MILES HALTER’S INTRAPERSONAL CONFLICTS
IN JOHN GREEN’S LOOKING FOR ALASKA

A SARJANA PENDIDIKAN THESIS

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ABSTRACT


This study analyzes a novel entitled *Looking for Alaska* which was written by a bestselling author, John Green. John Green’s *Looking for Alaska* presents a story that is drawn through conflicts in the teenage period. Therefore, the writer analyzes Miles Halter’s intrapersonal conflicts in John Green’s *Looking for Alaska*.

The aims of this study are to identify the descriptions of main character and to find out the conflicts experienced by the main character of the novel, Miles Halter. In order to find out the conflicts, there are two problem that are formulated. The first problem formulation is “How is Miles Halter as the main character described in John Green’s *Looking for Alaska*?” Second is “What are intrapersonal conflicts faced by Miles Halter?”.

In order to answer the formulated problem, the writer used library research as the method of this study. The primary source of the study was a novel entitled *Looking for Alaska*. Meanwhile, the secondary sources of this study were books, e-journals and e-articles that contained related theories.

According to the result of the analysis, this study has two findings. The first finding is the character and characterizations of Miles Halter. Miles Halter is described as smart boy, easy-going, lonely, observant, caring, and reflective person. The second finding is the types of Miles Halter’s intrapersonal conflicts. The first intrapersonal conflict faced by Miles Halter is in fearing to convey his feeling which is classified as avoidance – avoidance conflict. The second conflict is in fearing of losing Alaska, which is categorized as approach – avoidance conflict due to his inability to reveal his real feeling to Alaska. The third conflict is when he believes that his fault is the reason why Alaska is death, which is considered as avoidance – avoidance conflict. The fourth conflict is in solving the mystery behind Alaska’s death and it is classified as double approach – avoidance conflict. In dealing with those conflicts, Miles uses avoidant style to manage his conflicts.

Finally, this study provides some suggestions for future researchers and English lecturers. Future researchers can use *Looking for Alaska* to analyze Miles Halter’s struggles to reveal the mystery behind Alaska’s death. Besides, for English lecturers, the novel can be implemented as a material in Basic Reading II class.

**Keywords:** intrapersonal conflict, teenager age, conflict management
ABSTRAK


Pada akhirnya, skripsi ini memberikan beberapa usulan untuk calon peneliti dan dosen bahasa Inggris. Calon peneliti selanjutnya dapat menggunakan Looking for Alaska untuk meneliti perjuangan Miles Halter untuk mengungkapkan rahasia dibalik kematian Alaska. Disamping itu, untuk dosen bahasa Inggris, novel ini dapat diterapkan sebagai material untuk kelas Basic Reading II.

Kata kunci: intrapersonal konflik, masa remaja, manajemen konflik
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Best Regards

Mirra Nur Utami Putri
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CHAPTER I
INTRODUCTION

In this chapter, the writer presents the background of the study, problem formulation, objective of the study, benefits to the study, and definition of terms used in this study.

1. **Background of the Study**

   Novel is a kind of literature work which represents human being’s life that has a close relation to reality. Therefore, there are many aspects that can be found in the novel. The readers not only read many sentences, but they will also be exposed to many social or life values. While reading the novel, the readers can take something important which has not been experienced before as their guide to make their life better by reading novel. Moreover, novel can be an enlightenment to make their life better not only for entertaining or for killing the time, but also those things will enrich their life experiences and become a good self-reflection to be a better person.

   The writer used *Looking for Alaska* novel by John Green as the object of the study. The novel mainly talks about the teenager named Miles Halter who faces conflicts in his changing life from childhood to teenager. Miles faces the conflicts when he is in his new high school. In the novel, the main conflicts do not show directly but they are implicitly expressed throughout the story of the novel. In Miles’ teenage period, he is faced with various conflicts from the simple to the
complicated ones. For instance, he has to adapt to the new environment and to face losing his girlfriend. The teenage or adolescent period is considered as a dangerous period since it is close to the identity-changing period. Allport (1968) says, the adolescent who accidentally finds bad circumstances, will easily dive into a bad situation. The same thing happens in Miles Halter’s life. He has to start his high school located far away from his parents. Through his new life, he also has many difficulties in facing his conflicts because he is the only child who has close in feeling with his mother.

According to the author, he presents Miles as an introvert person. Based on Williams (2003), “Introverted personalities are as passive, quite, and thoughtful person. Introvert person prefers to do things alone or with as few people as possible” (p. 32). Since introvert person like to be alone then he/she also prefers to hide his/her conflict. It will build his/her intrapersonal conflict. According to Iyer (2014), intrapersonal conflict is the conflict that happens with own self and own mind. Therefore the aims of this study are to identify the descriptions the main character and to find the conflicts of the main character especially in the intrapersonal conflicts. Moreover, the intrapersonal conflicts always implicitly appear among the characters. It is challenging to explore the novel because John Green uses exaggerated diction when he wants to show the conflicts. However, the writer decides to focus on Miles Halter’s intrapersonal conflicts in this study because his intrapersonal conflicts seem to be the center of all the conflicts described in the novel.
Referring to what the writer has explained in the previous paragraphs, the focus of this study is about teenager or adolescence stage. Gordon (1987) states, the development in this stage refers to all the processes of changing. They are individual’s potentialities unfold; appear as new qualities, abilities, and traits. The changes include growth, maturation, learning, and achievement. Most of the pure stimuli depend on human power, mother in particular, and other people. Gordon (1987) also states, the intellectual ability forms in this stage are speaking, thinking, and creative self-expressions. Adolescence is also known as a school period; in the school period an adolescent meets new people. Therefore the environment influences the growth based on the changes, such as family, peers, school’s friend, community, and culture.

After reading the novel, the writer is interested in the deeper identification on the main character. Moreover, most of the teenagers also have an unstable choice to find new identities and to choose the identity which is good or bad for them. Every person has different way to face conflicts. Miles chooses to face his conflicts in positive ways. Those can be seen from his way in looking for the best solution to make him feel better and motivating himself to do different perception. Miles Halter is portrayed as an interesting character because his life experiences are full of good things.

2. Problem Formulations

Refering to the background of the study, this study would be based on the questions as mentioned below:
1. How is Miles Halter as the main character described in John Green’s

*Looking for Alaska*?

2. What are the intrapersonal conflicts faced by Miles Halter in the novel?

3. **Objectives of the Study**

   Considering the problem formulations, the first objective of this study is to identify the description of Miles Halter that is portrayed as the main character in the novel. The second objective is to find out the intrapersonal conflicts faced by Miles Halter. The descriptions of Miles also help the writer to analyze how Miles faces his intrapersonal conflicts.

