



**ALASKA'S BORDERLINE PERSONALITY DISORDER AS
REFLECTED IN JOHN GREEN'S *LOOKING FOR ALASKA***

A Final Project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Sastra*

in English

by

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APPROVAL

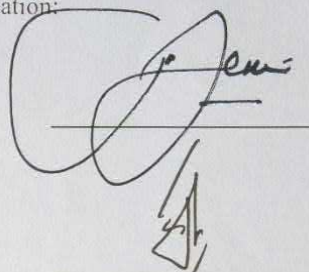
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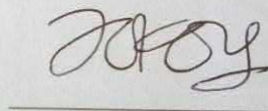
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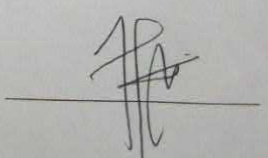
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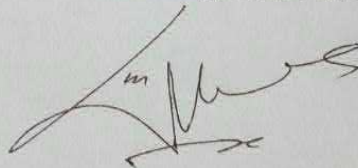
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DECLARATION OF ORIGINALITY

I, Cahya Tri Atmaja, hereby declare that this final project entitled main character's Borderline Personality Disorder as reflected in John green's *Looking for Alaska* is my own work and has not been submitted in any form for another degree or diploma at any university or other institutes. Information derived from the published and unpublished work of other has been acknowledged in the text and a list of references is also given.

Semarang, July 27th, 2019

A handwritten signature in black ink, appearing to be 'Cahya Tri Atmaja', written in a cursive style.

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MOTTO AND DEDICATION

“The world is full of possibilities, but I always place myself in those possibilities” Cahya TA-

"You spend your whole life stuck in the labyrinth, thinking about how you'll escape it one day, and how awesome it will be, and imagining that future keeps you going, but you never do it. You just use the future to escape the present." - Alaska Young

This final project is dedicated to: My beloved
parents who always believe in me and support me with everything they
have.

My beloved brothers who always encourage me

And all my dear friends who always support me/

ACKNOWLEDGEMENT

First, I would like to address my gratitude to Allah the Almighty for His blessing of health, for the new experiences and knowledge every day, and patience and inspiration leading to the completion of the Final Project. Alhamdulillah.

My sincerest gratitude and appreciation is addressed to Bambang Purwanto, S.S., M.Hum as my first advisor for the patience, encouragement, and correction throughout the process of accomplishing my study, especially in completing my final project. My deepest gratitude to Mrs. Maria Johana Ari Widayanti, S.S., M.Si, as my second advisor for the advice, correction, patience, encouragement, and understanding which make my final project was perfectly done. Furthermore, I would also give my sincerest gratitude to all of the lecturers and staffs of English Department of UNNES.

My thanks are also expressed to my parents, Tamyis and Nuraeni, my brothers Ahlul Hinaywan and Bayu Anggara for the biggest support given to me and their great and everlasting care.

Finally, I express my great thanks to my best friends Muhammad Fadhli Nur Farid, Akbar Ainur Rohmat, Pramu Sutomo, for their endless support and care.

This final project is still far from perfection. Therefore, I need some constructive suggestion to make it better. I hope that this final project will be useful for the readers and will become a reference for those who concern with this study.

Semarang, July 27, 2019

Cahya Tri Atmaja

ABSTRACT

Atmaja, Cahya Tri. 2019. *Main Character's Borderline Personality Disorder in John Green's Looking for Alaska*. A Final Project. English Department. Faculty of Languages and Arts, Semarang State University. First advisor: Bambang Purwanto, S.S., M.Hum. Second advisor: Maria Johana Ari Widayanti, S.S., M.Si.

Key words: Main Character, Characterization, Conflict, Borderline Personality Disorder, Psychoanalysis

Borderline personality disorder (BPD) is defined by the American Psychiatric Association as a pervasive pattern of instability of interpersonal relationships, self-image, and affects, and marked impulsivity that begins by early adulthood and is present in a variety of contexts. This study was conducted to analyze the main character's Borderline Personality Disorder of *The Looking for Alaska*. The purposes of this study are to explain the main character's borderline personality disorder described in the novel and the main character copes with all the conflict in her personality. This study was done using a descriptive qualitative method and using Theory of Personality by Sigmund Freud and Structuralism theory to explain the personality of the main character in the form of words. The object of the study was the novel *The Looking for Alaska* and this study focused on Alaska Young 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 Alaska's personality using Structuralism theory to describe Alaska's characterization and Theory of Personality by Sigmund Freud to explain Alaska's conflicts. The study results showed that Alaska that Alaska's personality fulfills three cores of characteristic Borderline Personality Disorder and Alaska's personality influences on how she resolves her conflicts.

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CHAPTER I

Introduction

This chapter provides introduction of the final project, which consists of six subchapters. They are general background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study, and outline of the study. The description of each sub chapter is presented as follows.

1. Background of the Study

Literature is structurally referred to as the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word (Klarer, 2004). Moreover, without additional adjectives such as “aesthetic” or “artistic”, the definitions usually characterize literary works from texts of daily use such as letters, legal documents, and menu. After the times, literary works are as likely to find political, historical, or scientific writings as poetry, fiction, and drama. And many of these works are “imaginative” in the sense using language in “artistic” ways which are relying on the connotative or suggestive meanings as often as the denotative or specific meanings of a word. Therefore, Literature is a form of writing that engages with life in the most exciting, innovative, creative, and mind-altering ways. It is a way of seeing and being in the world that we find so attractive because it allows us to see the world in a new way (Castle, 2013).

Literature also associates with other fields of disciplines like history, politic, sociology, and psychology. Literature and psychology are two branches of science that are interrelated and mutually beneficial. Psychology researches human behaviors, mental process, and their causes while literature depicts human behavior through fiction. The basic building block of the correlation between literature and psychology is a literary work (Emir, 2014). Moreover, behavior and mental processes in the definition of psychology encompasses not just what people do but also their thoughts, emotions, perceptions, reasoning processes, memories, and even the biological activities that maintain bodily functioning.

