



**THE SIGNIFICANCE OF MEMORY IN SOLVING INDIVIDUAL'S  
IDENTITY CRISIS DEPICTED IN JAMES DASHNER'S *THE MAZE  
RUNNER***

**A Final Project  
submitted in partial fulfilment of the requirements  
for the degree of *Sarjana Sastra*  
in English**

**by  
Rindi Mustika  
2211412001**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGE AND ARTS  
STATE UNIVERSITY OF SEMARANG**

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## APPROVAL

This final project was approved by a board of examiners of the English Department of Languages and Arts Faculty of State University of Semarang on December 2018.

### Board of Examiners:

**1. Chairperson**

Dr. Hendi Pratama S.Pd., M.A.  
NIP. 198505282010121006

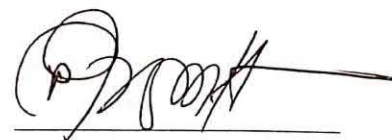


**2. Secretary**

Arif Suryo Priyatmojo S.Pd., M.Pd.  
NIP. 198306102010121002

**3. First Examiner**

Prayudias Margawati S.Pd., M.Hum.  
NIP. 198103162008122002



**4. Second Examiner as Second Advisor**

Dr. Rudi Hartono, S.S., M.Pd.  
NIP. 196909072002121001



**5. Third Examiner as First Advisor**

Rini Susanti Wulandari, S.S., M.Hum.  
NIP. 197406252000032001



Approved by  
Dean of Faculty of Languages and Arts  
  
Prof. Dr. Muhammad Jazuli, M.Hum.  
NIP. 196107041988031003

## DECLARATION OF ORIGINALITY

I, Rindi Mustika, declare that this final project entitled *The Significance Of Memory In Solving Individual's Identity Crisis Depicted In James Dashner's The Maze Runner* is my own work and has not been submitted in any form or another degree or diploma at any university or other institute of tertiary education. Information derived from published and unpublished works of others have been acknowledged in the text, and a list of references is given in the bibliography.

Semarang, August 14<sup>th</sup>, 2018



Rindi Mustika

NIM 2211412001

## MOTTO AND DEDICATION

Like a rose when blooming

Like a cherry blossom when scattering

Like a lily when withering

Like those beautiful moments

I always want to be the best

(Bangtan Sonyeondan, *Magic Shop*)

-For my parents and family who always love me unconditionally.

-For my friends who always brighten my days with joyful memories.

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Rindi Mustika

NIM 2211412001

## ABSTRACT

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Identity crisis is a psychological condition that happened to an individual because of the confusion of roles someone experienced in the society. This study was conducted to analyze the significance of memory in solving individual's identity crisis depicted in James Dashner's *The Maze Runner*. The purposes of this study are to describe how identity crisis depicted in the novel and to explain what factors cause an identity crisis. This study was done using a descriptive qualitative method and using Erikson's psychosocial theory to explore the identity crisis of the main character in the form of words. The object of the study was the novel *The Maze Runner* and this study focused on Thomas as the main character. List of an observational sheet was used as the research instrument and the data was taken through library research. The analysis was conducted by interpreting Thomas' utterances and actions using Erikson' stages of development's theory to describe Thomas' identity crisis. The results of the study showed that the identity crisis Thomas' experienced was the results of the changing environmental condition and Thomas' missing memories that made him unable to make new sets of values needed to form an identity. In order to solve his identity crisis, Thomas had to remember old memories he had forgotten in order to create new sets of values.

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# **CHAPTER I**

## **INTRODUCTION**

Chapter one presents the introduction of the study that consists of the background of the study, reasons for choosing the topic, research problems, purposes of the study, significance of the study, and outline of the report.

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

Children upon entering their adolescence stage will take activities that challenge them to explore. They will find out which activities they are like or dislike and they will be able to find what they want to do. Gradually, the children who turn into adolescents will undergo a series of observational process of mutual judgment between them and their environment. According to (Erikson, 1968, p.24), the way the adolescents perceive themselves through mutual judgment with the environment is called identity formation.

Identity is an essential part of people's lives that make them different and unique from the others. It is during the adolescence that people's identity is formed because adolescents will develop physical growth, mental maturation, and social experience. If the process of identity formation goes smoothly, children will find their identity (Erikson, 1968, p.93). In other words, when they pass their adolescence stage, they will have got their identity. However, sometimes the process of identity formation does not run smoothly due to problems such as conflicts and their immaturity. When children should pass their adolescence stage

and their identity is not found yet, according to (Erikson, 1968, p.98), it means they are experiencing an identity crisis. If their identity is not found yet, it means they are experiencing an identity crisis. The crisis in identity crisis itself does not mean in sense of threat of catastrophe but tend to mean more into a turning point, a crucial period of the children increasing vulnerability and heightened potential.

Furthermore, the adolescence is the transition period from childhood to adulthood. It means that they successfully passed through childhood stage. In order to go into adulthood phase, they have to pass through adolescence first. With their mental maturation increasing, adolescents will learn the complexity of their roles in society. They will feel conflicted knowing that they are not children who can be coddled anymore and yet they are also not full grown adults who can earn money for themselves. As a result, it grows confusion in the children's feeling and it can lead them to have an identity crisis. Whether or not the children are strong or weak to survive this stage, it depends on their growth and awareness of their part in society go together with the shift in their instinctual energy which makes them vulnerable (Erikson, 1968, p.95).

Frequently, adolescents suffer from identity crisis triggers social problems either with their family or their environment. Punk kids could be included as one of them. Punk kids express themselves in eccentric ways. They dye their hair, pierce their ears or lips, and wear clothes with tears in several spots. Despite their scary looking appearance could definitely judge their personality, some punk kids could behave nicely with other people and being responsible adolescents, while the others are not. For the former type of punk kids are the kind who would still

be considered as good teenagers as long as they still uphold the moral values of the society. The later type, on the other hand, is the kind of teenagers that cause the uneasiness in society. They behave badly like skipping classes, smoking carelessly wherever they want, and causing a ruckus by fighting other kids, and many others. They let their ever-changing emotional state controls their actions instead of thinking of the consequences of doing that.