4. **Benefits to the Study**

   This study is expected to give positive benefits to English lecturers, teachers and future researchers. The first benefits of this study will be beneficial for English lecturers. The lecturers can design the reading materials using the novel.

   Secondly, teachers will get the benefit from this thesis. Primarily for the teachers in senior high school who always interact with teenagers. Since this study presents the conflicts in teenager period, the teachers can learn something in this thesis.

   Thirdly, the ELESP students of Sanata Dharma University will get benefit to do further research. This study aims to the future researchers who will conduct their study related to the subject of this study and use this study for their reference. It is also becomes the aid for future researchers to identify the same topic in the
different title of a novel or to identify the different topic in the same title of the novel from different point of view. This study is expected to bring an enlightenment and contribution to the deeper comprehensive study of literary work.

5. Definition of Terms

In order to avoid misunderstanding or misinterpretation, the writer used some terms in this study. They are explained as follows.

a. Intrapersonal Conflict

Conflict cannot be separated from people’s daily life and every human being always experiences conflicts in their life. According to Iyer (2014), conflict happens between two or more people because they have different behaviors, minds, and thoughts. Moreover, it can also happen between a person to his/herself, it is referred as intrapersonal conflict. Intra is prefix which means ‘within’. Intrapersonal conflict occurs in the dynamics of person’s mind. According to Worchel and Cooper (1979), interpersonal conflict is a conflict that occurs between two or more people, whereas; an intrapersonal conflict is a conflict that emerges between a person to him/herself where a person should make a decision between two different choices (p. 462). In this study, intrapersonal conflict is chosen because the main character, Miles Halter faces several conflicts toward himself or in other word can be called as intrapersonal conflict.
b. **Teenager Age**

According to Pikunas (1976) argues that teenager age or adolescence may be characterized as:

A stage of search for one’s self marked by intimating peer affiliation and clique formation, by discovering of high values and ideas, through the development of personality and identity formation, and by the attainment of adult status with its challenging tasks and responsibilities. (p. 240)

Teenager age is divided into three stages as early adolescence which covers individual from the age of 12-15 years old, middle adolescence around 15-18 years old, and late adolescence stage around 19-22 years old. The concept of teenager age in this study is used to prove that Miles Halter is a teenage boy who was in middle stage.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides theories which are used to analyze the topic in this study. It is divided into two main parts. They are review of related theories and theoretical framework. In the first part, the writer reviews some theories that are related to the study. It involves the explanation of psychological approach, theory of character, theory of characterizations, theory of teenager age, theory of intrapersonal conflict, and theory of conflict management. The second part is theoretical framework. The writer explains the contributions of the theories in answering the formulated problem.

A. Review of Related Theories

This section contains several theories which are applied in this study to analyze the novel. The theories are used in this study are psychological approach, theory of character, theory of characterizations, theory of teenager age, theory of intrapersonal conflict, and theory of conflict management.

1. Theory of Psychological Approach

To understand the literary work especially novel, people need a method which namely critical approach. According to Rohberger and Woods (1971), critical approach is the way to understand of its nature, function and value from the novel. Henceforth, Rohberger and Woods (1971) divide five types of critical
approaches. These critical approaches are formalist approach, socio cultural-historical approach, biographical approach, mythopoeic approach, and psychological approach. In order to analyze the topic discussed; the writer uses the psychological approach because this study regards to human’s psychology.

Atkinson, Atkinson, and Hilgard (1983) state that a psychological approach is an approach that analyzes human motivation and behavior which affect human’s personality. Furthermore, psychological approach reveals the aspect of human being in giving the reaction for the action.

2. Theory of Character

Novel is a kind of literary work which always has characters on it. Therefore, characters in the novel are important things that the author serves to convey the messages. Janovsky (2003) believes that if in literary work for instance novels do not have the characters; those will cease the sense and the purpose of the novel. It is supported by Gill (1995) who states the characters in literary work are the product of the characterization. Characters develop to their own function as the essential part in novels. Thus, characters are fictional people that are created by the author. It means that the author’s imagination is the basis to create characters. Janovsky (2003) states the development of the character is highly developed. The examples of highly developed characters are something about characters’ walk, talk, think or what kind of secrets they have. Those examples develop over the course of the story.

In addition, Abrams (2009) also states that:
Characters are the persons presented in a dramatic or narrative work, who are interpreted by the reader as being endowed with moral, disposition, and emotional qualities that are expressed in what they say—the dialogue—and by what they do—the action (p. 23).

In supporting those theories, Feist (2009) states that characters are unique qualities of an individual that include such attributes as temperament, physique, and intelligence.

Every novel always has main characters. The main character will bring the greatest effect on the story that happened in the novels. Janovsky (2003) says, there are many ways to categorize the main character. They are protagonist, antagonist, dynamic, static, round and flat character. One character can also fit into more than one category or move through the other categories.

a. Types of Character

1) Protagonist and Antagonist Character

According to Abrams (2009), he has categorized the character into protagonist character:

“The chief character in a work, on whom our interest centers, is called protagonist (or alternatively, the hero or heroine), and if he or she is pitted against an important opponent, that character is called the protagonist” (p. 159).

After that, based on Tabb (2015), he states that a protagonist has unique and specific purpose in its theme. The protagonist is usually well-developed character as a main character whose primary part is to create the reader’s interest and empathy. However, the protagonist may be blurred in order to sharp the demarcation among
the characters and become more complicated in describing two different sets of phenomena.

In addition, the opposite of the protagonist is antagonist. The purpose of the antagonist is to be the main actor as a hero’s quest and to motivate the goals. It is called as the antagonist character because most of the time it tends to be the troublemaker. The motive of the antagonist is being self-serving or community serving. Tabb (2015) defines; the point of the antagonist is to be a successful, superior, deeper, and adorable to search the deep interest. Therefore, as the antagonist character, he / she may has a big opportunity to change the life story of the novel.

2) Dynamic and Static Character

According to Tabb (2015), dynamic character is an evolving character which goes through some sort of changes and major life transitions. Other aspects of dynamic character are coming-of-age experience, pull through trials and tribulation, mature, reconsider and take a turn for the worse. The protagonist is usually a part of the dynamic character. Furthermore, the dynamic character has an electric and charismatic personality. However, the dynamic character is not being observed from character’s qualities. It is assessed by the changes of the character itself. In addition, the dynamic character is the character who experiences many changes through the story.

In contrast, the static character is the character that does not change through the whole story. The antagonist is included in the static character because it will not
affect the story. It is because in the beginning until the end of the story the character is still the same. Static character usually has existing persona, confidence, compelling, heroic and charisma.

