



**THE PSYCHOLOGICAL DEVELOPMENT
OF THE MAIN CHARACTER OF BECOMING
A GANG LEADER THROUGH FRUSTRATION;
REFLECTIONS ON DASHNER'S THE MAZE RUNNER**

A FINAL PROJECT

**Submitted in partial fulfillment of the requirements
for the degree of *Sarjana Sastra*
in English**

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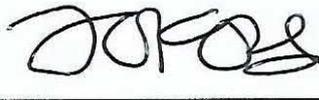
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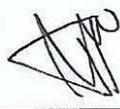
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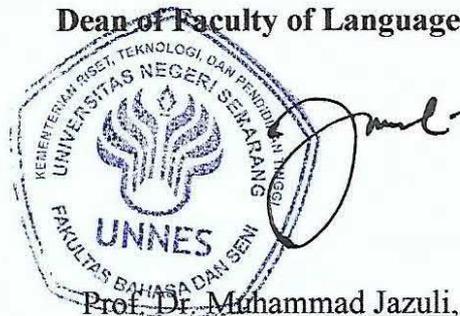
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DECLARATION OF ORIGINALITY

I, Yosia Puri Saputro, hereby declare that this final project entitled *The Psychological Development of becoming a Leader through Frustration; Reflections on Dashner's The Maze Runner* 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 Information derived from the published and unpublished work of other has been acknowledged in the text and a list of references is also given.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, January 14 2019



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MOTTO AND DEDICATION

Tetapi jawab Tuhan kepadaku: “Cukuplah kasih karunia-Ku bagimu, sebab justru dalam kelemahanlah kuasa-Ku menjadi sempurna.” Sebab itu terlebih suka aku bermegah atas kelemahanku, supaya Kristus turun menaungi aku.

(2 Korintus 12:8)

This Final Project is dedicated to :

*Jesus Christ, my parents, my sisters
my beloved best friends
and Indonesia*

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Highest praise is bestowed to Jesus Christ, for His great blessing, grant, and mercy. Because of His guidance, I, as the writer, was finally able to finish my final project entitled *The Psychological Development of The Main Character of Becoming a Gang Leader through Frustration; Reflections on Dashner's The Maze Runner*.

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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.

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ABSTRACT

Saputro, Yosia Puri. 2018. **The Psychological Development of The Main Character of Becoming a Gang Leader through Frustration; Reflections on Dashner's The Maze Runner.** Final Project, English Department, Faculty of Languages and Arts. Semarang State University. First Advisor: Maria Johana Ari Widayanti, S.S., M.Si. Second Advisor: Bambang Purwanto, S.S., M.Hum.

Keywords: Psychoanalysis, Psychological Development, Leader, Frustration, Adolescent

In this study, the writer emphasized the psychological development of the main character reflected in the story. Then the main character must convince the other, there is a better place outside the Glade. Therefore, this study aims to analyze how the process of psychological developments of being a leader through frustration and to analyze how the main character shows an ability to lead. This is a qualitative study using psychoanalytic approach by Sigmund Freud. The writer collected the data relating to the psychological development from frustration to being a leader by using *The Maze Runner* novel. The secondary data were taken from some sources, such as books, dictionary, encyclopedia, and also articles related to this research. Meanwhile the procedures for collecting data were done by reading, identifying, inventorying, classifying, selecting and reporting. In conducting the study, Freud's psychoanalysis including id, ego, and superego are employed to reveal the main character frustration and shows the leadership ability in *The Maze Runner*. The findings of the analysis showed that; first, the causes of frustration are anxiety, hatred, and fear. It had been found that frustration was the results of the superego pressure that cannot be controlled by the ego. The frustration can be dangerous if the person who is frustrated does not fight against the pressure he gets. Second, there are seven leading ability which found in the novel such as having a purpose, curiosity, fairness, giving the suggestion, appreciates, and source of inspiration. Thomas is able to control the pressure from superego and his desire from id. He can make a good decision for his ego whether yielding his id or obey the superego. Then, he does not only focus on his frustration, but he can develop from frustration to be a good leader.

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CHAPTER I

INTRODUCTION

Chapter 1 presents an introduction to the study, which consists of a background of the study, the reasons for choosing the topic, statement of the problems, objectives of the study, significances of the study and outline of the study.

1.1 Background of The Topic

Literature refers to a written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word (Klarer, 1998). The written document added by an aesthetic aspect becomes a literary work, this is different from texts of everyday use such as phonebooks, newspapers, legal documents, etc. Literature is a piece of writing that communicates thoughts, feelings, and attitudes of the author in the reality of social life as a reflection of the phenomena around them. Furthermore, Rene Wellek and Austin Warren (1973: 94) said that literature is a picture of life and life is a social life.

Literature which incorporates such fields as history, philosophy, sociology, psychology and so on is a discipline which uses language as a medium of expression in order to interpret man, his life; personality and individual differences (Aras, 2015). Literature also contains psychological aspects of the writer as well as of characters inhabiting a literary work especially those of prose fiction and drama. In creating a literary work, the writer reveals their psychological condition either consciously or unconsciously. Literature is the product of the author's psyche and

thoughts which are subconscious after everything becomes clearer; the author makes it into conscious form (Endraswara, 2008). The beauty of literary work can be seen from how the author can reveal one's subconscious psyche into the work. Short story, novel, drama, and poetry are literary works which reveal the author's subconscious thoughts as well as the conscious world of human's life.

As stated by Feldman (2009) in *Essentials of Understanding Psychology*, psychology has many subfields such as behavioural genetics which studies the inheritance of traits related to behavior; clinical psychology which deals with study, diagnosis, and treatment of psychological disorders; cognitive psychology which focuses on the study of higher mental process; and many more. Developmental psychology is one of the subfields of psychology. Developmental psychology studies how people grow and change from the moment of conception through death (Feldman, 2009). The developmental psychology becomes an important aspect of a human being. When one develops psychological aspects of his personality, it will influence his relation with others. In psychology, there are two kinds of changes, they are growth and development. Human life is not static; it is dynamic and evolving; regressive evolution or progressive evolution (Prasetyaningrum, 2009). There are two types of transformation such as progressive and regressive evolution. Progressive evolution is the changes from badness to goodness, and regressive evolution is the changes from goodness into badness.

Adolescence period has an important element. Adolescence is a transition period from childhood to adulthood. During this period there will be some changes, including hormonal, physical, psychological, and social ones. Those changes occur

rapidly and unconsciously. Adolescence is the developmental stage between childhood and adulthood; it is a crucial period. Adolescent is a time of big changes and, occasionally, confusing. Adolescence determines the future personality and the characteristics of a person. If adolescence has been a series of positive changes to oneself, it will be good for him. If we do not pay attention to the changes of the hormones, physique, psychology, and sociality, it can cause some disorder or illness (Batubara, 2010). The psychological needs of adolescence are unique compared to the other stages of life; the needs to know oneself, to feel considered as a unique person, for personal integrity, to be accepted by society, to be independent, etc.