Psychology of literature is an approach to a literary work, which adopts the psychological aspects since it reflects feeling, emotion, and creation of the writer consciously or unconsciously (Endraswara, 2003). Therefore, literature is an important source of inspiration for the science of psychology which tries to explain human emotions, behaviors and mental processes from a scientific perspective.

As stated by Feldman in *Essential of Understanding Psychology*, Psychology is constructed by many subfields such as cognitive psychology behavioral genetics, clinical psychology, and many more. One of subfield stated above is clinical psychology. Clinical psychology deals with the study, diagnosis, and treatment of psychological disorders. Clinical psychologists are trained to diagnose and treat problems that range from the crises of everyday life, such as unhappiness over the breakup of a relationship, to more extreme conditions, such as profound, lingering depression. Some clinical psychologists also research and investigate issues that vary from identifying the early signs of psychological disturbance to studying the relationship between family communication patterns and psychological disorders (2015).

In understanding psychological disorders, there are six major perspectives that are usually used. They include psychoanalytic perspective, medical perspective, behavioral perspective, cognitive perspective, humanistic perspective, sociocultural perspective. Psychoanalytic perspective or psychoanalytic literary criticism which is stated above was introduced by Sigmund Freud. Sigmund Freud was one of the first clinicians to explore the role of childhood factors and the unconscious in explaining problems of adulthood. His work, conducted in the late nineteenth and early twentieth centuries, was highly innovative and based on his formulation of the unconscious. Freud developed the theory of psychoanalysis to explain both normal and abnormal psychological functioning as well as a corresponding method of treatment, a conversational approach also called psychoanalysis (Comer, 2010). In addition, psychoanalytic theory paints a picture of people as having relatively little control over their behavior because much of it is guided by unconscious impulses. In the eyes of some critics, this perspective suggests that people have little responsibility for their own behavior.

Psychoanalysis which is a scientific discipline, relate to the function and the development of human's mental activity. It aims at the structural changes and modification of a person's personality. Somehow many literary works such as novel, poetry, drama, and short story are commonly corelated to any specific events that happened in the writer's life or era. In this term, psychoanalytic literary criticism can be conducted because psychology in literature

can be applied to observe the psychological condition of the character, writer, or reader in literary work.

One of the literary works, a novel entitled *Looking for Alaska* is John Green's first novel, published in March 2005 by Dutton Juvenile. The novel contains a story of all about friendships, heartbreak, discovery, school, exams and the future, hopes and dreams, and what happens when you realize all those things might not happen to you because life can be short and harsh. Moreover, it shows a significant change in the portrayal of teenager's life in novels directed to youth.

As human being, people's moods could rise and fall when experiencing various life events. Moreover, the mood colors all of their interactions with the world and interferes with normal functioning. Moods are usually temporary things that shift over time or from day to day, but they can affect behavior for a long time. However, it will be different case which tends to be called Borderline Personality Disorder.

Borderline personality disorder (BPD) is defined by the American Psychiatric Association as “a pervasive pattern of instability of interpersonal relationships, self-image, and affects, and marked impulsivity that begins by early adulthood and is present in a variety of contexts” (American Psychiatric Association, 2000). The clinical signs of BPD include (1) affective symptoms such as emotional dysregulation, fast and intense reactivity to dysphoric mood states, difficulty controlling anger, and chronic feelings of emptiness; (2) behavioral symptoms such as impulsive aggression, substance abuse, repeated self-injury and suicidal behavior; (3) cognitive symptoms such as stress-related paranoid ideation, severe dissociative symptoms and identity disturbance; and (4) interpersonal symptoms such as unstable and intense interpersonal relationships and frantic efforts to avoid real or imagined abandonment.

As being stated above, Borderline Personality Disorder tends to be extremely emotionally reactive. They are overwhelmed by intense emotions that they have trouble managing effectively, resorting instead to self-destructive behaviors, including risky driving, unsafe sex and alcohol and substance abuse. People with borderline personality are more likely than the general population to have been neglected by their parents, to have had multiple caregivers and to have experienced parental divorce, death or significant childhood trauma such as sexual abuse or incest. As the intense emotions in childhood trauma, either through neglect or ordinary parenting practices deals with major effect in the child. Without that

validation from adults, children may not develop effective skills in emotional regulation, and may instead resort to unhealthy ways of coping up with their feelings. It is also very common to have tendency to depression.

Depressed people are characterized by emotional, motivational, physiological and cognitive problems. They feel low in themselves and gain no pleasure from their usual activities (Bennett, 2006). It brings severe and long-lasting psychological pain that may get more intensive as time goes by. Those who suffer from it may lose their will to carry out the simplest of life's activities; some even lose their will to live. Some could argue depression is a way of coping with life's pressures. Approximately two-thirds of all depressed patients contemplate suicide, while 10 – 15% actually commit suicide (Sadock & Sadock, 2007). All the pattern of borderline personality disorder as stated above affect in personality as it does make change the characteristic of set behaviors, cognitions, and emotional patterns.

Based on the explanation above, in this study I am interested in analyzing the Looking for Alaska novel by using psychoanalytic theory from Sigmund Freud to examine Alaska's psychological condition that is revealed in the novel. Therefore, I focused this study by taking "Alaska's Borderline Personality Disorder as Revealed in John Green's Looking for Alaska" as the topic of my final project.