3) Round and Flat Character

Abrams (2009) states that “round character is complex in temperament also motivation, and is represented with subtle particularly; such a character, therefore it is difficult to describe with any adequacy as a person in real life and capable of surprising us” (p. 24). Round character in a story is the simple character who resembles real people and tend to change because he / she has more traits.

Next, flat character is commonly called two-dimensional type. This type shows the single idea of visualizing detail. The character is the one who can fully described in a single sentence because it has no depth. Flat character tends to stay the same throughout the story or has one-track personality. He / she has no problem to figure out and to be understood.

3. Theory of Characterization

According to Gill (1995), characterization is important for the author to give representation of characters to the readers. He divides two methods in presenting the characterization; those are showing and telling. In showing, the author demands the readers to observe which characteristics are likely based on the readers’ perception, whereas in telling the author directly shows the characteristics to the readers.
Moreover, Murphy (1972) categorizes nine methods to see the characterization to make the characters understandable by the readers. They are personal description, character as seen by other, speech, past life, conversation of others, reaction, direct comment, thought, and mannerism. The first one is personal description. Personal description means that the author gives the clue about a character’s appearance or apparel. It means that the appearance can be described from his/her clothes, skin-color, hair, eyes, height, weight and face. Therefore, the author describes clearly about how the characters look like or describes the characters in details.

The second is character as seen by others. The author gives the form of character as seen by other to help the readers describe the character from other characters’ point of view. The example is Miles Halter’s character can be seen from the other characters’ comment about him. The purpose of this part is to tell the description from the other characters’ perspectives.

Third, speech is always mentioned in the novel. The author describes a character through the mode of the character’s speech. The conversation he or she used involve the description about the character. The characterization will appear according to the clues which are given by the author concerning what the character speak about, the interaction to the other characters in the dialogs, or whenever he puts his opinion.

Fourth, the author gives a clue related to the character in one section to the readers over the character’s past life. It means that the character’s past life is close to the character’s present life. The author shapes the characterization by letting the
readers learn something about a person’s past life. This can be done by a direct comment from the characters, through the thoughts, through the conversation or through the medium of another character.

Fifth, conversations from other characters are one of the ways to describe related character. The author gives the clues for the character through conversation about him / her. Therefore, by analyzing conversations of other characters, the writer brings a better understanding about Miles Halter’s characterization.

Sixth, reaction from other characters is the method to know the characterization of Miles Halter. The author gives the clues to the character through his reaction or response in various situations in the story. By using this method, the writer can analyze the character by how Miles’ reaction to the various situations and events. Normally, reactions from other characters are different, thus the writer can portray Miles’ characterizations in real.

Seventh, the author gives the clue of the character toward the comments or the description of the character. It helps to understand the characterization because the author mentions directly about a character. The purpose of this method is the readers will accurately know about the author’s clue which he has written in the story.

Eight, the author gives the direct knowledge of what a character is thinking about. The author writes something that helps the readers to see from the character’s thought and feeling. The purpose from thought is to know what the character thinks and feels in order to predict the characterization described.
The last is through mannerism, a character that is portrayed in the novel has his own mannerism or habit which can be characterized as good or bad person. Someone’s manner is reflected from his positive or negative thought. The author includes the description of a character’s manner or habit which tells something through the character. The manner that the character owned is strengthened the writer’s opinion related to Miles’ characterizations.

4. Theory of Teenager Age

Every human who was born surely will experience the evolution of existence. The one of the human evolutions are called teenager age or adolescence. Pikunas (1976) proposes that teenager period is between childhood and adulthood, which normally starts from the range age of 13 to 20 years old. Adolescence is a time of considerable physical or psychological growth and change.

Towards the adolescence stage, physical appearance progress during puberty in male is indicated by the growth of skeletal, muscular systems, broadening shoulders, maturation of the testes, distribution and pigmentation of pubic hair, and changes in voice. However, the indication of female growth puberty can be seen from their broadening hips, breast formation from budding papillae to mature breasts, the appearance of pubic hair and menstruation. Konopka (1973) states that adolescence is divided into three segments. The first is early adolescence happens in the range age of twelve to fifteen years old. The second is middle adolescence which normally happens from fifteen to eighteen years old. The last is late adolescence which appears from nineteen to twenty-two years old. Those
periods will change through many sections; including physical, intellectual, and emotional changes. Salzman (1973) adds,

"The attitudes of the adults toward blooming independence, burgeoning sexual interests, the tendency to become self-preoccupied and concerned with aesthetic values and moral issues in ways that disturb the existing culture." (p. 167)

Konopa (1973) defines that the adolescence stage is where the pressure, frustration and suffering start as crisis adjustment. Those kinds of pains from crisis adjustment are increasing the conflict toward adolescence. Therefore, the examples of conflict are normally happen in his/her desire or dream which lead to fantasy, romance or love, and isolation from adult society and culture.

Adolescence becomes the section of crucial transfer. It will develop the self-awareness, self-concept, self-perceived, self-regulation, self-improvement, self-actualization, self-development, self-utilization, self-identity, self-esteem and increase different behaviors. There are three important conditions which antecedents of high self-esteem. First, their parents start total or nearly total acceptance of children. Second, clearly defines and enforces limits. Third, respect and latitude for individual action within the defined limits (Coppersmith, 1976). Therefore, adolescence becomes aware of many life issues relating to himself or others, community and nation.

The adolescent believes that his/her opinion is the right ones. Coppersmith (1976) defines two aspects experienced by adolescent, those are imaginary audience and personal fables. Imaginary audience is a belief that adolescent is the center of other people attention. Then, personal fables is a belief that the adolescence is
unique, exceptional, shared by no one else, no one understands them and risk taking behavior.

5. Theory of Intrapersonal Conflict

Every conflict always has its solution that and the solution is based on perspective choice. Due to the various types of conflicts, there is one type namely intrapersonal conflict. According to Iyer (2014) onflict itself is the condition where the situation is incorrect. After that he divides into intrapersonal conflict is the conflict that happens with own self and own mind. Intrapersonal conflict will create a confusion to decide the choice in own mind. The main aspects that owned by this type are self-awareness, expectation, and perception. Therefore, starting from those three main aspects, the implication of those are using own beliefs, thoughts, emotions, values, and attitudes. However, it is called as conflict with oneself; it brings the advantage for the party who has the conflict. Moreover, intrapersonal conflict makes the way of thinking better, because the party deals with distraction to choose the appropriate choice but sometimes will lead to depression.

It is important to note that the conflict is usually involved by third-party intervention, such as family, friends or the other parties who take part to resolve the conflict. Having the conflict with oneself is confusing. Therefore, if the conflict is quickly resolved, it will be good for them, however if the party is having difficulty to resolve, they need to seek for help.