The novel entitled *The Maze Runner* is a novel written by James Dashner. This novel tells about a group of teenagers who live in a land named Glade which is as wide as some football pitches. Sunlight always exists, so do water and electricity. Every night the doors are closed, protecting them from something that roams outside. Everything seems perfect in life.

The teenagers are sent into the Glade by a lift, and they do not remember about anything. Sometimes they only remember their name. Then, they have to exploit anything that had been sent by the Creators such as seed and cattle so they can survive. They live surrounded by the great wall, whose outer part is a very large maze. The teenagers are trying to walk through the maze every day, unfortunately, the shapes of the maze change every day, too. There is a strong correlation between literature and psychology. Both of them deal with human beings and their reactions, perceptions, desires, fears, conflicts and many others. Psychoanalytical criticism deals with the characters, who serve as the symbols of the world and existence; to

be presented as exemplary figures to expose the meaning of life (Aras, 2015). According to Miner (1992) there are two relations between literature and psychoanalysis. First, there is a similarity between the secret desires of every human being which causes the presence of literary works that are able to touch our feelings, because literary works provide a way out of these secret desires. Second, there are parallels between dreams and literature. In this case we link the elaboration of literary work with the dream elaboration process. For Freud the situation of the person who dreamed was the same as the writer who hid his thoughts in literary works (Endraswara, 2013). The writer will examine the character from the novel "*The Maze Runner*" written by James Dashner.

1.2 Reasons for Choosing The Topic

The topic of this study is about psychological development during adolescence as revealed in Dashner's *The Maze Runner*. This study is conducted based on the following reasons:

First, based on the novel, the writer wants to help people develop their psyche to be a leader with proper elements. Psychological conditioning is used to change unfavorable habits and character into good character. It is also able to cultivate the spirit of leadership, to make the people change their mindset, their behavior, and their habit not for a while but for a long time. Furthermore, the phenomenon is also revealed in this novel, *The Maze Runner*. It shows the things which constitute the elements that influence the psychological development.

Second, the writer chooses adolescence as an object of this research because adolescence period serve as the future of teenagers life. A person will have good

characteristics if they had been well developed psychologically during adolescence. *The Maze Runner* is a novel that shows us about the psychological development based on its characters. It can be the role model for teenagers to strengthen personal qualities that support the development.

Third, adolescence is a transition period from child to adult. During childhood, they are governed by pleasure principle rather than reality principles. Everything that the child needs, will be fulfilled by the parents. Frustration happens when the pleasure principle or we called it “id” cannot be fulfilled completely for many times. When the child grows and becomes a teenager, the changes happen. The teenagers in western countries start trying to fulfill their own needs, they live in a new environment and surrounding. The children who cannot adapt with a new environment, new society rules, new friends, they will get frustrated. This is a situation that prevents an individual from achieving certain desired goals. Frustration often engenders aggressive feelings. (Koswara, 1988). The presence of Thomas in this novel could give us an example of a young adult who is frustrated with their new condition, new environment, and new rules. He is not only being frustrated, but he turns his frustration to self-confidence by being a leader of the community which leads his friends to run out and finish the maze. It is an important issue that very frustrated teenagers can turn to be a leader who is capable of solving the problem that cannot be solved for many years. The young leader that is shown by Thomas can be the answer from the teenagers nowadays which is frustrated with their condition that they can change their frustration to be a leader.

Last, as stated by Endraswara (2013) psychology of literature approach has four possibility studies. First, research towards the psychology of the author as a type or as a person. Researchers try to examine the psychological condition of an author when producing literary works. Second, research on psychological steps when producing literary works. Third, research on psychology laws applied to literary works. Last, research on the impact of literary work upon the reader. The third possibility, research on psychology principles applied to literary works is fit with the study, in this study, the writer wants to apply the psychological development in adolescence period and psychoanalysis by Freud in the literary works. In the novel, there are many messages and human beings reflected by the character that can be revealed by this method.

1.3 Statement of The Problems

In order to understand the main reasons for choosing the topic, the writer would like to take problems in question forms, which are going to be discussed chapter by chapter in this final project. Actually, there are some problems which needs discussion, but the writer decided to reduce them into two main problems which are related to the topic. They are formulated as follows:

- 1) How is the process of psychological development of being leader through frustration portrayed on Dashner's *The Maze Runner*?
- 2) How does the main character show a qualities of a good leader based on *The Maze Runner* novel by James Dashner?

1.4 Objectives of the Study

Based on the formulated problems above this study has several objectives. They are elaborated as follows:

- 1) To analyze how is the process of psychological developments of being leader through frustration reflected on Dashner's *The Maze Runner*.
- 2) To analyze how the main character shows a qualities of a good leader based on *The Maze Runner* novel by James Dashner.

1.5 Significances of the Study

This study is conducted to present significance which divided into two stakeholders, they are formulated as follows:

(1) Theoretical Significance

The result of the study is expected to be able to give some benefits. Firstly, the writer hopes that this analysis will enrich the reader's knowledge, generally, related to literary work. Therefore the aims of this analysis are helping people comprehend the main idea of James Dashner's *The Maze*

For the university and students of English Department, especially English Literature, the writer hopes that this study will give a contribution to any kind of research works on literature which uses a psychoanalysis as an approach especially a topic which is related to a psychological development in adolescence period in Dashner's *The Maze Runner*.

2) Practical Significance

I expect that this study would be useful for the readers and society since *The Maze Runner* plot describes things which can be found in our lives as human beings. This study hopefully could help the people to see the process and elements or factors of psychological development which are needed to develop their character based on the novel. This study can give a contribution to those who experience such an unsatisfied and unfulfilled feeling, unhappy life, and any type of psychological conditions which lead into desperation, so the outcome of this study is expected to facilitate the readers to reaching their self-discovery in such a positive way. The writer wishes that this study could contribute to give an alternative meaning about *The Maze Runner* story.

1.6 Outline of the Study

This final project is organized into five chapters. Each chapter discusses the different parts as follows:

Chapter I provides an introduction which consists of the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, and outline of the study.

Chapter II provides some review of the related literature which comprises of review of previous studies and theoretical background.

Chapter III reveals methods of investigation that explains about how the data are collected and analyzed.

Chapter IV presents the analysis of the data of the study. It discusses the main problem about the psychological development in adolescence period from frustration to being a leader in Dashner's *The Maze Runner* novel.

Chapter V provides three conclusions and suggestions. Finally, references and appendices will be attached at the end of this final project.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Chapter II presents the review of theories underlying the study. This review is divided into three subchapters. They are review of previous studies that provides the summary of several previous studies, review of the theoretical background that presents the theories as well as approaches used in the analysis, and theoretical framework.