2. Reasons for Choosing the Topic

There are several reasons why I chose the topic Alaska's Borderline Personality Disorder as Revealed in John Green's *Looking for Alaska* is for the research. The reasons are stated below:

First, I decided to choose *Looking for Alaska* novel by John Green as the object of the study because this novel tells about a teenager's life. It won the 2006 Michael L. Printz Award from the American Library Association. It also presents numerous characteristics of adolescence alongside twisted plots throughout the three main characters, Miles, Chips, and Alaska. The author is also one of bestselling authors of all time and popular in that time.(source)

Second, I want to help people to recognize psychological problems in friends especially if they behave abnormally. One of them is abnormally among teenagers especially mood swings. The unpredictable mood swings are extremely difficult for the patient for live with, as is the fallout that follows her highs and lows. It also makes new personality conditions. As the patient's life is getting hard, he or she still has a choice to cope or overcome this problem.

Moreover, the state of unpredictable emotion make interesting to discuss and analyze. This phenomenon is also revealed in this novel, *Looking for Alaska* by John Green. It shows some symptoms of disorder. Hence, I try to recover what the main characters' borderline personality disorder, which overwhelmed her life.

Based on those explanations, I think that *Looking for Alaska* is an interesting case to be discussed by using psychoanalytical approach for the main character's personality condition. Therefore, the main object of this study is to identify borderline personality disorder of the characters.

3. Research Questions

This study will answer the following questions:

1. How is the main character's borderline personality disorder described in the novel?
2. How does the main character copes with all the conflicts in her personality?

4. Purposes of the Study

The goals of this study are pointed as follows:

1. To discuss the main character's borderline personality disorder described in the novel.
2. To analyze the main character copes with all the conflict in her personality.

5. Significance of the Study

This study is conducted to present several points that are divided into theoretical and practical significance, they are elaborated as follow:

1. Theoretical Significance

The result of the study is expected to be able to give some benefits. First, I hope that this analysis will enrich the reader's knowledge, generally a study related to novel. Since the aim of this analysis is helping people comprehend the main idea of Green's *Looking for Alaska*, this research is expected to give one of the reference to those who are interested in analyzing the same novel.

For the students of English Department, this study can be used as a reference for next research on the same novel. This study is also intended to share some understanding about borderline personality disorder since the concept is not so commonly used.

For future researchers, this study is conducted as a fulfillment of the requirements for the degree of Sarjana Sastra in English. Moreover, it is expected that this research can increase the researcher's knowledge about literature and psychology.

2. Practical Significance

I expected that this research would be useful for readers and general since *Looking for Alaska's* plot describes a condition, which commonly happens in life especially to teenagers. This study can also be such a contribution for those who experienced such personality disorder and any type of psychological conditions which lead into desperation. Hence, the outcome of this study is expected to facilitate the readers in order to get themselves help.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents theories related to the topic of the study. The review of the related literature is obtained from different sources and references such as books, journals, essay, and other scientific material. This chapter consists of three subchapters, the first subchapter is review of the previous studies, the second subchapter is review of theoretical background, and the last subchapter is framework of the analysis.

2.1 Review of the Previous Studies

There is a study entitled *Emotional Arousal as a Predictor of Suicidal Behaviors* (2002) written by Stacy S. Welch from University of Washington. It examines the patterns of physiological arousal and self-reported emotional arousal associated with parasuicidal behavior in borderline personality disorder. It stated that arousal patterns associated with imagery involving suicide attempts and non-suicidal self-injury will be compared to each other and to arousal patterns, which elicited during control scenes using a four-stage methodology (cue situation, approach, incident, consequence). It is conducted based on the theory that parasuicidal behavior is learned via escape conditioning with relief from negative emotional states serving as the negative reinforcer. The result suggests that both non-suicidal self-injurious behaviors as well as non-lethal suicide attempts are maintained (i.e., negatively reinforced) by immediate reductions in aversive tension and emotional arousal, which will appear in both physiological and psychological measures.

There is also a study entitled *Interpersonal Functioning in Borderline Personality* (2002) written by Paul A. Pilkonis from University of Pittsburgh. It focuses to characterize the

interpersonal functioning in Borderline Personality in more detailed and clinical ways. It characterizes the adult attachment style of Borderline Personality Disorder patients using multiple measures. And then it undertakes a detailed assessment of the interpersonal functioning of the patients in the scope romantic relationship, friendships, and work using state-of-the-art interview.

In addition to the two studies above, there are more studies that are going to be used as references in writing this work. First, a study related to *Looking for Alaska* was conducted by Marcy Sulistyo Putri in 2015 entitled *Miles' Struggle to find a Meaningful Life in Looking for Alaska*. This study claimed that every person, either child, his adolescent, or adult experiences struggle in his life not only adult but child and adolescent. Marcy then conducted the research by seeking process of life portrayed in plot, characterization and irony. She focused on it by applying new criticism approach (Sulistyo, 2015). The difference between this study and the research that will be conducted is that the subject is Miles as first narrator and a character while the writer's research will be focused only on Alaska (Miles' friend).

Second, Destiana Maidah (2013) *Self-Injury Pada Mahasiswa*. The study explains the description of the behavior of self-injury, namely about the background, dynamics, form, behavior, causes, impact and characteristics of perpetrators of self-injury. She stated that the behavior of self-injury and family background influence the formation of one's personality associated with the behavior of self-injury such as personality introvert, low self-esteem, a rigid mindset and the difficulty of communicating feelings. It happened as the culprit is experiencing events that cause negative emotions and can occur due to the process of recalling the events that give rise to negative emotions in situations of solitude.

Third, a study entitled *Before and After: Spirit in the Act of Reading an Exploration of John Green's Looking for Alaska* by Barb A. Dean. He examined the essential contribution of

mind and spirit in reading while he connected with “labyrinth” as was portrayed in *Looking for Alaska*’s novel. He related and interpreted every connected symbol including religious, culture, fiction a characters. While he focused on how the various components of spiritual life, he also focused to engage the labyrinth and maze symbols to explore how Alaska and Hyde are both alike and different. His Analysis was reading based on the foundation of reader-response theorists and educators who view literature as a transitional object but do not directly address the crucial role of the spirit. Meanwhile, the researcher will use psychoanalysis and focus on Alaska’s mental illness.