Iyer (2014) mentions about four types of intrapersonal conflict. They are approach - approach, avoidance - avoidance, approach - avoidance, and double
approach - avoidance. Based on his theory of intrapersonal conflict, he defines four types as it explained below:

1) Approach - Approach Conflict

   This conflict happens when the individual has difficulty to choose two of positive goals, but she / he should pick one of them. The example of this case is the manager should make a choice to the candidate of new workers. The manager is confused because both candidates are equally competent in the field. This type is the simple conflict that everyone usually faces, because an individual only has to choose one goal from many interesting things. Thus, the type of this conflict is easy to resolve.

2) Avoidance – Avoidance Conflict

   This type of conflict occurs when the party faces by two unpleasant goals or it has two equal unattractive goals. The conflict is unstable because it is difficult to resolve. The best way to resolve this conflict is to escape from the situation. The example is when a man who cannot swim, accidentally is slipped down. He has to choose between dying by sunk or by being carried by the flow, both choices are very unattractive because each of the choice has horrible ending.

3) Approach - Avoidance Conflict

   This type of conflict has one goal. In this type, the party should choose one goal of the conflict, whereas the conflict occurs when the party has two aspects,
attractive and unattractive qualities. It can be trapped in a conflict between his desire to get the goal and avoid the goal. For example, a little boy who learns not to take his favorite food like cookies from stranger, then someday he meets with the stranger who offers to take the cookies. However, the boy really wants to take it, but he knows that he cannot do that. This situation makes him trapped in confusion.

4) Double Approach - Avoidance Conflict

This type of situation makes the individual expects two goals. Each of the goal has a positive or negative aspect. This type expects the individual to choose one goal, usually it will loss another negative aspect from the chosen object. This type is difficult to apply in real-life because the alternatives may be more than two. The example of the case is when a thirsty zebra found a small pond with little fresh water or big pond full of water with many crocodiles. To clarify, when the zebra chooses a small pond with little fresh water, it is not enough for the zebra because the zebra is very thirsty, after that it should find another pond in somewhere else and it takes more time. However, when the zebra chooses a big pond full of water with many crocodiles, it will fulfill the needs but the zebra should be in full alert because there are many crocodiles that will hunt the zebra.

6. Theory of Conflict Management

DuBrin (2015) categorizes five conflict managements based on satisfying one’s own business and satisfying the business of others. The theory is orientated
to the process refers to communicate (including behavior) for influencing the interest and interpretation.

![Diagram of Human Relations Intrapersonal Job-Oriented Skills](image)

Figure 1: Human Relations Intrapersonal Job-Oriented Skills (adopted from DuBrin (2015))

To support the theory from DuBrin (2015), here is the theory from Lussier (2013) about conflict-handling styles according to the degree of cooperation and assertiveness of conflict management. They are 5-conflict managements, which serve as the comprehension from the diagram above.

1) Competitive Style

The competitive style is “a desire to win one’s own concerns at the expense of the other party or to dominate” (p. 225), according to DuBrin (2015). Therefore, the competitive person normally who deals with the competition and wants to be
the winner then let the others lose. This overtakes as win-lose and this style will work best when the situation quick, tricky, and provisional.

2) Accommodative Style

This style prefers to give calming treatment but dispose the attention of other. Lussier (2013) states that this style gives the conflict to other people to solve the conflict passively. The person who does this style just wants to keep the relationship to other. This will work best when the person is wrong. In order to eliminate the distrust to the other, the person who does wrong will give the refund to the other, in order to have good-tempered.

3) Sharing Style

The sharing can be called as a compromising style or give-and-take concessions. This type will provide favorable choice to each party. The other words are “splitting the difference”. The compromising style will be compatible when both parties have the same power and have the desire of mutually beneficial. Therefore, with the same power of both parties, the conflict will also be completed quickly and the relationship is preserved. Therefore, according to Lussier (2013) the sharing style has complex, critical, and no clear solution. It leads for all parties to have a strong interest in different solutions and the time to resolve is short (p. 183).
4) Collaborative Style (Win-Win)

This type is also the same type as sharing style, both parties’ desire is to satisfy each other. The conflict resolution will be agreeable to all parties and it is namely problem-solving style. Win-win has a belief that after the conflict is completed, the two sides will gain the value. The advantage of this style is those both parties still have good relationship. However, when the parties want to resolve the conflict it will take longer time and effort than the other styles.

5) Avoidant Style

Lussier (2013) believes that avoidant style is choosing to ignore the conflict passively instead of solving the conflict. The user is unassertive and uncooperative. When the users care of their troubles, they prefer to avoid the conflict by leaving themselves. This style will cure the relationship because it will avoid the conflict; furthermore, another user will not be hurt. However, when the users avoid the conflict, those will make the situation worse because between two users will prefer to leave one another.

B. Theoretical Framework

In this chapter, the writer would like to discuss the approach and theories in answering the problem formulation. Those theories are psychological approach, theory of character and characterizations, theory of intrapersonal conflict, theory of teenager age, and theory of conflict management.
This study uses the psychological approach. Psychological approach is used to analyze the topic from psychology point of view, since the topic discussed is intrapersonal conflicts faced by the main character are related to human psychology.

In order to answer the first question of the research problem, the writer uses the theory of character and characterization. Miles Halter is the main character in the novel. Therefore, the writer uses those theories as the basis in analyzing the descriptions. Analyzing the descriptions of Miles Halter in the novel help the writer to find out how he reacts with the conflicts he has. Thus, the descriptions can be identified by analyzing Miles’ personal description, thoughts, action, reaction, and interaction to other characters.

The theory of intrapersonal conflict is used to find out the type of intrapersonal conflicts faced by Miles. It helps to analyze and differentiate the four types of intrapersonal conflicts and select the proper type according to Miles’ conflicts.

The writer also presents other theories to support the previous theories. After finding out the types of intrapersonal conflicts experienced by Miles Halter, the writer uses theory of conflict management and theory of teenager age. Those are used to know the conflict management when resolving the conflict, then it is supported by the definition of teen age to elaborate the finding. In the glimpse, Miles is facing the conflicts which are complicated. It begins with a simple conflict, for instance, he has to adapt in a new environment. Then, there are more conflicts
happened which lead him to be depressed because his first girlfriend is suddenly disappeared from his life. These conflicts will turn him into a more mature man.
CHAPTER III

METHODOLOGY

There are three parts in this chapter. They are the object of the study, approach of the study, and method of the study. The first part is the object of the study. In this first part, the writer explains about the selected novel as the primary source. The second part is the approach of the study which focuses on the approach used to analyze the novel. The last part is the method of the study which discusses the steps when the study was conducted from the beginning until its completion.