2.1 Review of Previous Studies

In this subchapter, an overview of the previous study can be conducted as a reference to the writer from any kind of study that is related to this topic about psychological development in adolescence period from frustration to be leader reflected on Dashner's *The Maze Runner*

The first study is *The Messages Revealed Through Thomas' Conflict in James Dashner's The Maze Runner* written by Dwigo Biyas Tarigan from Sanata Dharma University in 2017. In Tarigan's (2017) undergraduate mini thesis, he has three purposes in his research. First, he wants to identify the characteristics of Thomas in the story. He is using the theories of characterization by M.J Murphy in *Understanding The Unseen* (1972) to answer his first objective. Second, he wants to identify the conflicts which Thomas faces based on Holman and Harmon in *A Handbook to Literature*. Holman and Harmon stated that conflicts may occur in various situations such as a struggle against nature; a struggle against another person; and a struggle against fate or destiny. Last, he wants to know the messages

revealed through Thomas' conflict in the story. In his study, he chooses New Criticism approach because this approach examines the literary work itself. It describes the literary work as an independent work and it means that the readers do not necessarily to connect the literary work to the other aspects. He also does some analysis of characterization, conflict, and message by using related theories.

However, there are differences between Dwigo's research and mine. My study does not concern about how the character solves the problem, but the psychological development in adolescence period through the character of the novel. This study is therefore using psychological approach especially Sigmund Freud's psychoanalysis.

The next final project is *Juno's Character in "Juno" Movie Viewed from Adolescence Psychology Theory* written by Dwi Arieantini from Syarif Hidayatullah State Islamic University Jakarta in 2010. This research contains analysis of Juno's personality as an adolescent. The objectives of this study are to describe how Juno takes a role as an adolescent in the movie, and to identify which factor influences Juno in making decisions. This research uses a qualitative method with psychology of literature as the approach. In the beginning of the story, the movie tells about how Juno as a teenager faces her unexpected pregnancy. How Juno faces her problem and reacts to her surroundings. The writer has analyzed the character of Juno by applying Adolescent Psychology theory which tells how Juno as an adolescent develops her cognitive's ability. She is able to generalize and conceptualize moral rules and principles, so she can get her awareness and understanding of her friends, parents, and from the situation she faces. In the end

of her thoughts, she realizes her mistakes and makes better decisions to solve everything.

The similarities between my research and Arieyantini's research are the subject, and the approach of the study. Arienyantini discusses how the main character faces her problem in adolescence period, and how the main character solves the problem. Arieyantini also uses psychology of literature as the approach. Meanwhile, the difference is in the objective of the study Arienyantini only focuses on the factors which influence the main character in making decisions regarding her problem. Those factors are cognitive development, emotional development, and social world (Arieyantini, 2010). My analysis is focused on the process of the main character in order to embolden the spirit of leadership, to make the teenager change their mindset, their behavior, and their habit.

Arisna (2015) wrote a final project entitled *Thomas' Personality in Dashner's The Death Cure*. This research is an analysis about how the *id* influences the *superego*. Here, the *ego* tends to defeat the *id* and manages the *superego*. The main character can control the *id*'s desires and he behaves based on rules and norms. The purpose of this research is to find out and analyze more about nature and nurture which aspect influences the development of the main character's personality. The nature is the factors which come from parents biologically. The nurture is the factors that come from environments and experiences (Arisna, 2015). This research uses psychoanalytic theory by Sigmund Freud. The method used in this study is qualitative research this is also uses close reading technique in collecting the data.

The previous research has similarities with my research which are about the object and the research method of the study. Then, the difference between my study and Arisna's study is the novel. Arisna uses *The Death Cure* and the writer use *The Maze Runner*. Arisna analyze about the nature and nurture based on id, ego, and superego. While the writer analyze the psychological development based on id, ego, and superego.

Hande Isaoglu (2015) wrote an article entitled "*A Freudian Psychoanalytic Analysis of Nathaniel Hawthorne's The Scarlet Letter.*" The aim of this paper is to analyze the main characters of Hawthorne's *The Scarlet Letter* from a Freudian psychoanalytic position revealing how these characters' lives and personalities have been affected by their id, ego and superego. A detailed psychoanalytic analysis of *The Scarlet Letter* provides knowledge about psychological states of the central characters (Isaoglu, 2015). These characters and their actions are intended to be analyzed in relation to the Freudian concept of id, ego and superego. The effects of id, ego and superego on their personalities are discussed during the analysis of the main characters of the novel by making references to their repressed childhood and past memories.

The similarity between Isaoglu's research and my research is the approach of the study. Both of our research use Freud's psychoanalysis as the approach of the analysis. We focus on how id, ego, and super ego influence the personality of the character. In order to form a healthy personality, one should balance his id, ego and superego. Then, the difference is on the object of the study.

Schwartz, S. J. et al. (2013) wrote an article entitled “*Identity Development, Personality, and Well-Being in Adolescence and Emerging Adulthood*”. Schwartz states that the transition between childhood and full adulthood is a critical developmental period shaped by individual, familial, social, and historical circumstances. The central task of this age period is nearly universal: to become ready to assume the major roles played by mature members of the social group. Typically, after some periods of adolescence, the individual is expected to contribute to society by fulfilling adult roles. Identity development can be guided by an individualist perspective (e.g., "I am") or by a collectivist perspective (e.g., "We are"). Schwartz presents an overview of research on the different ways in which identity development unfolds from adolescence into adulthood, and describe the known correlation between identity development and related outcomes, with particular attention given to personality and well-being. Well-being is the state of feeling healthy and happy

The previous research has similarity with my research on the object of the study. We analyze the adolescence psychology development. The difference that analysis focuses only on the adolescence, while Schwartz discussed one’s period from adolescence to adulthood.

Bruce J. Avolio and William L. Gardner wrote an article entitled “*Authentic Leadership Development: Getting to The Root of Positive Forms of Leadership*” (2005). They began by considering some of the environmental and organizational forces that may have triggered interest in describing and studying authentic leadership and its development. They then provide an overview of its contents,

including the theoretical and methodological perspectives presented, followed by a discussion of alternative conceptual foundations and definitions for the constructs of authenticity, authentic leaders, authentic leadership, and authentic leadership development. The similarities and defining features of authentic leadership theory in comparison to perspectives of transformational, charismatic, and spiritual leadership are examined. They conclude by discussing the status of authentic leadership theory with respect to its purpose, construct definitions, historical foundations, consideration of context, relational/processual focus, attention to levels of analysis and temporality, along with a discussion of promising directions for future research.

The similarity between my research and his research in the purpose of the study. Both of us analyze the character of a leader. How the leader must be a transformational leader who leads to the fundamental difference by restoring and building optimism, confidence and hope. Then, the difference between my research and their research is the object of research. While Bruce J. Avolio and William L. Gardner examine the person a human as individual, the writer examine the fiction character of novel.

2.2 Review of Theoretical Study

2.2.1 Psychoanalysis

Psychoanalysis is a scientific discipline which began around the 1900s by Sigmund Freud (Brenner, 1969). As the founder of psychoanalysis, although this psychoanalysis comes from the interference the ideas of Josep Breuer, the term was coined by Freud himself and appeared for the first time in 1896 (Walgito, 2002).