Fourth, Pangestika Oktaviani (2018) from Universitas Muhammadiyah Solo in *Friendship Reflected in John Green’s Looking* wrote about analysis of Miles’s character change and type of friendship as reflected in *Looking for Alaska*. This study also examines about friendship in real society like friendship in family, effect of friendship, friendship in social networking. She illustrates that friendship that can change character of someone. She conducted this study by applying in sociological approach.

Fifth, another study entitled an *Analysis of Feminism Elements in Green’s Looking for Alaska* in 2016 by Citra Aulia Johansari. It examined how Looking for Alaska conveys about women conflict in getting equality and facing pleasure of patriarchal system toward men. In that case, Citra conducted it by applying feminism literary criticism in the novel (Aulia, 2016). Meanwhile, the research that was conducted concerning toward Alaska’ mental condition through conflicts by using psychoanalytic approach.

2.2. Review of the Theoretical Studies

This section discusses and reviews about related theories and concepts that will be used in analyzing data in this study.

2.2.1. Literature and Psychology

Literature and psychology are two branches of science that are interrelated and mutually beneficial. Psychology researches human behaviors and their causes while literature depicts human behavior through fiction. And the basic building block of the correlation between literature and psychology is a literary work (Emir, 2014). Moreover, psychology of literature is the study that considers literary work as a mental activity. Literary works also study human beings and describe their inner world with all its aspects. A literary work supports psychology in terms of depicting human psychological conditions. Therefore, literature is an important source of inspiration for the science of psychology which tries to explain human emotions, behaviors and mental processes from a scientific perspective.

In addition, the behavior and mental processes in the definition of psychology encompasses not just what people do but also their thoughts, emotions, perceptions, reasoning processes, memories, and even the biological activities that maintain bodily functioning (Feldman, 2015). As stated by Feldman in *Essential of Understanding Psychology*, Psychology is constructed by many subfields such as cognitive psychology behavioral genetics, clinical psychology, and many more. The clinical psychology deals with the study, diagnosis, and treatment of psychological disorders. Clinical psychologists are trained to diagnose and treat problems that range from the crises of everyday life, such as unhappiness over the breakup of a relationship, to more extreme conditions, such as profound, lingering depression. Some clinical psychologists also research and investigate issues that vary from identifying the early signs of psychological disturbance to studying the relationship between family communication patterns and psychological disorders (Feldman, 2015).

2.2.2. Freudian Psychoanalysis

In understanding psychological disorders, there are six major perspectives that are usually used. they include psychoanalytic/psychoanalysis perspective, medical perspective, behavioral perspective, cognitive perspective, humanistic perspective, sociocultural perspective (Feldman, 2015). One of the stated majors is psychoanalysis perspective. Psychoanalysis perspective or psychoanalysis was introduced by Sigmund Freud. As Freud developed the theory of psychoanalysis to explain both normal and abnormal psychological functioning as well as a corresponding method of treatment, a conversational approach also called psychoanalysis (Comer, 2010). According to the *Oxford English Dictionary*, even by articulating the term ‘psychoanalysis’, which derives from the German word ‘Psychoanalyse’, one is using the compound of two words of ancient Greek origin: ψυχή [psyche or soul] and ἀνάλυσις [analysis].

Psychoanalysis offers a systematic theory of the mind and human psychic as development itself as one of the fundamental disciplines within psychiatry. The science of psychoanalysis is the bedrock of psychodynamic understanding and forms the fundamental theoretical frame of reference for a variety of forms of therapeutic intervention, embracing not only psychoanalysis itself but also various forms of psychoanalytically oriented psychotherapy and related forms of therapy using psychodynamic concepts. Likewise, current efforts are being directed to connecting psychoanalytic understandings of human behavior and emotional experience with emerging findings of neuroscientific research.

Moreover, in Freud’s view, symptoms, thoughts, feelings, and behavior could all be viewed as the final common pathways of meaningful psychological processes, many of which were unconscious. It tends to conclude that all his patients have been suffering from severe personality disorders (Spigel, 2009). Some of the content of that symptom and its meaning to

the patient relate to specific psychological characteristics unique to that patient. The role of unconscious factors in determining the shape of symptoms and their meaning is crucial to a psychoanalytic point of view (Sadock & Sadock, 2007).

In brief, Psychoanalysis itself is a form of therapy which aims to cure mental disorders 'by investigating the interaction of conscious and unconscious elements in the mind' (as *the Concise Oxford Dictionary* puts it). Nonetheless, the concepts of psychoanalysis can be used to interpret some literary work, like novels, fictions, poems, etc. and it is called as psychoanalytic literary criticism or psychoanalytic criticism.

2.2.2.1. The Levels of Personality

Freud in *The Interpretation of Dreams* divides personality into three levels: the conscious, the preconscious, and the unconscious. The conscious is the part of the mind in which perceptions coming from the outside world or from within the body or mind are brought into awareness (Sadock & Sadock, 2007). Consciousness is a subjective phenomenon whose content can be communicated only by means of language or behavior. Freud assumed that consciousness used a form of neutralized psychic energy that he referred to as attention cathexis, whereby persons were aware of a particular idea or feeling as a result of investing a discrete amount of psychic energy in the idea or feeling.

The preconscious is composed of those mental events, processes, and contents that can be brought into conscious awareness by the act of focusing attention. Conceptually, the preconscious interfaces with both unconscious and conscious regions of the mind. To reach conscious awareness, contents of the unconscious must become linked with words and thus become preconscious. The preconscious system also serves to maintain the repressive barrier and to censor unacceptable wishes and desires (Sadock & Sadock, 2007).