A. Object of the Study

The object of this study is a novel entitled *Looking for Alaska* by John Green. John Green is a famous bestselling author because of his fabulous novels. He is also the author of *Paper Towns, An Abundance of Katherines, and The Fault in Our Starts* novels. *Looking for Alaska* was first published in 2005 by Duton Books London. The novel consists of 268 pages and is divided into two parts. The first part is entiteled *136 days before* and the second part is entiteled *after 136 days*. The *136 days before* tells the story about Miles’ friend, Alaska, who still accompanies him in every situation. The *after 136 days* part tells the story when Alaska disappears from Miles’ life.

In addition, John Green has received several wards such as in 2006 Michael L. Printz Award, 2005 Los Angeles Times Book Prize, 2006 Top 10 Best
Book for Young Adults, 2006 Teens’ Top 10 Award, 2006 Quick Pick for Reluctant Young Adult Readers, and A New York Public Library Book for the Teen Age. It is not only the six awards mentioned in the previous sentences, but also in A Booklist Editor’s Choice Pick, Barners & Noble Discover Great New Writers Selection, Kirkus’s Books of the Year, Top 10 ALA Best Book for Young Adults and Borders Original Voices Selection.

In *Looking for Alaska*, Miles Halter is the main character. Miles is a teenage boy who comes from Florida. He is around 16 years old and is a student in senior high school. Miles is a nondependent person because over his lifetime, his parents always protect him like a girl. He chooses to attend the school in Culver Creek Preparatory School in south of Birmingham, Alabama and stay in boarding school. In his new school, Miles gets new nickname from his roommate, Pudge, because he is tall and lanky. Miles does not like socializing with others; he prefers to read biographies and is fascinated with the last words that he finds in the person’s biography. His personality of not being open to his surroundings brings many conflicts from outside such as how to adapt with his new friends, new environment, new behavior, and new relationship. In addition, he also faces the conflicts from his inner self such as how to resolve the conflicts by himself and manage himself when facing the worse situation.

**B. Approach of the Study**

The approach of this study is the psychological approach. The psychological approach is suitable for analyzing novel from psychology sides
such as conflict, personality, and human motivation. Since this study focuses on the intrapersonal conflicts in Miles Halter as the main character in *Looking for Alaska*, the writer used psychological approach because it deals with human behavior and human personality. In order to reach deeper understanding to this study, psychological approach is suitable to observe what types of intrapersonal conflicts faced by Miles.

C. **Method of the Study**

The methodology that the writer used in this study was library research which included e-journals, e-articles, e-books and previous studies as the additional references. Library research was the main method because according to Zed (2004), library research “is a series of activities related to library data gathering technique, reading and finally processing the source of research” (p. 3). However, when the writer did not find the applicable theories from books, the writer used internet sources to find the supportive theories. To conduct the study, the writer implemented several steps. First, the writer determined the novel that would be analyzed. Then, the writer chose *Looking for Alaska* by John Green as the primary source and reread it for several times to understand the details of the story in the novel as well. In addition, the writer focused in Miles’ descriptions that became the main subject of this study by making notes of Miles’ speeches, actions, thoughts, reactions, and behaviors. The writer decided to analyze intrapersonal conflicts in the main character of the novel. Then, the writer specified the questions for problem formulation. The writer took several times to
determine the suitable questions. After the problem formulation had been formulated, the writer searched the books which concerned with the related theories to help the writer understand the selected problem formulation. The writer used several books about psychological approach, definitions of character, characterization, intrapersonal conflict, teenager age, and conflict management.

Then the writer analyzed the important things which were related to the questions of problem formulation, such as the conversations that contained the characterizations and the conflicts that belonged to intrapersonal conflict. The writer had difficulty to find the examples of intrapersonal conflict because the author did not state the conflicts straightforwardly. After that, the writer used supportive source such as internet to find review about *Looking for Alaska* and wrote the important things to improve the comprehension of the novel.

The writer started to make points when analyzing the data and applied the theories to answer the questions about the intrapersonal conflict. The writer analyzed the character of Miles Halter using theory of character and theory of characterization to explain the Miles’ descriptions portrayed in the novel. Theory of intrapersonal conflict, theory of teenager age, and theory of conflict management were used to answer the problem formulations about the intrapersonal conflicts faced by Miles Halter. After that was drawing the conclusion of the study based on analysis of the topic and giving suggestions for future researchers and English language teacher. Finally, the last step was validated this thesis to the one of psychology lecturers to gain the exact finding about this topic because the topic discussed was related to psychology side.
CHAPTER IV

ANALYSIS

This chapter consists of two sections. The first section discusses the description of Miles Halter, as one of the characters. The second section discusses the intrapersonal conflicts faced by Miles Halter during the conflicts he has.

A. The Descriptions of Miles Halter

To have a better understanding related to the descriptions of Miles Halter in the novel *Looking for Alaska*, the theory of characters and characterizations are applied in this study. In Chapter Two, Abrams (2009) states that character is described as imaginative individual in a dramatic or narrative work with the moral, emotion and personality that can be seen from speech and action. The author conveys the massages to the readers through the character’s action, appearance, conversation, and thoughts.

Moreover, Tab (2015) states types of characters into two which are protagonist and antagonist character. Based on the theory, Miles Halter in the novel *Looking for Alaska* belongs to protagonist character. It is because his character is well developed as the main character who creates the readers’ interest and empathy. When Miles has the conflicts, he becomes more complicated.

Furthermore, Abrams (2009) also states that there are dynamic and static characters. Miles Halter can be said as a dynamic character because his character always changes and expands through the beginning until the end of the story. Other arguments from Abrams are about round and flat characters. As explained
in chapter two, round character is a simple character who tends to change because it has characteristics. Based on the theory, the author creates Miles Halter in *Looking for Alaska* as a round character; it is because his action surprises the readers through the beginning until the end of story.

Characterization is the important part of the novels. From the novel, Miles’ characteristics are shown in his speech toward the other characters and his action when facing the conflicts. Gill (1995) says the characterization is the method from the author to create the characters. Furthermore, based on Tabb (2015), in *Looking for Alaska* infers that Miles Halter is the major character who has an important role and the writer expects him to lead the whole story of the novel. Miles is not the main focus of the novel but he is the main character because in every chapter his role always appears.

Some theories are used in this study to understand and help the writer to do deeper analysis of the characteristics of Miles Halter. Murphy’s theory about characterization is very suitable to analyze the characteristic. Murphy states there are nine ways to understand the characteristics in the novel, namely: personal description, character as seen by other, speech, past life, conversation of others, reaction, direct comment, thought, and mannerism.