It goes without saying that in the society the punk kids behavior is frowned upon. The adults in their environment are needed to step in and guide them back into the right path into becoming well-mannered and responsible adults. The insolent behavior of the punk kids will continue until they have grown up unless they finally resolve their crisis and form a new identity. Identity crisis emerges from the internal turmoil of the adolescents or comes from the external factor of themselves like their family and home situation (Rausch, 2012, p.4).

For example, in the Catholic Church in 1969 occurred a problem in regards to the faith of adolescents in the church. Many of them leaving the college as it seemed their college influenced them to let go their childhood beliefs for free-living experiences. As adolescence was the stage that the children finding out the identity that also made them attempted at breaking away from home in the process. They often found idols outside their family as well. Moreover, they would express various conflicting desires such as a desire to love and hate; or desire to give and take, and even the desire to abandon their childhood beliefs to embrace their freedom without the restriction from their family or the laws of the church. As time went by, the knowledge absorbed by adolescents was climbing

high in order to satisfy their curiosity. A question such as "what is the purpose of they live started to form. They would begin asking questions to their parents or relative as the family is the first place that forms their identities (Metz, 1969, p.30-31).

Unfortunately, most of Catholic Church taught the children by saying '*you should commit yourself, the church was right, therefore, you should accept the true church,*' even to the point of forcing their beliefs by saying '*if you dare to defy the Lord, you shall be excommunicated.*' Here was when their parents and any member of the church needed to be careful in giving the answers related to religion. During this stage where doubt in choosing their beliefs was in question, members of the church should not dismiss their doubt with answers like '*No, No! That was wrong! That was not what God wants,*' but tell them what church really was that was a searching community in which there was freedom to grow. The church allowing the adolescents to ask a question rather than simply give them answers they did not ask was advantageous to the growth of the adolescents' mature faith (Metz, 1969, p.64).

Another case of identity crisis happened in 2012, fifteen-year-old Kevin was institutionalized into homegroup system due to his conditions of having emotional disturbance which led him to be in a state of identity confusion. Kevin had difficulty constructing a firm identity from both personal and social perspective. Violently abuses by his father when he was young gave Kevin negative impact of a bad environment to establish his identity. The difficulty to trust other people also made Kevin rather befriended with the homegroup staff

rather than his own peers. The trust issues Kevin had led him to feel a conflicted situation like Kevin actually considered his peers around his neighborhood as friends even though he had not been home for home due to his stay at home group, or the conflicted feeling Kevin had during his stay at home group. He claimed to feel protected by the institutional safeguards but also felt being over-control by the institution's meddling with his daily activity there (Rausch, 2012, p.13-15).

Kevin was diagnosed with a classification of conduct disorder, anxiety disorder, and received special education under the emotional disturbance category. Kevin resided in high-security group home and being served by state social services. As Kevin was undergoing the adolescent stage, it was crucial for him to understand the construction of his identity as an active human being who constantly construct meaning and structure of his reality (Rausch, 2012, p.6). Despite Kevin's report about being abused during his childhood, then institutionalized later on, and his poor attempt at making a decision that affecting his identity development, Kevin struggled and thrived to get better in order to find himself (Rausch, 2012, p.20).

Identity development of adolescence may be impacted by cognitive, social, emotional development, family, peers, and many others (Rausch, 2012, p.4). For the case regarding the Catholic Church Students and Kevin cases, they have conflicted identity problems that influenced by family and society. The pressure from the church community in teaching the children to embrace the true faith and dedicate themselves to the church confuse them. They are supposed to have the

same belief as the church by being told that the consequences of defying the belief. To the children, it almost sounds like a threat which of course make them submit to the church's rules regardless of their willingness. As for Kevin's case, after living an unhappy childhood with his abusive parent has made him into having various mental problems. His failed experience in childhood stage has led him into became a closed and confused person, because his family who is the closest people to aid his problems before the society failed at guiding him through the thick of thin of his childhood moments. Therefore, an identity crisis is important for everyone especially the one who suffers from an identity crisis, because the impact of it can affect the adolescent's emotional turmoil. Whether or not that person managed to overcome his identity crisis, it will greatly influence his own future vision (Hall, 1978, p.97).

Identity crisis has become a popular and intriguing topic to discuss. Not only this phenomenon of identity crisis happens for real, the importance of solving the identity crisis has expanded its wings into the literary works. In this study, the writer would like to analyze identity crisis depicted in *The Maze Runner* novel by using psychosocial approach by Erik Erikson (1968) theory of development. In order to find the causes of identity through their adolescence stage, the writer needs to overlook the earlier developmental stage of the main character. By employing the stages of development proposed by Erikson, the writer attempts to make a new interpretation in regards to the related topic.

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

There are several reasons why the topic is chosen:



1. Identity is merely not a sacred thing that could not be talked about explicitly, but discussing identity is something essential that form an individual's personality that could help his or her identity formation.
2. Literary works cover wide topics including the social problems occurring in the reality such as the identity crisis happening to adolescents. The identity crisis which reflected on *The Maze Runner* may sound trifle but such phenomenon could affect the adolescence's future generation.
3. To prevent identity crisis from happening, children need related participants around them to teach them the values in life. This participant could be the parents or other family members, the environment, and the school. By discussing the topic of identity crisis and the problems caused by it, hopefully, all the participants realize the importance of this case problem.

### **1.3 Research Problem**

Research problems for this study are:

1. How is identity crisis depicted in the novel?
2. What factors cause the identity crisis happened in the novel?

### **1.4 Purpose of the Study**

There are several purposes for this study:

1. To describe how identity crisis depicted in the novel.
2. To explain what factors cause the identity crisis.

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

The result of this study is expected to give benefits theoretically, practically, and pedagogically.

### **1. Theoretically**

By giving the information of the possible causes of someone having an identity crisis, hopefully, the writer will be able to widen the information about identity crisis that happens not only can affect the person who experiences it but also affect other people surround him.