The unconscious system is dynamic. Its mental contents and processes are kept from conscious awareness through the force of censorship or repression and it is closely related to instinctual drives. The content of the unconscious is limited to wishes seeking fulfillment. (Sadock & Sadock, 2007)

2.2.2.2. *Personality Theories*

Later in a book entitled *The Ego and the Id* (Freud, 1923), Freud developed the notion of levels of personality and introduced three basic structures of the personality: the id, the ego, and the superego. The id, ego and superego, are distinguished by their different functions. He argued that our personality develops from the interactions of the three fundamental structures of the mind (id, ego, superego), which most of them control our behaviors, thoughts, and feelings.

According to Freud, these three parts of the personality-the id, the ego, and the superego-are often in some degree in conflict. A healthy personality is one in which an effective working relationship, an acceptable compromise, has formed among the three forces. If the id, ego, and superego are in excessive conflict, the person's behavior may show signs of dysfunction ((Bennett, 2011)).

a. Id

According to Freud, we are born with our Id. The Id is an important part of our personality because as newborns, it allows us to get our basic needs met. The id is considered the instinctual drives of an individual. It includes all of the instincts, and the total supply of psychic energy. The id is under the control of the primary process, and is unable to delay or modify the instinctual drives. The id is entirely unconscious and represents “the dark, inaccessible part of our personality... a chaos, a cauldron full of seething excitations” (Freud, 1933/1965b, p. 73). According to Jiwa Atmajaya, cited by

Suwardi (2013:101) id is the important reference to understand why poets are creative. Through id, poets are also able to create certain symbols in their works. Id is a “dark” aspect of human behaviour which contains wild instincts and desires that are not bound by the norm and can also be called “blind energy” (Endaswara, 2013:101). However, id’s existence and power can be inferred from derivatives, such as thought, acts, and emotions (McWilliams, 2011). The Id does not care about reality and the needs of anyone else, but only care about its own satisfaction without considering reasons, logic, values, morals, or ethics.

b. Ego

The ego is based on the reality principle while it is acted to balance both the Id and the superego. Ego refers experiences and reacts to the real world as it mediates between the drives of the id and the demands of the superego (Leary, Terry, Allen, & Tate, 2009). Later, Thurschwell stated that ego is the individual’s image of himself as a self-conscious being, his sense of himself as separate from the world which surrounds him. Another psychoanalytic definition of ego is that which is conscious in the person, that which experiences and senses the outside world and which represents reality to the self (Thurschwell, 2000). Ego is an implementative behavior, a contact with the outside world (Endaswara, 2013:101).

In Freud’s first essay, Freud as cited by Barnett (2006) first introduced the term ego ideal, a concept that foreshadowed the superego. He described the ego ideal as the self’s conception of how it wishes to be. He further suggested that any aspect of the subject’s behavior that was in conflict with it evoked shame and guilt. Moreover, it functions to understand that every person has need and desire that are sometimes being

impulsive and selfish that can hurt him/her in the long run. The ego considers social realities and norms, etiquette and rules in deciding how to behave. The ego's reactions to events that challenge its ability to negotiate the demands of the id and superego to contemporary social psychologists' efforts to understand the effects of ego threats on people's emotions, self-images, and social interactions, a wide array of social and behavioral scientists appear convinced that threats to the ego influence human behavior in important ways (Leary et al., 2009).

c. Superego

Superego is the part of the personality that incorporates parental and social standards of morality. The superego maintains and establishes an individual's moral conscience. Many people equate the superego with the conscience as it dictates our belief of right and wrong. It consists of two systems: the conscience and the ideal self.

Erdely (cited in Milch & Orange, 2004) viewed the superego as contributing "to a process whereby the self-represses and debilitates its own perceptions and sensory experience. The superego then prevents the perception of reality and replaces it with ideological demands that resemble the symptoms of an illness" (pp. 220–221). The superego can further be divided into two components. The first is the ego ideal, the part of the superego that includes the rules and standards for good behaviours. These behaviors include those that are approved of by parental and other authority figures. Obeying these rules leads to feelings of pride, value, and accomplishment. Breaking these rules can result in feelings of guilt. The ego ideal is often thought of the image one has of one's ideal self "the people one wants to become". It is this image one holds up as the ideal individual, often modeled after people that one knows, that hold up as the standard of who one is striving to be. The second is the conscience, that composed of

the rules for which behaviors are considered bad. When one engages in action that conforms to the ego ideal, one feels good and proud of oneself. But when the conscience considers the things are bad, then the feelings of guilt are experienced (Engler, 2009:48).

2.2.3. Borderline Personality Disorder

Borderline personality disorder (BPD) is a severe and complex psychological disorder characterized by pervasive emotion dysregulation, unstable relationships, impulsive behavior, and recurrent suicidal and non-suicidal self-injury (Harned, 2015). Moreover, borderline personality disorder is thought to be present in about 1 to 2 percent of the population and is twice as common in women as in men.

Borderline personality disorder (BPD) is defined by the American Psychiatric Association as “a pervasive pattern of instability of interpersonal relationships, self-image, and affects, and marked impulsivity that begins by early adulthood and is present in a variety of contexts” (American Psychiatric Association, 2000). As stated in DSM IV, borderline personality disorder is characterized as a definite tendency to act impulsively and without consideration of the consequences; the mood is unpredictable and capricious. There is a liability to outbursts of emotion and incapacity to control the behavioral explosions. There is also a tendency to quarrelsome behavior and to conflicts with others, especially when impulsive acts are thwarted or censored.

Ronal J Comer (2009) stated that borderline personality disorder as a type of personality disorder is an inflexible pattern of inner experience and outward behavior. The pattern is recognized in most of the person's interactions, it continues for years, and differs markedly from the experiences and behaviors usually expected of people. Sandock (2007) also stated that patients with borderline personality disorder stand on the border between neurosis and

psychosis and they are characterized by extraordinarily unstable affect, mood, behavior, object relations, and self-image.