In this part, by using theory of characterization from Murphy (1972), the writer discusses the characterizations of Miles Halter described in *Looking for Alaska*. 
1. Smart

Smartness can be seen from the people’s habit. A habit that is related to smart is reading habit. When Miles Halter is twelve years old, he starts his new hobby. He loves reading very much. He is a bookworm who likes reading and that habit still exists until he grows into an adolescent. His reading habit is specified in reading biography. This characteristic is revealed through Miles’ speech, “I like reading biographies of writers” (p. 11). Miles is classified as a smart boy because he can remember many last words in the biographies that he has read because he is fascinated by last words. He also used other people’s last words to become his motivation through his life. The evidence that Miles is smart can be seen in his speech below.

“So this guy,” I said, standing in the doorway of the living room, “Francois Rabelais. He was this poet. And his last words were, ‘I go to seek a Great Perhaps.’ That’s why I’m going. So I don’t have to wait until I die to start seeking a Great Perhaps.” (p. 268)

Another example that shows him as a smart boy is seen in this speech below.

Reading a history textbook, I came across the dying words of President John Adams: “Thomas Jefferson still survives.” (Incidentally, he didn’t. Jefferson had died earlier that same day, July 4, 1826; Jefferson’s last words were, “This is the Fourth?”) (p. 267)

From his speech, it can be assumed that Miles is a smart boy. He does not only remember the people last words, but also the history from the people.

“…. I saw a drawing of a flower. Twelve oblong petals around a filled-in circle against the daisy-white paint, and daisies, white daisies, and I could hear her saying, What do you see, Pudge? Look, and I could see her sitting drunk on the phone with Jake talking about nothing and What are you doing? And she says, Nothing, just doodling, just doodling, and then, Oh God.” (p. 235)
Miles’ smartness also brings him to relate to the object which is related to the conflict. From the example of Miles’ conversation above, Miles’ exact position is when he is at the payphone area and still on the phone with his mom. He sees the drawing flowers which are related to Alaska’s death. In the quotation above there are italic words, actually those are the old speech of Alaska before she died. Miles easily remembers the simple words, though the time is far behind at that moment.

By the conflict that Miles faced, he also shows that he is a diligent boy because he can conclude people’s idea from old conversations. The clue which shows Miles as smart can be seen in his thoughts below.

“And I said, “Yeah, probably. Yeah. So she gets into the car and she just wants to get her mom’s grave, but there’s this jackknifed truck and the cops there, and she’s drunk and pissed off and she’s in a hurry, so she thinks she can squeeze past the cop car, and she’s not even thinking straight, but she has to get to her mom, and she thinks she can get past it somehow and POOF” (p. 251)

Another evidence is seen from Miles’ memories when his friend, Takumi, provokes him in the occasion when the old conversation is repeated. Immediately, Miles can conclude all the small details that bring the facts about the conflict. Whereas, the details conflict has been forgotten for six months ago from the accident is happened.

2. Easy-going

Miles Halter is an easy-going and a simple person. He is a person who never shows himself off. He chooses to be a regardless person because he does not
want to get into complicated conflict. He never puts himself in bad situation and he always takes everything easy.

“That evening, when the Colonel dropped by room 43 to pick up the cigarettes (he seemed to have forgotten that they were, technically, mine), I didn’t really care when he didn’t invite me out with him.” (p. 33) The example above shows that Miles is an easy-going person. He never underestimates other people even though they are treating him differently. Based on Murphy (1972), this characterization is derived from his speech.

His easy-going characteristic also appears when he responds to the other characters. This moment happens when he is in his new school. He gets the prank from unknown people. He is tied in duct tape from his shoulder up to his wrists then he is thrown on the ground and then into the lake by the unknown people. Luckily, he can save himself from sinking. After being pranked, he does not tell his roommate to ask for a help.

“I couldn’t just swim out,” I said softly, pulling on a pair of jean shorts beneath my towel. “They duct-taped me. I couldn’t even move really.”

“Christ! You could have drowned! They’re just supposed to throw you in the water in your underwear and run!” he shouted.

“Why the hell would they do that?” he wondered.

“Did you do something to them?” I asked.

“No, but I’m sure as shit gonna do something to ‘em now. We’ll get them”.

“It wasn’t a big deal. I got out fine.”

“You could have died.”

And I could have, I suppose. But I didn’t (p. 38)

The conversation between Miles and his friend above is a prove that he is a very easy-going person. He did not dispute the conflict, although it is harmful for him, because he can survive and he is still alive. He says that he may be dead but at least he does not. The evidence above is analyzed from Miles’ conversation based on Murphy’s theory.
3. **Lonely**

Miles likes to be alone. His habit since he lives with his family still exists until the beginning of his new school period. He prefers to be quite rather than to speak aloud to express his feeling.

“I hated discussion classes. I hated talking, and I hated listening to everyone else stumble on their words and try to phrase things in the vaguest possible way so they wouldn’t sound dumb, and I hated how it was all just a game of trying to figure out what the teacher wanted to hear and then saying it.” (p. 43)

The quotation above shows that Miles chooses to be a loner rather than to be with a group of people and listen to unimportant discussions with them. That characteristic is seen from his speech, “I spent my free periods in my room trying to read about religion” (p. 44). From that example, though Miles is a loner, he is not confident to have many friends. He is classified as smart too, because he prefers to study about new knowledge that may be useful for him.

A loner does not permanently being alone. He also has a group of people who have a close relation to each other. Although a loner usually spends his time being busy for himself, sometimes he also needs other people to accompany him in the worst situation. Miles also does it; he has a group that consists of several people.

“I’d never been in most people’s rooms. After three months, I knew most people, but I regularly talked to very few – just the Colonel and Alaska and Takumi, really. But in a few hours, I got to know my classmates quite well.” (p. 106)

The example above is analyzed based on Murphy’s theory of characterization; it is derived from his thoughts. His speech above shows that he can build relationship with many people, but he wants to talk regularly only to three people. The thing
that makes him alone is because he always selects the person who gives treatment to other people, it is not because Miles is greedy. Miles has several close friends because of his roommate, or namely as Colonel, who introduce him to Alaska, Takumi and certain persons. However, Miles rarely has personal conversation with Colonel although they are roommates. He just talks when there is an important thing that need to be discussed.

4. Observant

The ways Miles Halter speaks and states his opinions are classified as an observant. He is not afraid of being wrong in stating his opinion based on what he observes. He has his own perceptions which are related to what he has read in the biographies. He observes new things that come into his sight. The evidence that Miles is an observant can be seen in his thoughts below.

“I stared, stunned partly by the force of the voice emanating from the petite (but, God, curvy) girl and partly by the gigantic stacks of books that lined her walls. Her library filled her bookshelves and then overflowed into waist-high stacks of books everywhere, pilled haphazardly against the walls.” (p. 22)

Miles Halter is certainly as a romantic observer when he deals with girl whom he loves. He can describe the little things that he sees. Another example of his romantic observer characteristic can be seen from his accurate speech when he reveals his opinion about Alaska.