### **2. Practically**

By knowing the information about identity crisis, the readers are hoped to be able to use the given information from this study to understand more about the importance of identity crisis and they can share it to the family and friends who experience an identity crisis.

### **3. Pedagogically**

By understanding the information regarding identity crisis, the writer and the readers as well are able to empathize with the person who experience identity crisis and able to help them adjust to that situation to prevent them become isolated by society.

## **1.6 Outline of the Research Report**

This final project is arranged into five chapters. The first chapter presents the introduction, consisting of the background of the study, the reason for choosing the topic, research problem, purposes of the study, significance of the study, and the outline of the final project report.

The second chapter presents the reviews of related literature, a review of the previous studies, review of the theoretical studies, and the theoretical framework.

The third chapter presents the research methodologies, consisting of the research design, object of study, role of the researcher, research instrument, types of data, procedure of collecting data, and procedure of analyzing data.

The fourth chapter presents discussion analysis of the novel and the answer to the questions mentioned in the research problem.

The last chapter presents the conclusion of the study analysis from the previous chapter and suggestion dealing with the problem regarding the topic.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of three sub-parts. The first one is a review of the previous studies, which contains previous studies conducted by other people related to the topic chosen of this final project. The second is a review of the theoretical studies related to the topic and the third is a theoretical framework.

#### 2.1 Review of the Previous Studies

This part presents the review of previous studies that are used to be a reference to support my study analysis.

The first research is conducted by Falak Naz from University of Sargodha women campus entitled *An Analysis of identity crisis of Osborne's character "Jimmy Porter" in "Look Back In Anger"* (2015). She analyzed Jimmy's identity crisis using Erikson's psychosocial theory. In her study, Jimmy Porter as the main character experiences identity crisis because he is unable to move forward from his past events and forget his present identity. The death of his father when he was ten affected his personality greatly. He even implies he does not want the baby in front of her pregnant wife. In her research paper, Naz states that Jimmy fails to resolve his identity crisis during his adolescence stage and moreover he fails the fifth and sixth stage of Erikson theory of development. She also elaborates that Jimmy becomes an aloof person, without aim and goals in his life. Throughout the play, Jimmy always shows his anger towards society, social class, sex, conflicts,

and even religion. Jimmy longs for the company who expresses the same ideas and feelings as him, but at the same time, he fails to find the right person which makes him even frustrated than before. He hates how the society works and hates the fact that he just middle-class man because that is what the society has chosen for him (Naz, 2015, p.22-23).

Research conducted by Senol Bezci which entitled *Youth in Crisis: An Eriksonian Interpretation of Adolescent Identity in "Franny"* (2008) focuses on the term of youth in trouble instead of youth as trouble, in which in this case is about Franny's identity crisis. Bezci states that "Franny" belongs to one of the stage development created by Erikson that is Identity vs Identity Confusion. Bezci reveals that Franny has been going through identity confusion in the last couple of weeks. Being a successful student and a competent actress in the Theatre Department always acting the leading roles, she was an adolescent who seemed well-integrated into her society. She believes that people in this circle are people who follow the rules set out for them without any question and believe in them. Consequently, her long conversation, or rather a discussion, with Lane, her boyfriend in the restaurant is full of critical comments about the members of her society. Franny's feeling of a quilt is closely associated with her real emotions about Lane because in her view Lane is also one of those people she hates. Although she knows that Lane is a shallow boasting person, she continues her relationship with him and that is why she is overcome by the feeling of a quilt. She also feels a strong sense of embarrassment for leading the life she has because she cannot share any values with the people around her. Different from common

young person's life that is mostly covered by education and hobbies, Franny only experiences discomfort and shame at school and the Theatre Department. Her response to the conflict she is in is total repudiation. As she insistently remarks she is sick of ego, hers and everybody else's, but she belongs to a community based on inflated egos. She does not want to be one of these people and consequently quits the Theatre Department and wants to have the courage to drop out of the school as well. Unable to develop fidelity to her society, she chooses to repudiate her membership to this society. Bezci states that the repudiation Franny has done take the form of defiance that is a combination of socially unacceptable and yet stubbornly affirmed identity elements according to Erikson. Bezci as quoted from Erikson also states that repudiation in Franny's case is necessary if the available roles are limiting the adolescent's potential to develop her identity through combining sets of beliefs and ideas (Bezci, 2014, p.8, 10).

Another research conducted by Lerzan Guiltekin from Atilim University in Ankara entitled *Identity Crisis in Michael Ondaatje's The English Patient* (2006). Guiltekin focuses on the erasure of national identities and group of European explorers, scientists, and spies. He analyses the identity crisis of Michael Ondaatje's *The English Patient* from a postcolonial perspective, emphasizing cultural, psychological and physical displacement due to colonialization, traveling, exploration, using the theory of Homi Bhabha. The object analysis of his study is a man named Ladislaus de Almasy. Almasy is a desert explorer who helped the Germans navigate the desert. Although his occupation is to name and map the desert, ironically his own identity is wiped out from existence. He is

found burnt at the Villa San Girolamo at the end of World War II. Almasy is badly burnt beyond recognition and eventually, he is known as the English Patient. Despite that he helps the German mapping the desert, Almasy always thinks that mapping a space and own the land as a form of knowledge for power and domination. The Germans no longer have no sense of belonging and identity who provide the people of the same territory and suppose to have the same rights to separate from other lands. But the national identity in Michael Ondaatje's *The English Patient* is different, as they possess lands to show their power in domination and no longer hold the sense of homogeneous national unity due to the diversity of ethnic group within them. Using theory of Homi Bhabha, Gultekin concludes that the nation where Almasy stays could never be united as long as they have a different national discourse to forge a collective national consciousness and to produce the national unity. The characters from *The English Patient* have to experience a process identity transformation because both of colonial and anti-colonial nationalism clash can cause the destruction of civilization and suffering to both western and colonized like the characters from *The English Patient* novel (Gultekin, 2006, p.1-7).