The clinical signs of Borderline Personality Disorder include (1) affective symptoms such as emotional dysregulation, fast and intense reactivity to dysphoric mood states, difficulty controlling anger, and chronic feelings of emptiness; (2) behavioral symptoms such as impulsive aggression, substance abuse, repeated self-injury and suicidal behavior; (3) cognitive symptoms such as stress-related paranoid ideation, severe dissociative symptoms and identity disturbance; and (4) interpersonal symptoms such as unstable and intense interpersonal relationships and frantic efforts to avoid real or imagined abandonment.

Emotional dysregulation is considered a core feature of Borderline Personality Disorder. Emotional dysregulation has been defined as a high emotional sensitivity, inability to regulate intense emotional responses, and slow return to emotional baseline (Linehan, 1993). Individuals with Borderline Personality Disorder, in contrast to controls, were more emotionally unstable, less emotionally aware, had more intense negative responses, and experienced more negative and prolonged affect (Jacob et al., 2008)

A Borderline personality disorder tends to be in a state of crisis. Moreover, depression is also common appearing in the family backgrounds of patients with borderline personality disorder (sandock.). Mood swings also commonly exists. Patients can be argumentative at one moment, depressed the next, and later complain of having no feelings. The behavior of patterns in borderline personality disorder is highly unpredictable, and their achievements are rarely at the level of their abilities. The painful nature of their lives is reflected in repetitive self-destructive and self-injury acts.

A pervasive pattern of instability of interpersonal relationships, self-image, and affects, and marked impulsivity beginning by early adulthood and present in a variety of contexts, as indicated by five (or more) of the following:

1. frantic efforts to avoid real or imagined abandonment.
2. a pattern of unstable and intense interpersonal relationships characterized by alternating between extremes of idealization and devaluation
3. identity disturbance: markedly and persistently unstable self-image or sense of self
4. impulsivity in at least two areas that are potentially self-damaging (e.g., spending, sex, substance abuse, reckless driving, binge eating).
5. recurrent suicidal behavior, gestures, or threats, or self-mutilating behavior
6. affective instability due to a marked reactivity of mood (e.g., intense episodic dysphoria, irritability, or anxiety usually lasting a few hours and only hours and only rarely more than a few days)
7. chronic feelings of emptiness
8. inappropriate, intense anger or difficulty controlling anger (e.g., frequent displays of temper, constant anger, recurrent physical fights)
9. transient, stress-related paranoid ideation or severe dissociative symptoms

2.2.4. Elements of Novel

Zahrini (2010) stated as cited from Rushdie and Bakhtin (1989) that the novel is the privileged arena where languages in conflict can meet, bringing together, in tension and dialogue, not only opposing characters, but also different historical ages, social levels, civilizations and other dawning realities of human life. He also stated that the novel is not only kind of individual's story or even a way of ones telling a story, but the collective force of stories told under the influence of a different way of looking at the world. It too develops its own romance, its own

history, its own biography, and its own way of commenting upon the reality embodied by the central text.

Moreover, Hawthorn (2010) also stated that a novel is a narrative that concerned with the real life of past or present times. Even though its characters and actions in the novels are imaginary, they have some sense as representative of real life in more or less complex. Novel is a long shape of narrative text that consists of some figures and events with plot, conflict, theme, setting, and characterization as intrinsic elements.

a. Plot

Klaler (2010:14) suggested plot is the logical interaction of the various thematic elements of a text which lead to a change of the original situation as presented at the outset of the narrative.

An ideal traditional plot line encompasses the following four sequential levels:

- a) Exposition - The beginning of the story where the characters and the setting is revealed.
- b) Rising Action - This is where the events in the story become complicated and the conflict in the story is revealed (events between the introduction and climax). The rising action introduces the conflict or problem in the story. This part of the plot tells us what it is that the main character or protagonist is facing. During the rising action, the main character struggles with this conflict or problem.
- c) Climax -the climax is the high point of the story where the conflict or problem changes or is resolved. Something happens in the climax to create a turning point for the characters in the story.

d) Falling action - The falling action is the series of events which take place after the climax; it is where the protagonist must react to the changes that occur during the climax of the story. The events and complications begin to resolve them.

e) Denouement -This is the final outcome or untangling of events in the story. The part of a story or drama which occurs after the climax and which establishes a new norm, a new state of affairs-the way things are going to be from then on. The author often ties up the loose ends of the story to have the plot reach a conclusion.

b. Character and characterization

Koesmobroto (1988:67) distinguished two types of character, main or major character and minor character. Major character is the most important character in the story. Basically, a story is about this character, but he cannot stand on his own; he needs other characters to make the story more convincing and lifelike. Minor characters are of less important than those of the main. The main characters in fiction or in a play is called protagonist. It has often been assumed that characters in a literary work can be judged from four levels of characterization

Moreover, Murphy (161) states that characterization is the way an author conveys the characters and personalities so that the readers understand and know the characters. Barnet (712) determines four ways to understand the characteristics of a character. They are; what the character says, what the characters does or acts, what other characters say about the character and the last what others do. Similar to Barnet who proposes four ways in determining a character, Murphy (161-173) explains about nine principals in the process of characterization. Those principals are:

- a) Personal description
The author can describe a character in personal description; the author may draw details about the character's appearance and clothes.
- b) Character as seen by the others.
The author can describe a character through other characters' eyes point of views and opinions so that the readers can get a reflection image about the character's personality and appearance.
- c) Character's speech
The author can give the readers an insight into character through character's speech and words. The reader may know the personality of the character by the character's opinion or statement.
- d) Past life
The author can give a clue of personality through past life. It is done in order to let the readers learn something from character's previous life and know the shape of a person's character.
- e) Conversation of others
The readers can take clues of person's character through the conversation of other characters and the things they say about him. It can help the readers understand better about the character and get a clue about the character's personality.
- f) Reaction
The author gives a clue to the reader based on the reaction of the character to various situation and events in the story.
- g) Direct comment
The author can describe or comment a character in a novel directly. The author can give his or her personal comment to the characters he or she creates directly.