“...she smelled of sweat and sunshine and vanilla, and on that thin-mooned night I could see little more than her silhouette except from when she smoked, when the burning cherry of the cigarette washed her face in pale red light. But even in the dark, I could see her eyes – fierce emeralds. She had the kind of eyes that predisposed you to supporting her every endeavor.” (p. 27)
Miles is being an observant in every situation that he is faced. When he and his friends are talking about their conflict, the situation is getting worse because Miles’ friends feel afraid if Mr. Eagle knows about what they have made. However, Miles still observes Alaska’s appearance calmly. “Alaska made an O with her lips, moving her mouth like a goldfish eating, trying unsuccessfully to blow smoke rings” (p.55). According to Murphy’s theory, those quotations above show the characterization of Miles from his speech and thoughts.

5. Caring

Although many friends in Culver Creek School think that Miles Halter is weird because of his personality and psychical appearances, actually, he is a caring boy. Miles is a good boy. He only has three close friends, and he really cares to one another. Miles has private feeling to one of those friends namely Alaska. With Alaska, Miles always pays attention in every situation, although Alaska does not realize it. On the other hand, Alaska has a boyfriend namely Jake, and at that moment, Miles also has a girlfriend namely Lara. Jake and Lara are also the students of Culver Creek School. Even though Miles has a girlfriend, he does not deceive that he likes Alaska too. The evidence which shows that Miles is caring can be seen in his reaction below.

“What’s wrong?” I asked. She picked up a Kleenex from the coffee table and wiped at her face.
“I don’t…” she started, and then a sob came like a tsunami, her cry so loud and childlike that it scared me, and I got up, sat down next her and put my arm around her.” (p. 116)
In that quotation, it shows that Miles cares about Alaska when she has a trouble, without worry he directly asks about the problem that Alaska has. Miles is trying to calm Alaska down who seems very sad by giving a hug and sitting down near Alaska. After Alaska feels quite better, she stays away from Miles and says that she does not has a home. Then Miles again gives her respect by saying “Well, you have a family” (p. 117). Those words describe that Miles has assumed that Alaska is a part of his family.

Miles is a caring boy because he considers other people. It is shown when the headmaster is crying because of the news that brings Alaska to death. Miles has not believed yet because it the new is not convincing at all. Miles is denying about what the headmaster has said and still waits for Alaska’s arrival. Based on Murphy’s theory, his caring is shown in his reaction below.

“Please sir.” I said. “Can we please wait for Alaska?” I felt all of them staring at us, trying to understand what I now knew, but didn’t quite believe.” (p. 167)

Miles cares about his friend, Colonel, too. When Miles and his friend know the news of Alaska’s death is real, they feel beaten and depressed. Their life becomes desultory. Miles and Colonel assume that her death is because of their negligence. It is shown when Miles is in his room reading the biography until morning without sleeping at all and he sees Colonel with his pale hand shaking. Colonel has walked to Montevallo, which is eighty-four miles in forty-five hours without meal, water and sleep. Then, Miles shows his respect toward his friend. His evidence which shows that Miles cares about his friend can be seen in his reaction below.
“Are you cold?” I asked. He nodded, slipped off his sneakers, and climbed into my bed on the bottom bunk, pulling up the covers. His teeth chattered like Morse code. “Jesus. Are you all right?”

“Better now. Warmer,” he said. A small, ghost white hand appeared from beneath the comforter. “Hold my hand, will ya?”

“All right, but that’s it. No kissing.” The quilt shook with his laughter. “Where have you been?” (p. 178)

Afterwards, Miles and Colonel converse about each condition, then he shows again his respect to his friend by giving Colonel convenience, “The Colonel’s hand was so little and I grabbed it tight, his cold seeping into me and my warmth into him” (p.179).

6. Reflective

Miles Halter in the novel *Looking for Alaska* is presented as a teenage boy who has grown in a family who has strong motherly affect. It is changed when Miles should move to senior high school which is far from his house. With the circumstance changing, Miles has to be mature to face every conflict that he gets. One of the evidences of his maturity is being reflective.

“How could Alaska and Kevin and those other guys already dislike me?” (p.37). The quotation reveals that Miles is thinking about his attitudes that make his friends do not like him. With his reflective characteristic, he can reflect his behavior toward other people treatment.

Teenagers in his era are usually lazy to come to school meeting on time. Differently, Miles is a discipline boy who is always being on time in every event that he has to come. The example is when Miles should come into his class,
although it is only a class for that day, after that he introspects about himself. “I was seven minutes early, partly because I liked to be punctual, and partly because I didn’t have anyone to chat with out in the halls” (p.41). Despite of his reflective characteristic also leads him to be discipline. Another reason is he realizes that he has no friends in that class, so he should come as soon as possible to decrease the possible awkward moment.

“The Colonel was always with Alaska and I was never invited. So I spent an inordinate amount of time studying for finals, which helped my GPA considerably. And I finally finished my religion paper” (p. 122)

Even though Miles is an easy-going boy; in his deepest heart, he is thinking about what happen around his closest friends. In his opinion, his friendship is unfair. Even though he rarely communicates to his roommate intimately, he still has a feeling that something unusual is happening. Whereas, he does not dwell continuously, he prefers to do other things that are beneficial for himself.

Another example of being reflective about friendship is when Miles in the seventh grade. His friend at the gymnastic class mocks him. “That was the day I stopped caring when people did. I just never cared any more, about being a loser or not having friends or any of that” (p.143). Nevertheless, his reflective characteristic causes bad impacts for him; he changes into a regardless person because he has a memory when his friend mocks him. It can be seen from his thoughts below.

I thought: It’s all my fault.
I thought: I don’t feel very good.
I thought: I’m going to throw up. (p. 167)
Miles Halter is being reflective because of his feeling. He regrets about the death of his friend. He thinks that he is one of the reasons for the tragedy behind Alaska’s death. That feeling makes him to reflect about his behavior, it can be seen from his thoughts below.

“… Who’d called? What was wrong? Why did she leave? Jake had not gone to her funereal. Nor had he called us to say he was sorry or to ask us what happened. He had just disappeared, and of course, I had wondered. I had wondered if she had any intention of keeping her promise that we would be continued. I had wondered who called, and why, and what made her so upset. But I’d rather wonder than get answers I couldn’t live with.” (p. 192)

Miles’ curiosity does transform him into a teenager who is responsible for a conflict which happens. Losing a person whom he loves is a reason of a transformation about all the things which Miles does. Alaska’s death obsesses him to reveal the truth. He thinks all the time and asks himself about what he does. His introspect is not only seen to think about himself, but also about the feeling of his friend. Despite his feeling is ruined about the mystery of the death, he still thinks about Alaska’s reason.