The word "Psychology" derived from Greek *psyche* which means soul and *logos* mean science. So, psychology means the science of the soul, or the science that investigates human behavior. Literature and psychology can be symbiotic in their roles in life. Both of them deal with human problems as individual beings and social beings. Then, psychoanalysis reflects the character in the literature who undergoes his psychological problems. The psychology problem can be seen from how the author shows the reflection of psychology through telling method, showing method, the point of view, or language style (Minderop, 2013). The telling method relies on author's direct characterization. Telling method includes characterization using name, appearance, and language style of the character. Showing method relies on indirect characterization through dialog and action. Psychoanalysis questions why a group of individuals responds to the same situation they encounter in different ways. There are people who become shy; some are very confident; some are calm.

Freud is a neurologist. He builds his idea about psychology based on his experience in treating his patients with psychiatric problems (Eagleton, 1996). When he treated his patients, he developed a psychological method in which the point of the psychological problem experienced by the patient has come from a childhood event connected with a sexual problem

Although Freud is a physician who always thinks scientifically, the world of literature is no stranger to him because he received a literary education and studied it seriously. As stated by Minderop (2013) Freud is a book lover and always examines the books he reads. Book is not only revealing a big problem of science,

but real puzzle of life; it shows many conflicts of feeling, impulses, and reveals various phrases referring to psychoanalysis.

That most of the individual's mental processes are unconscious is thus Freud's first major premise (Guerin, 2005). Freud states that the human mind is more influenced by the unconscious mind rather than conscious mind. He describes that the human mind is like an iceberg mostly inside, that is, in the subconscious. Therefore, according to Freud, the unconscious is the key to understanding one's behavior.

The id is entirely unconscious and that only small portions of the ego and the superego are conscious. These three personality systems are interconnected and interact each other to shape human behavior (Endraswara, 2013). So, in this research, the writer focuses my analysis on the psychoanalysis of personality consisting of three psychological elements, namely; id, ego;and superego.

2.2.1.1 Id

Das Es or in English Id is also called by Freud *System Der Unbewussten*. *Id* is the most basic human personality system (Endraswara, 2003: 101). *Id* is the personality that was brought from birth. *Das Es* is the "reservoir" that moves the *das ich* and *das ueber ich* as it is carried from birth. *Id* is basic human storage warehouses such as eating, drinking, resting, stimulating sexuality, and aggression. These instincts can work together in different situations to influence one's behavior.

The *Id* is the reservoir of libido, the primary source of all psychic energy (Guerin, 2005). The *Id* is a psychic energy and instinct which pushed human to fulfill their basic needs. It is located in the unconscious, and unrelated to reality.

The Id is closely related to the physical process of obtaining the psychic energy used to operate the system from other personality structures. Id operates based on the pleasure principle, which seeks to gain pleasure and avoid pain. *Das es* function to avoid you from unrighteousness and pursue conveniences. According to Freud, these guidelines are called "pleasure principles" or "principles of convenience" (Guerin, 2005).

2.2.1.2 Ego

According to Freud, *Id* performs two ways in fulfilling his need to ease the tension that arises through reflex like blinking and through the primary process like imagining food when feeling hungry. It is certain to imagine that our needs will not be fulfilled but we can only help to reduce the tension within us. In order to avoid conflicts then it is necessary that there is another system that can actualize the imagination into reality the system is the ego (Budiraharja, 1997).

Das ich, in English the ego is also called *system der bewussten verbewussten*. This aspect is a psychological aspect of personality, arising from the need for an organism to connect well with reality. The ego is the executive of the personality, who has two main tasks; first, to determine which stimulation to respond to or which instincts will be satisfied according to the priority needs. Second, to determine when and how the needs are satisfied in accordance with the availability of opportunities that are at a minimum risk. In carrying out this function an ego often must unite disagreements between id and superego and the outside world.

The ego is trapped between two opposing forces and is guarded and obedient to the principle of reality by trying to satisfy the individual's delights limited by reality (Minderop, 2013). It helps a person to consider that he can satisfy himself without bringing harm to him. The Ego takes a role as a leader on personality. As a leader, it can make a rational decision. This is the rational governing agent of the psyche (Guerin, 2005).

2.2.1.3 Superego

The third structure is superego, it refers to morality in personality. Superego is an evaluative personality system both good and bad. It is the sociological aspect of personality, is representative of traditional values and ideal community. As a relation between parents and children, who taught with various orders and restrictions. The same thing between superego and consciousness is that they can recognize good and bad (Minderop, 2013). The main function of the superego is to determine whether something is right or wrong, proper or not, and thus the person can act according to the moral society. The superego function also guides the ego-controlling figure in doing all his actions between good and bad behaviors that the character will or have done because the super ego is based on a norm or conscience that can control the person. Furthermore, Semiun (2006) added that there are some basic functions of superego; 1) to block the id's impulses, especially the sexual impulses and aggressive which cannot be accepted by society, 2) to encourage the ego replace the realistic purposes to moralistic purposes, 3) to find the perfection.

2.2.2 Adolescent

As stated by Feldman (2009) Adolescent is the developmental stage between childhood and adulthood; it is a crucial period. Adolescent is a time of big changes and, occasionally, confusing. Considerable biological change occurs as adolescents accomplish sexual and physical maturity. At the same time, and rivaling these physiological changes, important social, emotional, and cognitive changes occur as adolescents struggle for independence and move toward adulthood.

Adolescent currently has a broader meaning, including mental, emotional, social, and physical maturity (Hurlock, 1999). The beginning of adolescence lasts from approximately 13 years to 16 years or 17 years, and the end of adolescence starts from the age of 16 or 17 years to 18 years, called the age of legal maturity (Hurlock, 1999). So regarding the limitations of Hurlock's adolescence is between 13 to 18 years old. Then, The World Health Organization (WHO) also defines an adolescent as any person between ages 10 and 19. This age range falls within WHO's definition of young people, which refers to individuals between ages 10 and 24.

Lerner (2004) states that links between parent-adolescent relationships and the development of individual adolescents have been the focus of most of the research on families as contexts of adolescent development. It focuses primarily on an analysis of how the repetition action patterns and emotional qualities of parent-adolescent interactions are related, directly and indirectly, to key aspects of psychosocial competence in adolescence. According to Lerner (2004) adolescent outcomes associated with parent-adolescent relationships; and parent-adolescent

relationships becomes a moderators and mediators of influence. So, the existence of parents still needed by the adolescent.

2.2.2.1 Adolescent Psychological Development

Adolescence is often a period of especially heightened vulnerability as a consequence of potential disconnection between developing a brain, behavioural and cognitive systems that mature along different time and under the control of both common and independent biological processes. According to Mosham (2011) there is clear evidence for developmental change in adolescence and beyond with respect to cognition, morality, and identity. Psychological Development are quick to talk about matters such as emotional development, social development, personality development, and cognitive development.