h) Thought

The author can give the readers direct knowledge of what a character is thinking about. With this clue, the author wants to give a description of a character for the readers through the character's mind. By knowing the character's thoughts and minds, the readers can learn his or her characteristics.

i) Mannerism

The author can describe a character's mannerism, idiosyncrasies and habits. It can lead the readers learn the person's characteristics.

c. Point of view

Klaler stated that the point of view, or narrative perspective characterizes the way in which a text presents persons, events, and settings. The novel experiments with various narrative perspectives, the short story usually chooses one particular point of view, relating the action through the eyes of one particular figure or narrator (2010:14).

d. Theme

Theme, according to Stanton (1965: 20) and Kenny (1966: 88) is the meaning contained by a story. But there are many meanings conceived and offered by the story (the novel), then the problem is a special meaning which can be expressed as the theme.

e. Setting

Klaler stated that setting is another aspect traditionally included in analyses of prose fiction, and it is relevant to discussions of other genres, too (2010). Setting embed a story in a particular context of time and place in order to support action, characters, and narrative perspective on an additional level. The term "setting" denotes the location, historical period, and social surroundings in which the action of a text develops. Setting can be divided into:

- a) Physical setting is a setting that provides the story with expressed verbal information found in story. Those refer to “verbal pictures of a place”(Gill, 1995:148) and time of a story expressed verbal in story that are the supporting information of the story.
- b) Place is a setting that refers to physical surrounding that called as “physical environment of story” (Kennedy and Gioia, 2005:124), and as “particular locations of event” (Gill, 1995:148).
- c) Time is a setting that refers to a certain time in story. According to Kennedy and Gioia, is an information about “hour or century” (Kennedy and Gioia, 2005:124).
- d) Social setting is the information about a society and certain culture that give influence to the story. according to DiYanni it is the “functioning as more than a simple backdrop for action, it provides a historical and cultural context that enhances our understanding of characters” (DiYanni, 2000:61). Through this, it is a historical and cultural fact implied in story used for a better understanding about the characters in story. Social setting may also refer to “social context of characters such as their families, friends, and class” (Gill, 1995:148) to which the antagonist or protagonist may belong, that however, is about the information that only supports the whole idea of the author’s writing.
- e) Metaphorical setting is the information such as place; a place to stay that is not described literally, but moreover, represents the whole idea. Gill called it as “atmosphere, mood, and feel” such as “mood of character becoming mental landscape” gained through the narrative (Gill, 1995:148) that supports the author’s idea/theme of story.

f. Conflict

Human life is never free from conflict. Holman and Harmon (1986) stated that conflict as the struggle that grows out of the interplay of the two opposing forces in the plot. It means that conflict happens between two oppositions like man against man, man against nature, man against fate, man against society, or perhaps man against his personality. Moreover Jones and Gerard stated as cited in Worchel and Cooper (1979) that a conflict is a state that requires the person when he is motivated to make two or more mutual incompatible actions. It means that a person will face a conflict when he cannot do two or more actions in the same time. As a result, he must choose one way and accept the consequences.

a. Types of Conflict

There are some types of conflicts. Stanton (1965) proposes two types of conflicts. They are internal and external conflicts. An internal conflict means a conflict that comes from the character himself, whether he has a problem in his thought, mind or in his belief. In contrast, external conflict is the obstacle that comes from the outside. It can be a conflict with other human being, society, nature, even social belief and tradition. In addition, Worchel and Cooper (1979) also determine two types of conflict. They propose intrapersonal and interpersonal conflicts. An intrapersonal conflict means a conflict that an individual's experiences when he or she makes a decision between two or more alternatives.