Research conducted by Blokker entitled *Identity Formation in the Dystopias of The Hunger Games and Divergent* (2014) focuses on Beatrice's quest in forming a new identity to resolve her identity crisis as a divergent. In *Divergent* (2011) people's lives were also decided by society instead of their own free will. Every individual belongs to one of the five fractions established: Abnegation, Amity, Candor, Dauntless, and Erudite. Each faction has different

role and characteristics from another. Abnegation is a faction full with plain and modest people; Amity is for the kind and nurturing people; Candor is for honest people; Dauntless is for brave and soldier-like people, and Erudite is for intelligent people. With regard to identity, it is important to note that behavior and identity are very much shaped by one's faction. According to Erikson, this idea of group identities very much appeals to people, more so than self-made, democratic identities because they are more stable and comprehensive that way. In her sixteen-year-old of her life, born as Abnegation, Beatrice attends her choosing ceremony to determine which one of the faction that suits her well. In order to do that, she needed to take the aptitude test. In the end, Beatrice chose Dauntless as her new faction different from her brother who was selected into Erudite because she considers herself too proud and disgustingly selfish, which is why she chose Dauntless. While the Abnegation "give without thinking and care without trying", selflessness does not come effortlessly to Tris. In Dauntless faction, Beatrice renames herself as Tris to abandon her former self and meets new people there. Unfortunately, during initiation Tris is confronted with the harsh reality that it is not always simple and self-evident to be selfless and helpful like the Abnegation, especially not in this environment. She needs to act like a proper Dauntless instead of revealing her Abnegation's trait, therefore she should not be a selfless person. Because she is divergent, Tris is confused about whether she belongs in Abnegation, Dauntless, or nowhere at all. Blokker, following Erikson, defines this moratorium as the process of exploring various identity-defining values and commitments. According to Erikson, a moratorium is necessary for young people



in order for them to integrate their various identity elements into oneself. Blokker also states that in *Divergent*, there is no moratorium, and therefore, by the time of the Choosing Ceremony, adolescents are unlikely to have completed their identity formation. Tris expected her aptitude test to tell her which choice to make because she is unsure herself. Tris realizes that being Divergent already enables her to reconcile her different identities, she combines selflessness and bravery and love for her family and love for her faction all together. She is not just ex-Abnegation, or currently Dauntless, but she is a complicated individual made up of different identity elements from each fraction (Blokker, 2014, p.62-64).

By using the previous studies above as comparison, the writer finds the similarity problem between the previous studies and the chosen topic of this study, that is an identity crisis. In opposite to that, the writer also finds the differences between them, which are the causes of identity crisis happened are various. In the first research, *An Analysis of identity crisis of Osborne's character "Jimmy Porter" in "Look Back In Anger"* (2015), Jimmy as the main character places himself to wrap up around his past he is unable to focus on his present problem. In the second research, *Youth in Crisis: An Eriksonian Interpretation of Adolescent Identity in "Franny"* (2008), Franny is tired of herself unable to develop fidelity to her society and makes her become a defiant person. In the third research, *Identity Crisis in Michael Ondaatje's The English Patient* (2006), Almasy as the main character, experiences identity crisis as the result of the greediness of his country that more concerns about power domination by expanding their lands instead of caring for their national unity. As for the last

research, Beatrice's identity crisis happened because she is divergent, individual who holds the traits from all fractions. She is desperately trying to fit in her society who basically banned divergent's existence, she might as well becoming factionless. As for this research, the depiction of identity crisis happened focuses on the memories which hold important roles in solving the character's identity crisis. Included as a dystopian novel, *The Maze Runner* is well-known across the world. Packed with action and fantasy as the genres, *The Maze Runner*, the first novel of the trilogy series, becomes a famous interesting novel to read by people. Unfortunately, despite its popularity, the writer is unable to find research analysis regarding *The Maze Runner*. However, the writer manages to find research analysis on *The Death Cure*, the third installment of “*The Maze Runner* series entitled *Thomas’ Personality in Dashner’s The Death Cure*” by Riska Arisna in 2015. Therefore, the writer can conclude that the topic of her research study that is *The Significance of Memory in Solving Individual’s Identity Crisis Depicted In James Dashner’s The Maze Runner* has not been conducted yet.

## **2.2 Review of Theoretical Studies**

In this section, the writer would like to review the theoretical studies relevant to the topic of this study. This subchapter consists of Memory, Theories of Personality, Identity, and Identity crisis.

### **2.2.1 Memory**

Memory as one of the prominent cognitive processes in our mind is an important system to process information, animal or machine because it underlies the ability

to learn. Through memories as well that we will be able to overcome the present obstacles that probably similar to what happened in the past and correcting the problem, not from scratch. There are three types of memory according to Friedenberg and Silverman (2006) in his book entitled *Cognitive Science: An Introduction to Study of Mind*; they are sensory, working or short-term memory, and long-term memory.

Sensory memory is the incoming of sensory information to maintain the representation of the stimulus scene that can be recognized immediately. Sensory memory divides into two parts, the iconic which is a visual sensory memory and echoic memory which is the auditory sensory system. Echoic memory can be stored longer than iconic memory because iconic memory happened when the visual of things we saw is in snapshots (Friedenberg, 2006, p.126).

As for working memory is a memory which briefly stores the memory inside is much longer than the sensory memory. The information kept inside working memory is limited to small things like remembering phone numbers or somebody's address. In this working memory is where our conscious mind takes place (Friedenberg, 2006, p.127).

Long-term Memory is a memory system that can keep the data received in longer periods of time. Long-term memory is divided again into procedural and declarative memory. Procedural memory is storing procedural knowledge such as riding a bike or playing a piano. Procedural memory storage is to demonstrate by doing and arise without conscious recall (Friedenberg, 2006, p.130). According to

Friedenberg, even though the information stored in the long-term memory may last long, our inability to remember something could be due to the memory unable to get the information out. While procedural memory relies on the demonstration of doing something, declarative depends on declarative knowledge which demonstrates through speaking. The storage of declarative memory is for keeping facts and events and able to arise with conscious recall (Friedenberg, 2006, p.131).

