bildungsroman, this study highlights the role of archetypes in supporting the growth of the protagonist and delivering lessons such as encouraging self-reflection, emotional maturity, and meaningful self-identity to the reader.

In this novel, the relationship between archetypes and the psychological growth of the main character and the delivery of life lessons in the context of bildungsroman are intertwined. The main character, Miles Halter, faces universal archetypes such as the persona he must present to the public. His interactions with these archetypes drive his psychological growth, forcing him to face existential questions about life. As a bildungsroman, the novel carefully depicts Miles' journey from naive adolescence to a wiser adulthood. These life lessons are delivered not through direct advice, but through Miles' own bitter experiences and internalization processes, which mature him emotionally and intellectually.

### **1.7. Research Methods**

Kothari (2004) stated that the method is a technique and procedure used to collect and analyze data in scientific research. The research method includes several methods that will determine how data is collected, analyzed, and interpreted. Some

of these methods include quantitative methods, qualitative methods, and mixed methods between qualitative and quantitative.

In this study, I use a qualitative method. Creswell (2014) stated that by using qualitative methodology, researchers can gain a deep understanding of the social and cultural context of the problem being studied. Meanwhile, according to Bogdan and Biklen (1998), qualitative data is descriptive. The data collected is in the form of words, text, or images not in the form of numbers. Thus, the qualitative method focuses on social, cultural phenomena, and involves aspects of humans that cannot be analyzed through numbers whose results can be in the form of text or images.

The research method is not only a tool for answering questions in study but also a guide for ensuring that the answers to the questions given are correct, valid, and accountable. The research method is divided into two: the Data Collection Method and the Data Analysis Method.

#### **1.7.1. Data Collection Method**

Data Collection is the stage where data for the study is collected. In other words, it is a method used to collect information or data needed for a study. The data collected in this study are primary and secondary data. Primary data is the main data or source used by researchers in their study. In this study, the primary data that I use is a novel entitled *Looking for Alaska* (2005) by John Green. Secondary data is additional data or sources used by researchers to support the ideas or arguments put forward by researchers. In this case, the secondary data that I use includes books, journals, previous theses that discuss the same novel but different issues, or

previous theses that discuss the same issue but different novels, and online media to support this study.

In this data collection method, the technique used in data collection is observation. According to Babbie (2010), observation is a data collection technique that involves direct observation of study objects or subjects in their natural environment or situations. Observation by reading novels is a useful technique for qualitative research, especially in the field of literature. Through narrative text, researchers can gain in-depth insights into various aspects related to the problems described in the novel.

#### **1.7.2. Data Analysis Method**

According to Patton (2002), data analysis is the process of transforming large qualitative data into clear and in-depth narrative descriptions and transforming data into findings. The analysis involves identifying textual evidence of archetypal manifestations in the narrative, interpreting their significance to the protagonist's growth, and exploring how these elements convey life lessons typical of the bildungsroman.

The first step in conducting data analysis is to classify the data by close reading. Richards (1929) stated close reading as an approach that focuses on the structure of the text itself, especially the use of language and literary devices, to understand the meaning and effects of the text. Close reading means that the reader only focuses on the text itself. Researchers must read the novel that is the primary data several times. By reading the novel more than once, researchers can examine the elements of the novel to get the meaning of the text.

The second step is a discussion of the types of archetypes found in the novel *Looking for Alaska* (2005). How to determine this archetype is proven through data taken from the novel, especially the elements of the novel. This study proves the existence of archetypes through the identification of characters, characters and their roles, themes, symbolism, plot structure, and the role of dialogue in the novel.

The third step continued with a discussion about what life lessons are obtained from the archetypes found. After determining the existing archetypes, the next step is to identify and associate them with certain characters in the novel and explain how they represent the archetypes. Furthermore, it explains how the archetypes can strengthen the delivery of life lessons in the bildungsroman because each archetype contributes to teaching life lessons that are relevant to the psychological development of the characters.