b. Causes of Conflict

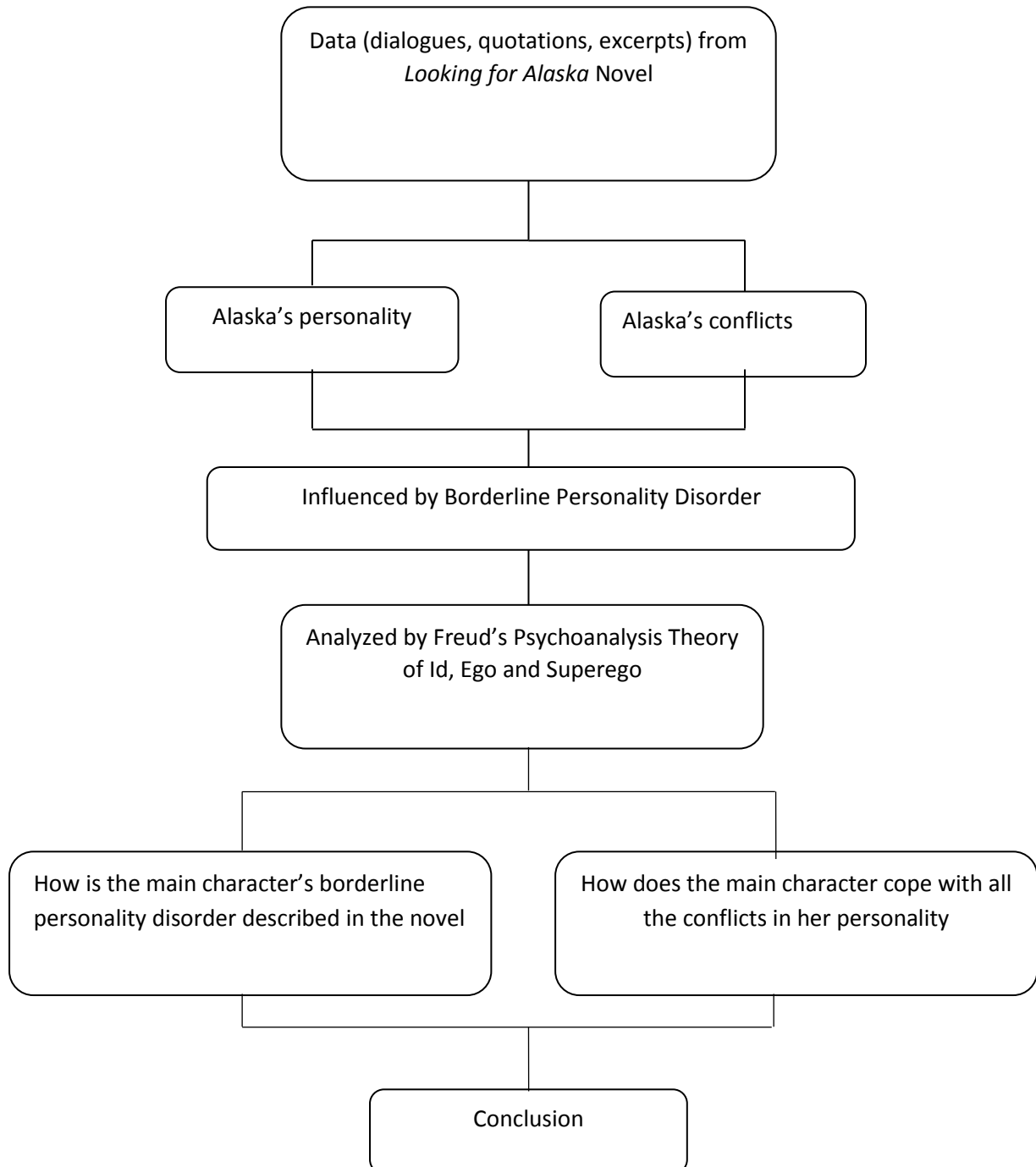
Many causes can trigger conflicts. As Isenhardt and Spangle (2000) has written, there are seven common causes of conflicts. Those are data, interest, procedures, values, relationship, roles, and communication. Data can be a source of conflict because everyone has different interpretation and source of data. Therefore, data can make people argue each other. The second cause is the interest. Because of every person has his own interest, it can trigger a conflict if he forces his own interest to others.

The next cause is the procedure. It can trigger a conflict when someone or parties do not involve in a discussion if they do not agree with the procedures in solving problems. The fourth cause is the values. Values can be causes of a conflict because everyone has different priority of values. The fifth cause is the relationship. In daily life, relationship can be broken if an individual does not respect other. The sixth cause is the role. A conflict appears when individual has imbalance role among the rules toward his own roles. The last is the communication. Communication can be the trigger of a conflict if miscommunication occurs. Miscommunication will make someone interprets the communication differently.

2.3. Theoretical Framework

In doing this analysis, I will analyze a novel entitled *Looking for Alaska* written by John Green in 2005. Later, this study will use psychology approach by using Sigmund Freud's psychoanalysis theory. The psychoanalysis theory is used to analyze Alaska's behavior and attitudes as the main character as reflected in novel. Afterward, it includes the three structures of mind of id, ego, and superego. Those three structures of mind will find out abnormality in her personality. So, I will match it with characteristics of borderline personality disorder. In

brief, I will analyze main character's behavior visualize the borderline personality disorder characteristics.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This is the final chapter of the study that contains the judgements of the findings of the research and analysis of the *Looking for Alaska* novel by John Green. The conclusions here will answer the research problems which has been stated in the first chapter and therefore, there are three of them. In addition to the conclusions, there will also be suggestions from the writer in this chapter. They will be about the future research and the development of the literature in general.

5.1. Conclusions

According to the analysis on the previous chapter, there are three major points that can be concluded in this study. The first conclusion is about Alaska's personality traits using Murphy's and Barnet's methods of characterization. It is followed by the structure of personality that influences Alaska's personality traits using Freud's theory. This study shows that Alaska Young has many personalities as the main character. The second conclusion is Alaska's characteristic as lead into Borderline Personality Disorder. This study finds out that Alaska's personality fulfils three cores of characteristic Borderline Personality Disorder. Those are affective dysregulation, behavioral dysregulation, and disturbed relatedness. The last point is about Alaska's conflicts in the novel, both internal and external conflicts that got influence of Alaska's personality traits in resolving her conflicts. This study uses psychoanalysis by Sigmund Freud to find out the conflicts. Those conflicts are Alaska vs her feeling worthless, Alaska vs incapable to avoid cheating, Alaska vs her family, Alaska vs her friends.

5.2. Suggestions

Following the conclusions of this study, here I present some suggestions for the researcher, readers in general, and future researches related to the topic. First, for the researcher, in making a study the most important thing that the researcher has to comprehend is the topic of what he/she wants to write. The researcher also needs to pay attention on the relevance of the topic to real recent events, so that the study will not be outdated. The material chosen as the source of the research is also important for researcher to note because it will affect the research in a whole. In this case, the material used in writing this study is the *Looking for Alaska* novel by John Green. It is a great book that tells about teenager's relationship. It receives many good reviews and becomes one of America's best seller fiction books at the time of its release. Because of that, I highly recommend to read this book, or others of her works at least, for a reference and as an object of future studies because it concerns about problems that many people have to deal with. Second, to the readers I hope could appreciate works of literature not only as an entertainment but also as a lesson. The educational and inspirational things that contain in the works of literature can enhance the quality of life. I also hope this research can be used as a reference for the study of literature, which is related to psychological analysis and for those who want to use *Looking for Alaska* by John Green for the study. Third, reading and analyzing more literature works are recommended for English Literature students because it could expand their analysis ability.

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