Forgetting is most likely to happen to everyone. Although forgetting does not occur at a constant rate, there must be a time when forgetting something important like picking up supper for tonight can be very upsetting (May, 2013, p.23). When someone is forgetting something, there is a high possibility it caused by an interference happening inside someone's memory system. Interference happens when some information blocks or disrupts the recall of the other information. Interference is also believed to be a primary source of forgetting (May, 2013, p.24).

There is two type of interference; retroactive and proactive. Retroactive occurs when new information blocks or disrupts the retrieval of older information. For example, when someone is trying to remember passwords for his old email account, but he can only remember his current passwords. If that happened, then he is experiencing retroactive interference. While retroactive interference happens because of new information blocking the older information, proactive interference happens when old, previously learned memories intrude the recalling of newer memories. For example, if someone's favorite Chinese restaurant is moving into

new place across the town and changing their old service numbers, when he or she drives to the said restaurant location as well as calls the old services number for the restaurant, he or she is experiencing proactive interference (May, 2013, p.24).

When forgetting something, it goes without saying that someone will try to retrieve things he or she had forgotten out of his or memory storage. This process of retrieving old memories from someone's memory storage is called retrieval. One of the ways to retrieve old memories forgotten is encoding. Encoding specificity is a concept introduced by Tulving (1983) who states that the most effective cues at retrieval are those that match the cues at encoding. Tulving also states that the case of individual's forgetting is due to problems inaccessibility or the failure to retrieve memories that still reside in long-term memories system (May, 2013, p.25).

#### 2.2.2.1 The Shapes of Everyday Memories

The encoding result of someone's attempt in remembering something depends on the priorities of his or her past experience, his or expectations, and the current demands (May, 2013, p.27). Rubin and colleagues (1986) demonstrate that over the course of the lifetime, people seem to have heightened memory for personal, cultural, and historical events that occur during adolescence to early adulthood. This term is called reminiscence bump. Furthermore, he also demonstrates that although some forgetting occurs immediately after learning, memory can persist for a long time. This term is called permastore. Both of reminiscence and permastore are belonged to autobiographical memory (May, 2013, p.29).

Beside autobiographical memory, exists another shape of everyday memories called flashbulb memories. Flashbulb memory is a term used to refer to the recollection of extremely significant personal or historical events. The events of flashbulb memories are fairly rare and usually accompanied by great emotion such as the fear and panic during the occurrence event with a terrorist attack on the twin towers on September 11. At first, flashbulb memories are considered as permanent reflection, accurate memories of profound events, however, recent research demonstrates that flashbulb memories are not immune to being forgotten (May, 2013, p.30).

Last but not least, prospective memories become essential memories in an individual's everyday activities. Prospective memory is the memory for tasks to be completed in the future. Prospective memory relates to future activity such as sending an email, paying a bill, and taking medication (May, 2013, p.17). According to Klein (2010) prospective memory has important implications in everyday's life demands in both work and non-work settings. Moreover, prospective memory has the primary function of human memory to plan for future action to be able to respond appropriately to upcoming events in the unforeseeable future.

To summarize, memory is fundamental cognitive system processes that everyone has to get through the day as long as they alive. Memories can hold so much information that essential to people's lives. Every memories individual holds from learning fun activity like how to cook or play music instrument to make a list of future plans to carry on with his or her life. It is without a doubt that

memories become an important aspect of someone's identity. If someone forgets his memories of past events, for example, he can barely know what is his purpose staying where he is, let alone start planning to create a family. All this knowledge of nothing he possesses led him into the state of the crisis of identity because he fails to recall the information of his past memories he needs to understand his own identity. Nonetheless, a memory will always be an important system in our brain regardless of the forgotten memories we have experience may return or not.

### ***2.2.2 Theories of Personality***

One of the studies of psychology is psychology which is focused on individuals' personalities. As it is studying about personality, some theories have emerged to give support of the said theories. Personality theories are functional in their orientation. They are concerned about the issues of crucial importance for the survival of the individual (Hall, 1978, p.4).

A theory of personality should consist of a set of assumptions concerning human behavior together with rules for relating these assumptions and definitions to permit their interaction with empirical or observable events. The purpose of the theory of personality itself is collecting the observational and empirical of relevant relations that have not served yet. The theory should lead to a systematic expansion of knowledge concerning the phenomena of interest derived from specific empirical propositions like statements, predictions, of hypotheses (Hall, 1978, p.12). Some of the popular theories that included a theory of personality are Freud's Classical psychoanalytic theory, Erikson's psychosocial theory of development, and Jung's analytic theory.

### 2.2.2.1 Psychosocial

Psychosocial when used in conjunction with development, it means specifically that the stages of person's life from birth to death are formed by social influences interacting with physically and psychologically maturing organism. Erikson states as quoted by Hall, that there is a "mutual fit of individual and environment that is, of the individual's capacity to relate to an ever expanding life space of people and institutions, on the one hand, and, on the other hand, the readiness of these people and institutions to make him part of an ongoing cultural concern." Erikson's psychosocial is a psychosocial theory of development from which emerges and expanded conception of the ego. So, Erikson's psychosocial does not intended to replace Freud's theory of Id, Ego, superego, but, focuses on the Ego part.

### 2.2.2.2 Erikson's Theory of Development

As it is called "development," this theory goes by stages. There are eight stages that are supposed to be passed chronologically. The first four stages occur during infancy and childhood, the fifth stage during adolescence, and the last three stages during the adulthood including old age.

The first stage of the theory of development of Erikson's as elaborated by (Hall, 1978, p.92-100) is Basic Trust vs. Basic Mistrust. This stage happens during infant from his birth to eighteen months old. In the infancy stage, the infant will develop a sense of trust with his parents. He learns how to sleep peacefully and to receive nourishment given to him daily and continuously. These daily activities will lead to the feeling of recognition towards his mother in which



important during this stage as the infant may feel abandon and feel separate in a later stage. The infant's inner certainty and trustfulness will develop as well as he will learn how to rely on them and to trust himself. The activities that may help infant developing trustfulness are by holding and touching his mother and being fed by her.