1) Cognitive Development

In adolescence and beyond this includes the development of advanced forms and levels of thinking, reasoning, and rationality (Mosham, 2011). Cognitive development is the development of knowledge and inference. According to Piaget in Mosham (2011) it is the construction of increasingly rigorous and encompassing forms of logic, culminating in the formal operational logic of the adolescent. Piaget's theory of cognitive development defines intelligence as a basic life function that helps the child to adapt to the environment.

Piaget proposed four major stages of cognitive development: the sensorimotor stage (birth to age 2), the preoperational stage (ages 2 to 7), the concrete-operational stage (ages 7 to 11–12), and the formal-operational stage (ages 11–12 and beyond) (Shaffer, 2007). These stages form what Piaget called an

invariant developmental sequence. That all children progress through the stages in exactly the order in which they are listed. They cannot skip stages because each stage builds on the previous stage and represents a more complex way of thinking.

Approximate Age	Stage	Primary Schemes or Methods of Representing Experience	Major Developments
Birth to 2 years	Sensorimotor	Infants use sensory and motor capabilities to explore and gain a basic understanding of the environment. At birth they have only innate reflexes with which to engage the world. By the end of the sensorimotor period, they are capable of complex sensorimotor coordinations.	Infants acquire a primitive sense of “self” and “others,” learn that objects continue to exist when they are out of sight (object permanence), and begin to internalize behavioral schemes to produce images or mental schemes.
2 to 7 years	Preoperational	Children use symbolism (images and language) to represent and understand various aspects of the environment. They respond to objects and events according to the way things appear to be. Thought is egocentric, meaning	Children become imaginative in their play activities. They gradually begin to recognize that other people may not always perceive the world as they do.

		that children think everyone sees the world in much the same way that they do.	
7 to 11-12 years	Concrete operations	Children acquire and use cognitive operations (mental activities that are components of logical thought).	Children are no longer fooled by appearances. By relying on cognitive operations, they understand the basic properties of and relations among objects and events in the everyday world. They are becoming much more proficient at inferring motives by observing others' behavior and the circumstances in which it occurs.
11-12 years and beyond	Formal operations	Adolescents' cognitive operations are reorganized beyond in a way that permits them to operate on operations (think about thinking). Thought is now systematic and abstract.	Logical thinking is no longer limited to the concrete or the observable. Adolescents enjoy pondering hypothetical issues and, as a result, may become rather idealistic. They are capable of systematic, deductive reasoning that permits them to consider many possible solutions to a problem and to pick the correct answer.

Table 2.1 Piaget's Stages of Cognitive Development

2) Moral Development

Morality is cultural conformity; one learns to be moral by internalizing the values of one's culture (Moshman, 2011). The direction of moral change, then, is a function of culture. There is no internal force moving one toward greater morality. According to Quinn, Houts, & Graesser (1994) morality implies a capacity to (1) distinguish right from wrong, (2) act on this distinction, and (3) experience pride in virtuous conduct and guilt or shame over acts that violate one's standards (Shaffer, 2007).

Piaget formulated a stage theory of moral development that includes a premoral period and two moral stages. The Premoral Period. According to Piaget, preschool children show little concern for or awareness of rules (Shaffer, 2007). In a game of marbles, these premoral children do not play systematically with the intent of winning. But, they make their own rules, and they think the point of the game is to take turns and have fun. Heteronomous Morality. Between the ages of 5 and 10, children develop a strong respect for rules as they enter Piaget's stage of heteronomous morality (Shaffer, 2007). "Heteronomous" means under the rule of another. Children now believe that rules are laid down by powerful authority figures such as God, the police, or their parents, and they think that these regulations are sacred and unalterable. Heteronomous children think of rules as moral absolutes. They believe that there is a "right" side and a "wrong" side to any moral issue, and right always means following the rules.

Adults in one Western society generally agreed on six aspects of moral maturity

Character dimension	Sample traits
1. Principled-idealistic	Has clear values; concerned about doing right; ethical; highly developed conscience; law abiding
2. Dependable-loyal	Responsible; loyal; reliable; faithful to spouse; honorable
3. Has integrity	Consistent; conscientious; rational; hard-working
4. Caring-trustworthy	Honest; trustful; sincere; kind; considerate
5. Fair	Virtuous; fair; just
6. Confident	Strong; self-assured; self-confident

Source: From L. J. Walker and R. C. Pitts, 1998, "Naturalistic Conceptions of Moral Maturity," *Developmental Psychology*, 34 (1998), p. 403–419. Copyright © 1998 by the American Psychological Association. Reprinted with permission.

Table 2.2 Six Dimensions of Character That Define Moral Maturity

3) Identity Formation

According to Erik Erikson (1963), the major developmental hurdle that adolescents face is establishing an identity—a firm and coherent sense of who they are, where they are heading, and where they fit into society (Shaffer, 2007). Build an identity involves a deal with many important choices: What kind of career do I want? What religious, moral, and political values should I believe? Who am I as a man or a woman, and as a sexual being? Where do I fit into society? It is a lot for teenagers to have on their minds, and Erikson used the term identity crisis to catch the confusion, and even anxiety, that adolescents may feel as they think about who they are today and try to decide “What kind of self can I be?”

James Marcia (1980) has developed a structured interview that allows researchers to classify adolescents into one of four identity statuses based on whether or not they have explored various alternatives and made firm commitments to an occupation, a religious ideology, a sexual orientation, and a set of political values. These identity statuses are as follows: identity diffusion, identity foreclosure, identity moratorium, and identity achievement.

The Identity Diffusion individual has no strong commitments and is not seeking anything. Some individuals are satisfied to live day by day and simply see where life takes them. Persons classified as “diffuse” have not yet thought about or resolved identity issues and have not yet charted future life directions. Example: “I haven’t really thought much about religion, and I guess I do not know exactly what I believe” (Shaffer, 2007).

The foreclosed individual, by contrast, does have clear commitments. Persons classified as “foreclosed” are committed to an identity but have made this commitment without experiencing the “crisis” of deciding what really suits them best. Example: “My parents are Baptists and so I’m a Baptist; it’s just the way I grew up” (Shaffer, 2007).

Marcia (1966) referred foreclosed or identity-diffused move into an identity crisis as a state of moratorium (Moshman, 2011). Persons in this status are experiencing what Erikson called an identity crisis and are actively asking questions about life commitments and seeking answers. Example: “I’m evaluating my beliefs and hope that I will be able to decide what’s right for me. I like many of the answers provided by my Catholic upbringing, but I’m skeptical about some teachings as

well. I have been looking into Unitarianism to see if it might help me answer my questions” (Shaffer, 2007).