The second stage is Autonomy vs. Shame and Doubt. This stage happens in early childhood years after infant turns eighteen months old to three years old. During this stage, the child will learn his obligations and his privileges. He begins to judge himself and to differentiate between right and wrong. The virtue of will also important as the ever-increasing strength to make free choices, to decide, to exercise self-restraint, and to apply oneself (Hall, 1978, p.93).

The third psychosocial stage is Initiative vs. Guilt. This stage happens to a child from the age of three years old to five years old. A child during this stage is becoming more advanced both mentally or physically. Combines from the previous stage, give the child a new feeling of pursuing, planning, and determination of achieving tasks and goals. The major activity at this stage is playing in the purpose of exploring the attempts and failures and experimenting (Hall, 1978, p.94).

The fourth stage is Industry vs. Inferiority. It happens to child from age five to twelve years old. During this stage, the child develops a sense of industry and learns the rewards of perseverance and diligence. The virtue of competence emerges at this stage where a child will be given new tasks by studying at school,

doing chores, learning how to play music, or other things to prepare him to do adult work (Hall, 1978, p.95).

The fifth stage is Identity vs. Identity Confusion. This stage is the turning point where the child is no longer little kid anymore. Adolescence stage happens to adolescent from the age of twelve to eighteen years old. During adolescence, a child at this stage will start to sense a feeling of his own identity. He will aware of what he likes or dislikes, what he is at the moment and what he wants to become in the future. Because the fifth stage of development is happening during the adolescence, the child most likely vulnerable to suffer identity confusion. In which he feels isolated, anxious, empty, and indecisive. The child will feel like the society is pushing them to make decisions they unable to make. During this difficult time then the child will seek an inner knowledge and understanding of himself by formulating some set of values. These set of values will help him to form a sense of identity (Hall, 1978, p.96).

After the child passed through the fifth stage, he will enter the next stage which is Intimacy vs. Isolation. This stage will happen to an adolescent who turns into a young adult from the age of eighteen to thirty years old. During this stage, the child will develop a sense of love and begins to seek intimacy with other people. The risk of intimacy stage is isolation, which is the avoidance of relationships because the individual refuses to commit oneself to intimacy.

The next stage after Intimacy is Generativity vs. Stagnation. This stage will happen to a young adult who becomes a middle-aged adult from the age of

thirty-five to fifty-five or sixty years old. This stage is characterized by the concern with setting forth the guidelines of the establishment of products, ideas, progeny to generate for the upcoming generation. The virtue of care emerges at this stage. Care is expressed by wanting to take care of the others, share one's knowledge and experience with them. This can be accomplished through childrearing and teaching, demonstrating, and supervising. Caring and teaching are responsible for the survival of cultures, through the reiteration of their customs, rituals, and legends (Hall, 1978, p.98).

The last stage is called Integrity vs. Despair. In this stage, the middle-aged adult has become a late adult from the age of fifty-five or sixty until death. It is the state that one has after taken care of everything, people, products, and ideas. Wisdom is the virtue that emerges in the Integrity stage. Those in the Integrity stage can represent to younger generations a style of life characterized by a feeling of wholeness and completeness (Hall, 1978, p.100). The formation of identity from a structural could increase in overall ego strength, so that other ego functions such as thinking under stress or mutuality of interpersonal relationship also heightened development concomitant with identity development (Marcia, 1993, p.15).

### **2.2.3 Identity**

Identities are the traits and characteristics, social relations, roles, and social group memberships that define who one is. Identities can be focused on the past-what used to be true of one, the present-what is true of one now, or the future-the person one expects or wishes to become the person one feels obligated to try to

become, or the person one fears one may become. Identities are orienting, they provide a meaning-making lens and focus one's attention on some but not other features of the immediate context (Oyserman, 2007). Thus, the definition of identity, in general, is a distinctive characteristic belonging to every individual or shared by all members of a particular social category.

The process of identity formation is always changing and developing and becomes more inclusive as the individual grows aware of a widening circle of other significant to him, from maternal person to mankind person (Erikson, 1968, p.24). The process begins when the mother and the baby meet as two persons who can touch and recognize each other. The child will undergo a biological process in which he will be able to know how his body works, finds out what weakness or strength he has physically. Then, he will undergo the social process which concerns about where he belongs geographically, historically, and culturally. At last, the child will undergo the ego process where he finally maintains coherent personality through self-experience and facts about his environment. In the ego process, the child's identity formation related to the historical changes which dominated his childhood, his adolescent crisis, and his mature adjustment. (Erikson, 1968, p.75). This process does not end until their mutual relationship wanes. And the child will gradually realize he is different from his mother or other people and well aware of his basic characteristics and his position in the world eventually. The decision the child made of what he wants to be, which group to follow, what belief to adopt, what goals he should pursue is the construction of his identity. The formation process has its normative crisis in

adolescence and determined by what went before and what follows (Erikson, 1968, p.24).

Identity formation is regarded as a process of development of reflection and observation which takes place on all levels of mental functioning in which the individual judges himself in things that he perceives and the other way around, in comparison to themselves and to the significant difference to them (Erikson, 1968, p.24). Identity may be considered in three aspects, they are structural, phenomenological, and behavioral. The structural aspect refers to the consequences identity has for the overall balance of psychodynamic processes. The phenomenological refers to the individual's experience of one's particular style of identity formation. The behavioral aspect refers to observable components of the identity-formation process, what others can see of an individual's identity (Marcia, 1993, p.13).

The structural aspect covers the Erikson (1968) theory of the psychosocial which is a theory of development as quoted by Marcia (1993, p.13). There are eight stages of development that happens chronologically for everyone throughout his or her life. According to this theory, each stage is not passed through and left behind. Instead, each stage contributes to the formation of the total personality. So, each successful resolution of each stage will strengthen the individual's ego which needed in the formation of identity (Marcia, 1993, p.13).

The phenomenological aspect includes identity statuses Achievement, Moratorium, Foreclosure, and Diffusion. Based on the identity statuses of the

Eriksonian sense, according to the statuses, originally everyone will have one of these identities: Identity Diffusion are called for the people who have no firm identity. The Foreclosure is those who have conferred identity. The Moratorium is for people who are in transition from no sense of identity or form conferred to constructed identity. The creation of the phenomenological aspect affected not only from family but also from the influence of the environment (Marcia, 1993, p.15).

The behavioral aspect is the aspect of identity statuses research in which is beyond the intrapsychic and phenomenological into the more observable form. According to Erikson's writing, the two areas that seem important are occupation and ideology. To differentiate behavioral quality in these two areas is a commitment to determine the presence or absence of the identity. If one has an identity, he will have commitments in these areas (Marcia, 1993, p.16).

To summarize, identity is the core of an individual's world that gives him or her significance and meaning to his or her life. The process of identity begins with the formation of identity that builds an individual's identity. There are three aspects of the formation of identity, they are; the structural, phenomenological, and behavioral aspects. The structural aspect of someone's developing identity relates to chronological stages of someone's personality development from infancy to adulthood. As for the phenomenological aspect relates to the original identity statuses that shaped by family members of society's influence. In addition to those aspects, the behavioral aspect relates to an observable form of identity formation regarding areas of an individual's ideology and occupation. Although

the three aspects of identity formation come from different definition and process, these three aspects more or less are part of the development of identity formation.

#### **2.2.4 Identity Crisis**

According to Radwan (2006) Identity Crisis is a psychological term that describes someone who is in the constant state of searching for his identity. Despite its name, the identity crisis does not refer to a real crisis but it just describes a normal stage of personality development. Now the real problem happens when the person fails to find a suitable identity and ends up with a fragile identity.

The term of identity crisis came from a psychologist named Erik Erikson, who was doing a research about identity from his research on a war veteran. Erikson's idea in this research influenced by Freud's id, ego, and superego. The difference between them is that Erikson is more focused on the ego rather than id and superego.

The ego develops as it successfully resolves crises that are distinctly social in nature. These involve establishing a sense of trust in others, developing a sense of identity in society, and helping the next generation prepare for the future (Erikson, 1968, p.89).

The formation of an ego identity has become a major event happens in adolescence in the development of personality. In which, during the adolescence is the stage where someone's identity marks the end of his childhood and the beginning of his adulthood phase. The formation of identity involves a synthesis of childhood skills, beliefs, and identification into more or less coherent, unique

whole that provides the young adult with both senses of continuity with the past and a direction for the future (Marcia, 1993, p.10).

Ego's identity in adolescence has the capacity to select and integrate talents, aptitudes, and skill in identification with likeminded people and in adaptation to the social environment, and to maintain its defences against threats and anxiety, as it learns to decide what impulses, needs, and roles, are most appropriate and effective (Hall, 1978, p.96). The term of identity crisis refers to the necessity to resolve the transitory failure to form a stable identity or a confusion of roles. Identity crisis tends to happen to child during adolescence where it is the stage for the child to step out of childhood phase towards adulthood one. The adolescent at this stage is deeply cared with how others view them and are apt to display a lot of self-consciousness and embarrassment. He feels like he needs to make an important decision he is difficult to make regarding his future plan. He feels like the society is forcing him to make the decisions, thus can make him become resistant and confuse of his current identity roles (Hall, 1978, p.96).

In order to overcome an identity crisis, the adolescent needs to set some values to find the inner knowledge and understand himself. This set of values is called fidelity. Erikson called fidelity as "the ability to sustain loyalties freely pledged in spite of the inevitable contradictions of value systems." Fidelity is a necessity for an adolescent who suffers identity crisis as the foundation in which sense of identity is formed. The set of values that needed for the adolescent are ideologies and truth, also the affirmation of companions. He needs to know which group he belongs, whether he is in a religious group or ethnic group, what belief



he hold on to if he wants to participate in social structure or not, and so on. Ideology is also a necessity for the adolescent as the solidarity of conviction that included the ritualization his previous stage life into a set of ideas and ideals. Lack of an integrated ideology can lead to identity confusion for the adolescent. Eventually, the danger identity crisis must be solved by adolescents who suffer from it one way or another. Because, the whole future of individuals also the next generation depend on individuals' identities (Hall, 1978, p.97). The analysis of the ego includes the individual's ego identity in relation to the historical changes, which dominated his childhood; his adolescent crisis, and his mature adjustment. Thus, ego identity receives strength from changing heterogeneity on the part of the adults, combined with an enlightened effort to provide human childhood everywhere with a new find meaningful continuity (Erikson, 1968, p.74).

At the end of childhood, children must become whole people on their own right, and this happens during a developmental genital maturation and social awareness. This wholeness is called a sense of identity. A sense of identity is needed by the young people in order to experiences wholeness, must feel a progressive continuity between the time off he has become up until now and what will become of him in anticipated future. In addition to that, what will he become he also perceives others to see in him what to expect of him (Hall, 1978, p.96).