The positive outcome would be to make commitments, thus leading to the status known as identity-achieved. The negative outcome would be to give up the search for identity, thus becoming identity-diffused (Moshman, 2011). Identity-achieved individuals have resolved identity issues by making personal commitments to particular goals, beliefs, and values. Example: “After a lot of soul-searching about my religion and other religions too, I finally know what I believe and what I do not” (Shaffer, 2007).

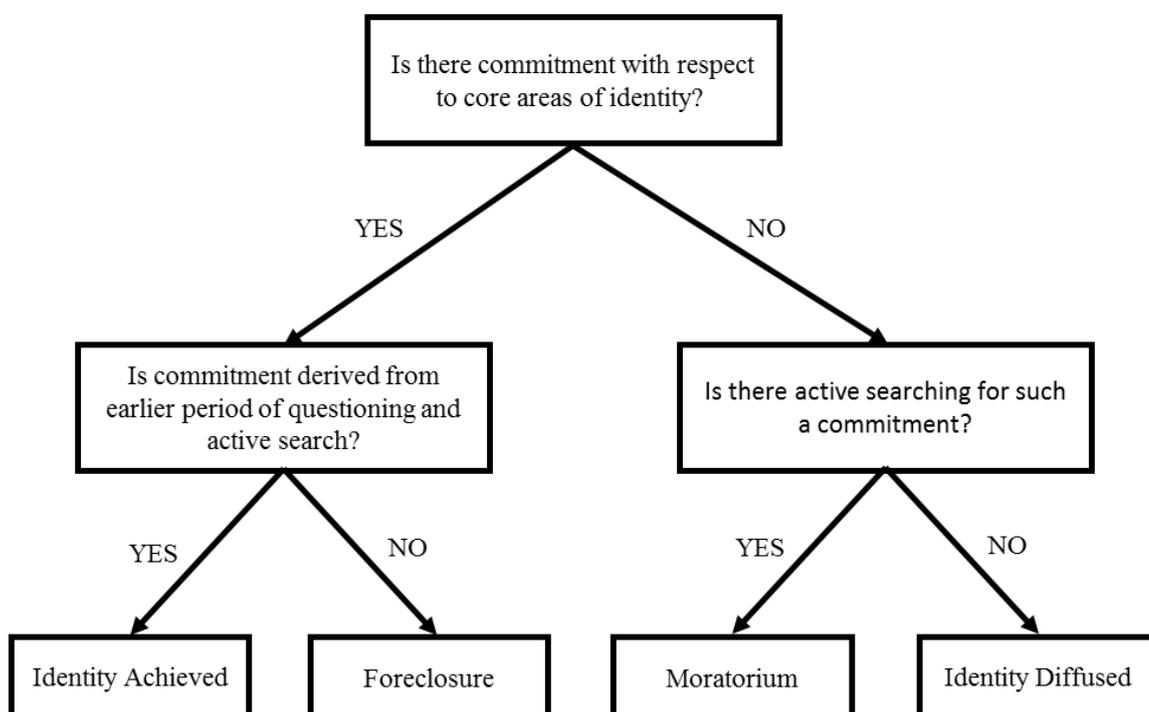


Figure 2.1 Determination of Identity Status. (Moshman, 2011)

2.2.2.2 Adolescent Leadership

Some definitions of youth leadership describe it as the ability to lead others or get others to work together toward a common goal or vision (Edelman, 2004). The definitions frequently characterize youth leadership as the ability to visualize a goal or needed change; to take action to achieve the goal; to take responsibility for outcomes, and to work well with; relate to, and communicate effectively with others (Edelman, 2004). In the review of definitions, it can be seen that youth leadership can be defined as both an internal and external capability.

An adolescent can be part of several groups; and leaders for each group require different skills or qualities to take a lead (Russian, 1975). For example, skills and qualities required for taking lead in sports team would be different from qualities required to lead in any religious groups or intellectual groups. However, in any kind of group, adolescents feel that their leader represents them in eyes of people in environment where they stay, where they study or where they work. Therefore they want leaders of superior ability who will be admired and respected by others and who in turn, will reflect favourably on them (Shah, 2015).

According to Caldwell (2005) adolescents' attitudes, values, and behaviors are influenced by their peers and by peer leaders, and can have a very powerful impact on both positive and negative behaviors (Ward, 2008). Furthermore, it is common for adolescents to change peer groups, who they follow, and their leader-follower relationships as they enter adolescence and emotionally and socially mature. It is typical, for example, for a group of pre-adolescents to grow up together, enjoy the same activities, experience similar family life, and follow the same peer

leaders. Upon reaching adolescence, however, the same peer group members may follow different peer leaders and join different social groups (Berndt, 1996). Indeed, adolescence is a time when young people start to follow different peer leaders than those with whom they were previously associating.

Woyach and Cox (1996) surveyed 25 leading practitioners of youth leadership programs and developed a list of 12 agreed-upon principles important for youth leadership programs (Edelman, 2004). These principles, listed below, speak to both the outcomes and the content of leadership programs as well as to the process of leadership development.

- 1) Help youth learn specific knowledge and skills related to leadership.
- 2) Enable youth to understand the history, values, and beliefs of their society.
- 3) Facilitate the development of individual strengths and leadership styles.
- 4) Facilitate the development of ethics, values, and ethical reasoning.
- 5) Promote awareness, understanding, and tolerance of other people, cultures, and societies.
- 6) Embody high expectations of, confidence in, and respect for youth served.
- 7) Emphasize experiential learning and provide opportunities for genuine leadership.
- 8) Involve youth in service to others – to their community, their country, and their world.
- 9) Facilitate self-reflection and processing of learning both individually and cooperatively.

- 10) Involve youth in collaborative experiences, teamwork, and networking with peers.
- 11) Involve youth in significant relationships with mentors, positive role models, and other nurturing adults.
- 12) Be developed around stated purposes and goals

2.2.3 Frustration

Based on *Oxford Advanced Dictionary*, Frustration derived from Latin *Frustrare* means a feeling of disappointed and *Frustra* means in vain. According to Sarwono (2000:59), Frustration is a state in the individual caused by not achieving satisfaction or a goal due to obstacles or obstacles in the effort to achieve satisfaction or goal. So frustration is one's inner state, an imbalance in the soul, a feeling of dissatisfaction because of unfulfilled desires. Frustration could be interpreted as a disappointment. Frustration is a situation that prevents the individual in an effort to achieve certain desired goals, from frustration it will arise aggressive feelings (Koswara, 1988). Frustration happens when the pleasure principle or we called it as *Id* cannot be fulfilled completely for many times.

There are two main sources of frustration: sources that come from outside (external situations) and internal sources (the inner dynamics of the person). According to Semiun (2006: 395) the frustration caused by inevitable external and inner situations is as follows. External factors include:

- a) Customs or rules of society that stem the needs and desires of individuals.
- b) Disturbing matters, especially those related to the interests and ways of life of ordinary individuals.

c) Socio-economic conditions that hinder the fulfillment of individual basic physical needs (Semiun, 2006: 395).