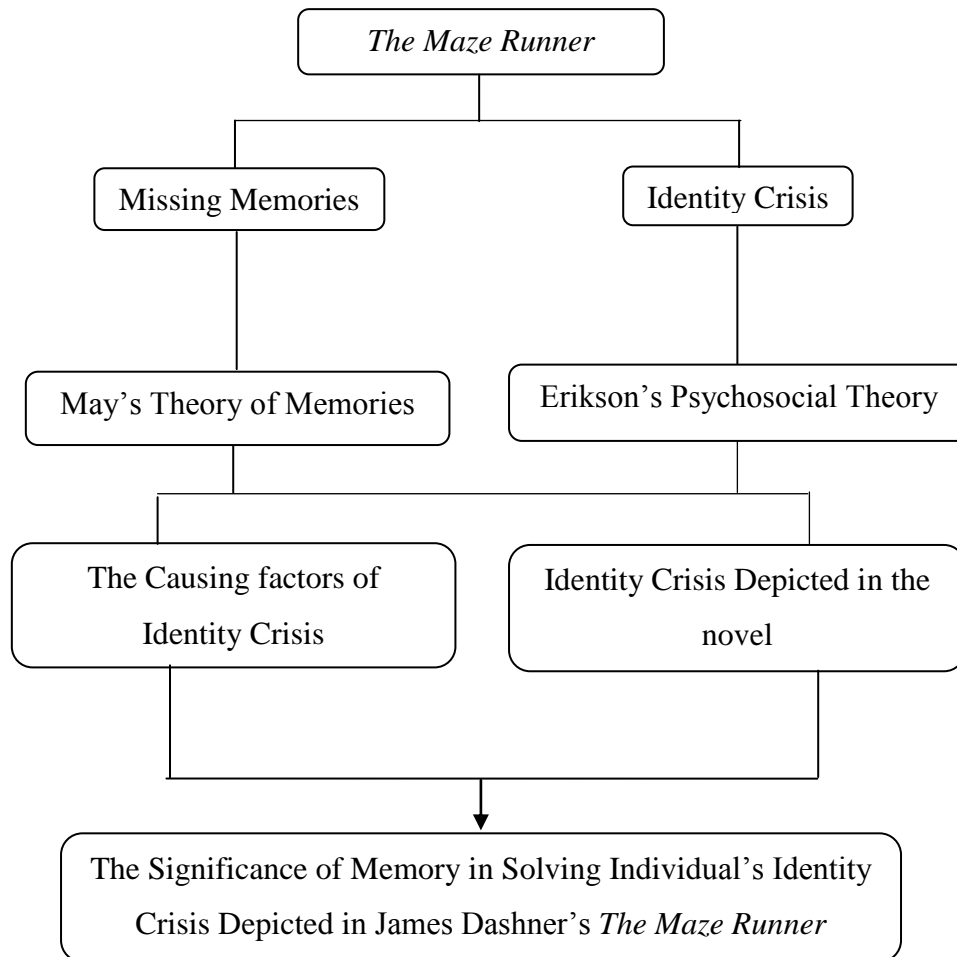
To conclude, the formation of ego identity helps a great deal for an adolescent to avoid the confusion of roles he feels during the fragile transition of childhood to adulthood. In order to adolescent to prevent the happening of the crisis of identity, he needs to set some values to strengthen the foundation of his

identity formation. This set of values or Erikson likes to call it "fidelity" consists of ideology and truth, the affirmation of companions which group the adolescent belongs to. Lack of ideology or the affirmation and reassurance of companion can cause the adolescent to feel confused about his current role in the face of society. According to Erikson's Theory of Development, everyone will be faced and passed through each stage in their lives. As time goes by, everyone will eventually face a problem in a particular stage. There will be a moment when someone experiences an identity crisis whether they realized it or not, which is a completely common situation to experience. In this confusing moment of having such a crisis, someone in their adolescence is trying to figure out their lives. It goes without saying that the adolescents will need guidance from parents and or from their closest people and society as well. Proper guidance and supervision are necessary for adolescents to prevent them from going to the negative path to ensure their better future.

### **2.3 Theoretical Framework**

The theoretical framework used in this research is based on a reading of literature books, reference papers, and sources from internet related to this final project. After studying the research in the previous studies the writer finds that those results had not reflected the topic the writer interested in. In order to collect and analyze the data then answers the statements of the problems, the writer uses Erikson idea about the stages of development to maintain the personality develops from each stage. In analyzing the identity crisis from this novel, the writer uses the psychosocial theory of personality from Erikson and theory of memory from

May to finish this final project. The framework of this study is displayed as down below:



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the findings and discussion. The first subchapter consists of the conclusion in order to provide answers to the research problems of this study. The second subchapter of this chapter presents suggestions for further study related to the topic.

#### 5.1 Conclusion

This part presents the conclusion drawn from the findings and discussion from the previous chapter. After analyzing James Dashner's *The Maze Runner*, the writer manages to draw some conclusions regarding the topic analysis. The first one is that Thomas as the main character of the novel experienced identity crisis which is part of the psychosocial theory belonged to Erikson. The identity crisis heavily relies on the formation of identity which centered around someone's ego. Fidelity or sets of values are needed for building the formation of identity. Fidelity consists of ideology and truth and affirmation of companionship. Thomas who lacks fidelity in forming his identity gradually gains values one by one from the truth he finds to make up the ideology he believes in and which group he will lay his loyalty on.

The second one is the identity crisis happened as the results of the changing of an environmental condition and missing memories. The world where

Thomas lived on is dying. The human population was slowly decreasing because of the disaster called sun flare. The Flare caused the human to turn into feral, zombie-like creature because the sickness ate away the humanity part of their brain. Human population fights against time as the condition worsen and the cure of the sickness has not been found yet. In addition to the environmental condition, identity crisis could also be caused by missing memories. Thomas could not remember who he was, whom he could trust, or his belief was. The lack of memories Thomas possessed led him into experiencing identity crisis because he was confused about his own roles in the society.

## **5.2 Suggestion**

Based on the conclusions above, suggestions are drawn which expected to be useful for the writer, the next researchers, and the readers. First, the writer finds that the portrayal of an identity crisis in Dashner's novel *The Maze Runner* quite realistic in a unique way. The identity crisis contained inside make the readers realize that the identity crisis is important to discuss openly and should not be ignored. It may sound trifle, but even common things such as facing an identity crisis can be dangerous if it is influenced by other factors, such as environmental conditions or losing memories for examples. Someone who is facing identity crisis without guidance from family or society will eventually lead them into a negative path of life. Which is why for those who experience identity needed proper guidance and support from people they trust to ensure his or her future better.

The second one is the study expected to raise the awareness for adults to pay more attention to the adolescents. As adolescence stage is an important stage of life that can determine what kind of adults the adolescents become when they finally left for adulthood stage, it is important for adults to give them proper guidance when they are on their way forming an identity. Last but not least, this study is expected to be a useful reference for future researchers who are interested in the psychosocial theory proposed by Erikson. Moreover, instead of using the common psychoanalysis or psychosocial theories, another topic like the rebellion depicted in *The Maze Runner* can also be used to analyze for future researchers who are interested in conducting research using *The Maze Runner* novel.

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