Internal factors include:

a) Self-deficiencies, such as lack of self-confidence or fear of social situations that hinder the attainment of goals.

b) Conflict, this factor can also be an internal source of frustration when a person has multiple goals that interfere with each other (Semiun 2006: 395).

Other factor which influences frustration are:

2.2.3.1 Anxiety

Any situation that threatens the organism can be considered anxiety. Freud believes that anxiety is the result of the unconscious' or the id's conflict with ego or superego. (Minderop, 2011) The various conflicts and frustrations that prevent individuals from developing and achieving their goals is one form of anxiety. There are two types of anxiety, objective anxiety and neurotic anxiety. According to Hilgard (1975:441), objective anxiety is a realistic response when someone feels in danger which comes from our surrounding; this feeling is the same as fear. Then, neurotic anxiety comes from unconscious' conflict from the inside of the individual. This person does not recognize the reasons why this person feels anxiety.

2.2.3.2 Hatred

Hatred is a general emotion of each individual. Hatred is closely related to feelings of anger, jealousy, and envy (Minderop, 2011). The latest definition of hate according to *Penguin Dictionary Of Psychology* is a deep and enduring emotion that expresses anger and hostility towards a person or group. It can be caused by

various things. It could be because of previous bad experiences with people, groups or objects that one hates. It could also be due to the influence of other people or parties. A characteristic mark of the feeling of hate is the incidence of or desire to destroy objects that are the object of hatred (Minderop, 2013).

2.2.3.3 Fear

Fear of the unknown is defined as an individual's propensity to experience fear caused by the perceived absence of information at any level of consciousness or point of processing (Carleton, 2016). According to *Oxford Dictionary*, fear is bad feeling that you have when you are in danger, when something might happen, or when a particular thing frightens you. Fear is a vital response to physical and emotional danger. If we did not feel it, we could not protect ourselves from threats. But often we fear situations that are far from life-or-death, and unreasonably give up. Traumas or bad experiences can trigger a fearful response within us that is hard to extinguish. The experience of fear and stress leaves an indelible trace on the brain (Carleton, 2016).

2.2.4 Leadership

Leadership is not a power over others. Leadership is about empowering others through service. Leadership is defined as the ability of a person to be able to influence others, through communication either directly or indirectly with the intention to move those people to be understanding, conscientious and willing to follow the will of the leader (Anoraga, 2003). The main essence of leadership is the way to influence others to be effective, of course, each person can be different in doing this. Leadership is an art because the approach of everyone in leading people

can be different depending on the characteristics of the leader, of the task, and of the person he leads.

Hughes (2002) also stated that leadership is a process in which leaders and followers interact dynamically in a particular situation or environment. An important factor in leadership that influence or control the thoughts, feelings or behavior of others is the purpose and plan. But that does not mean that leadership is always a deliberate activity; it is often spontaneous. Then, leader has a power and uses it to influence his surroundings. Leadership involves influence; it is concerned with how the leader affects followers, without influence, leadership does not exist.

Suharmono (2004) stated that four of our main characteristics of the organization is first, intelligence in which a leader has a higher level of intelligence than his followers. Second, social maturity and social relationships, the leader tends to have stable emotions, mature and mature and have extensive activities. Third, self-motivation and achievement motivation. Fourth, the attitudes of human relationships that is, a leader who orientates to followers.

Gary (2001) explains that leadership theory is divided into four categories, named Traits Theory, Behavioral Theories of Leadership, Situational Theory, and Neo-Charismatic Theories. Trait theory approach was also one of the early theories of leadership. This approach focuses on the basic traits like physical and personal characteristic along with the competencies a leader should posses. It is based on the assumption that basic traits are the reason for the behavior of the leaders which are consistent in different situations. This approach states that leaders have

characteristics that they are born with and it remains consistent for a long time (Fleenor, John W., 2011).

According to Wahjosumidjo (1991: 154) a leader has got multidimensional traits which makes him look appealing and effective in behavior. The following are the requisites to be present in a good leader:

2.2.4.1 Having a Purpose

Achievement of organizational goals is not automatically formed but must be supported by the leadership. Therefore, in order that every organization is effective in the sense of being able to achieve the goals set, every goal needs to be adjusted to the state of the organization and enable the subordinates to work together (Wahjosumidjo, 1991).

2.2.4.2 Curiosity

Curiosity starts with raising many questions about something. Curiosity correlates with critical thinking. Based on *Oxford Dictionary*, curiosity is “a strong desire to know or learn something.” It is hard for anyone to cope up with any problem successfully (Wahjosumidjo, 1991).

2.2.4.3 Fairness

In the activities of an organization, a sense of togetherness among members is absolute, because a sense of togetherness is essentially a reflection of the agreement between subordinates and between leaders with subordinates in achieving organizational goals (Wahjosumidjo, 1991).

2.2.4.4 Giving Suggestion

Suggestions are usually referred to as recommendation or advice. In the context of leadership, the suggestion is an influence which is able to move the hearts of others. Suggestions have a very important role in maintaining and fostering self-esteem, a sense of dedication, participation, and a sense of togetherness among the subordinates (Wahjosumidjo, 1991).

2.2.4.5 Appreciation

Everyone wants recognition and approval of others. Similarly, every subordinate in the organization requires a recognition and appreciation of the boss. Therefore, it becomes an obligation for the leader to be willing to give awards or recognition in many forms to his subordinates (Wahjosumidjo, 1991).

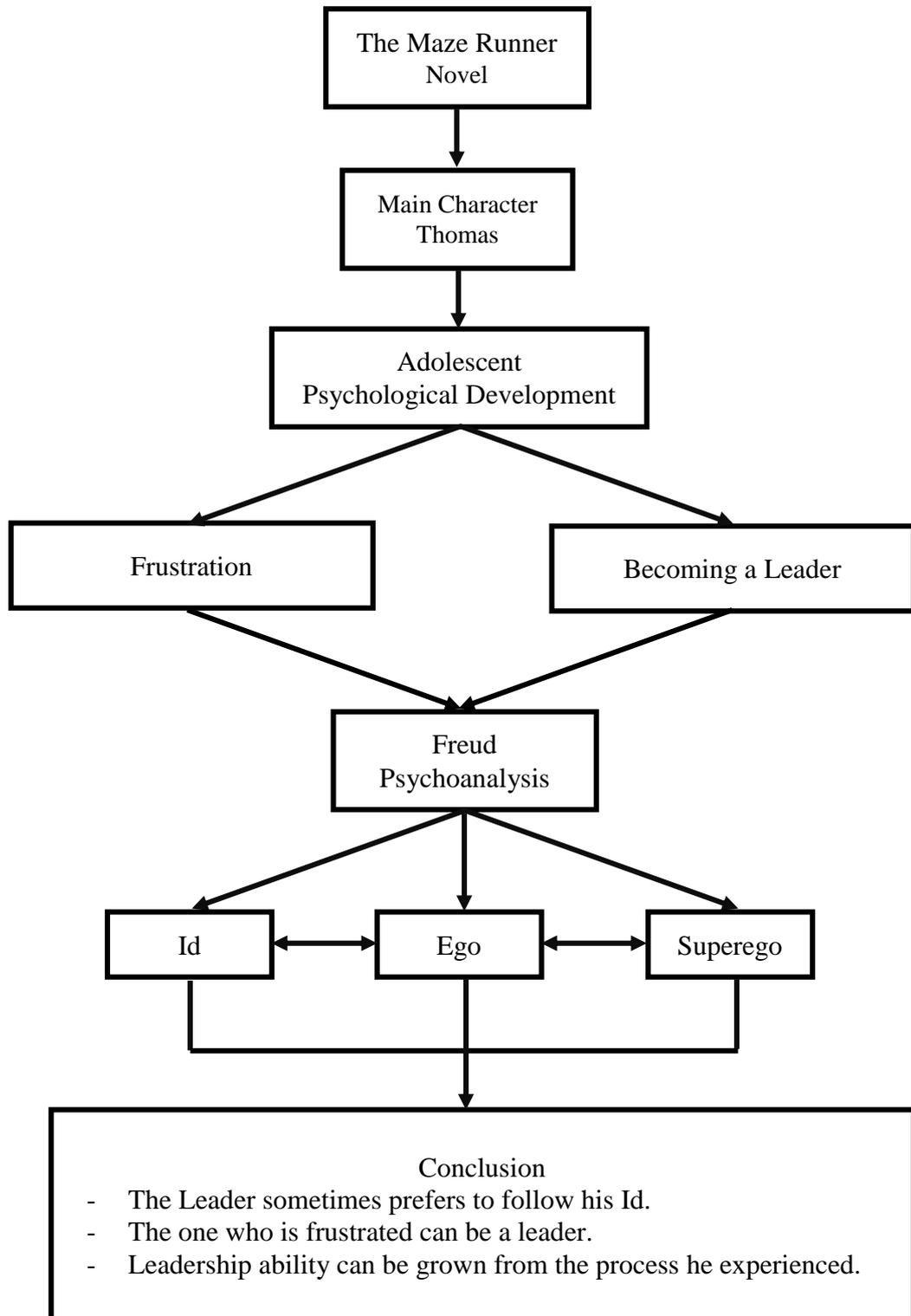
2.2.4.6 Source of Inspiration

A leader is a source of passion for his subordinates. Therefore, every leader should always be able to arouse the spirit of subordinates so that subordinates receive and understand the goals of the organization with enthusiasm and work effectively toward the achievement of organizational goals (Wahjosumidjo, 1991).

2.3 Theoretical Framework

These aforementioned theoretical reviews and previous studies are all related to the psychological development of becoming a leader through frustration. While Freud's psychology deals with terms of id, ego and superego as well as the conscious and unconscious. The Father of Psychology's theory was developed from his views of human psychological development and it has as its cornerstone the hypothesis of the unconscious. As it claims that the unconscious belongs to the id,

it has much to answer with regards to 'mental problems'. The imbalance between *Id*, *Ego*, and *Superego* caused frustration. In order to deal with the unconscious, Freud claimed that the unconsciousness can be described as a storehouse of painful experience, emotion, wounds, fear, guilt, desire and unresolved conflict we do not want to know about. Freud's theory would also recover the entire problem which is experienced by the main character in *The Maze Runner* novel by James Dashner. In case of the main character in the novel as human being, he felt frustrated for her life and tried to get rid of that feeling by finding the way out from the maze; as a result, he did a journey of becoming a leader who leads his fellows getting out of the maze.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of conclusions and suggestions. First, conclusion are used to sum up the analysis the writer have discussed before. Then, the writer also provides some suggestions for the readers and the other researchers who want to conduct a research in literature.

5.1. Conclusions

According to the analysis of the chapter four, there are two conclusions answering the research questions raised. The conclusions are presented in the following paragraphs.

The first conclusion, through the psychological analysis of *The Maze Runner* novel, the frustration had been shown. It answered the first research question of the study. The causes of frustration are anxiety, hatred, and fear. Thomas, at the first time in the Glade he feels anxious about the strangeness of the Glade. He met a group of teenagers living bordered by a great wall and maze; there are so many slang words that he never heard before. They are not able to remember any memories. The hatred worsens anxiety. In the beginning, Thomas could not make friend with all the Gladers; he only has Chuck and Newt as his friend. He hates the other Gladers because they look down on him. The Gladers enjoy living on the Glade, but Thomas long to escape from the Glade, because Thomas knows that the place is not his home. Moreover, there are some things which make Thomas scared. Griever and Maze were the reason. The Griever is the strange creature which

can sting and cause a serious injury. The Maze is a puzzle which borders the Glade and prevents the Gladers from escaping from the Glade. It had been found that frustration was the results of the superego pressure that cannot be controlled by the ego. The frustration can be dangerous if the person who is frustrated does not fight against the pressure he got.

The second conclusion answered the second research question about the leading ability of the main character. There are seven leading abilities which are found in the novel such as having purpose, curiosity, fairness, giving the suggestion, appreciation, and source of inspiration. Those things make Thomas become a good leader who leads the Gladers to escape from the Glade, kills the Grievors, and solves the Maze. Thomas is able to control the pressure from superego and his id. He can make a good decision for his ego whether following his id or obey the superego.

To be a good leader, people often face a lot of problems. We feel that we cannot solve it. It makes them fall into frustration, but they do not have to be worried and keeps being frustrated. There is a hope for everyone to be a leader. First, one needs to lead and control oneself. Superego and id always fight against each other, we have to control them. We have to be confident with our self and have a purpose in everything we do. Expand your curiosity and your instinct so you can find a new thing you can learn from. Be fair and be active. Always express your opinion and suggestion. Then one needs to appreciate everyone and do not look down on them. So you can be an inspirational leader.

5.2. Suggestions

Based on the conclusion above, there are several suggestions corresponding to the topic. It is suggested for the next researchers who want to analyze *The Maze Runner* novel as the object of the research to explore other characters who dwell in the story or analyze the story by using other approaches. When the writer chooses to analyze the main character of this novel, it does not mean that the other characters are not interesting. The other characters of this novel have a unique character and personality too. So, it would be interesting to use the other characters in *The Maze Runner*.

The Maze Runner (2009) is recommended for further research as corresponding to the condition in this era. Recently, many people are frustrated with their condition. By reading this novel, the reader knows that they can turn their frustration into positive and be a leader. Therefore, from the discussion and the conclusion of this study, the writer suggests an opinion that people should control their superego and id so they can make a good decision in their life. Then, they can be a leader, lead other people and achieve the goals.

Finally, this research is expected to be a useful reference for further researches in the related topic and the same field in literature, so it can intensively be taught in English Literature program in English Department of UNNES. The writer hopes that this study can be a valuable lesson for people nowadays.

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