Murphy’s theory of characterization that is used in those quotations above are speech, thoughts, and mannerism. Miles’ characterizations are shown when he states his opinion about himself who has no friend; it is analyzed from his speech. The author mentions briefly about Miles’ thoughts when he faces confusion to his conflict. Murphy says that mannerism is a habit which can be categorized as good or bad person. The author also mentions a good habit of Miles who tries to solve the mystery behind Alaska’s death.
B. Intrapersonal Conflicts Faced by Miles Halter

According to the author of the novel, Miles is a teenage boy who has introvert personality. Introvert personality usually has quite character, difficult to build relationship to new people, and choose to spend his time alone. Miles Halter is also exploring his identity through several conflicts which happen to him. Therefore, Miles has no willingness to state his feeling to his friends. Chapter two has explained that a person who has conflict with his/her self and own mind belongs to intrapersonal conflict, Iyer (2014) states it. There is no doubt that every conflict always has a solution. The solution in every conflict is based on his/her perspective choice. Perspective choice in taking a solution is also built upon self-awareness, expectation, and perception. In order to strengthen those three aspects, those aspects should be accompanied by own beliefs, thoughts, emotions, values, and attitudes to face the conflict. Therefore, in this section, the writer discusses intrapersonal conflicts faced by Miles Halter in John Green’s *Looking for Alaska* using Iyer’s intrapersonal conflict theory.

1. Fearing to Convey His Feeling

When Miles Halter is in his first day of his new senior high school, he has a roommate whose name is Chip Martin but he states that everybody should call him Colonel. Colonel also gives a new nickname for Miles that is Pudge.

“Pudge, the Colonel said. “Because you’re skinny. It’s called irony, Pudge. Heard of it?” (p. 21)

The first intrapersonal conflict that Miles faced is when he sees Alaska Young for the first time. Alaska is Colonel’s best friend in Culver Creek School.
Colonel invites Miles to go to Alaska’s dorm room. At his first sight, Miles immediately adores her. Alaska is friendly and easy to associate with new people.

“She walked over to me with her hand extended, then made a quick move downwards at the last moment and pulled down my shorts” (p. 23)

“There are the biggest shorts in the state of Alabama!”
“I like them baggy,” I said, embarrassed, and pulled them up (p. 23)

From the quotations above, Alaska’s appearance looks like a kind person. She has good first impression, so other people are pleasant to make friends with her. On the other hand, Miles has an introvert personality, so when he meets new people, he will behave like a nervous or shy person, moreover with a girl who he likes.

Miles states that he likes Alaska because she has a beautiful face and any other things that make Miles love her.

“And now is a good a time as any to say that she was beautiful – but even in the dark, I could see her eyes – fierce emeralds. She had the kind of eyes that predisposed you to supporting her every endeavor. And not just beautiful, but hot too, with her breasts straining against her tight tank top, her curved legs swinging back and forth beneath the swing, flip-flops dangling from her electric-blue-painted toes” (p. 27)

From that quotation, it is seen that Miles likes Alaska’s psychical appearances from her head to toes. Indeed, Miles easily describes with simile which indicate to a person whom in amazed with someone. Instead of when Miles and his friends in the moment of hanging out together, then they play truth or dare game. After they are tired of continue playing the game, Miles sleeps next to Alaska and he whispers in her ear, “As she slept, I whispered, “I love you, Alaska Young” (p. 159)

The feeling of loving Alaska develops his intrapersonal conflict in his heart. He loves someone who has a boyfriend. Miles’ feeling also cannot be
blamed. If he chooses to reveal his feeling to Alaska, it brings him to a complicated conflict with Alaska’s boyfriend, Jake. However, if he conceals his feeling, it makes him hurt. Moreover, he has to listen about Alaska’s story of her boyfriend.

The same theme also happens when Miles is in trouble with unknown people who drown him in the lake. Despite of his easy-going personality, Miles chooses not to tell his friends because he is afraid when he report it, he will get into a more complicated conflict.

Based on Iyer (2014), those matters bring him an avoidance – avoidance conflict. This conflict involves two unpleasantly goals. This type of intrapersonal conflict is difficult to resolve because Miles has difficulty to choose one of two unpleasantly goals. The only way to resolve is by escaping from the conflict. Miles chooses to resolve the conflict by using avoidant style. Lussier (2013) mentions that avoidant style refers to choosing to ignore the conflict passively and prefer to leave themselves. He tries to ignore his feeling to Alaska for the sake of a better relationship with her and his other friends.

2. Fearing of Losing Alaska

The next intrapersonal conflict experienced by Miles Halter is being afraid of losing Alaska. Since Miles is in his new school, he always does something together with his group. His group always consists of Colonel, Alaska, Lara, and Takumi. Being together for several months makes their relationship closer to one another. Moreover, Miles and Alaska have spent their Thanksgiving holiday
together in their school with many other things that they have done. Those moments make them become closer to each other.

“It wasn’t the first time Alaska had left me out of the loop, certainly, but after being together so much over Thanksgiving, it seemed ridiculous to plan the prank with the Colonel but without me” (p. 121)

Miles is a reflective person; he should not let his feeling to Alaska continue, because he realizes that Alaska already has a boyfriend. However, he is always in Alaska’s side when she needs him. It proofs that Miles has difficulty to control his feeling because he assumes that Alaska also needs him.

“Whose T-shirts were wet with her tears? Mine. Who’d listened to her read Vonnegut? Me. Who’d been the butt of the world’s worst knock-knock joke? Me. I hated myself for letting it happen now. You don’t have to care about her, I told myself. Screw her” (p. 122)

From that quotation, Miles is realizing that he is the boy who Alaska needs. Despite, he is also aware that he is not supposed to do that. Miles has confusion to get over this conflict because he is a caring person; he cares to everyone especially to Alaska. His desire is always for Alaska, even though he has to keep distance from her because she has a boyfriend. Those things lead him to the second intrapersonal conflict, which is approach – avoidance conflict. Miles should choose one of two aspects, attractive and unattractive. In one side, when he decides to express his feeling to Alaska, it will make him happy and he never loses Alaska. Another side is he will be at a risk with Alaska’s boyfriend.

His confusion is getting worse when he knows that Alaska gets in an accident. Her car is crashed and then she passed away in that accident. There is no doubt that the truth makes him afraid because he will lose his lover forever.
“She’s not dead. She’s alive. She’s alive somewhere. She’s in the woods. Alaska is hiding in the woods and she’s not dead, she’s just hiding. She’s just playing a trick on us. This is just an Alaska Young Extraordinaire. It’s Alaska being Alaska, funny and playful and not knowing when or how to put on the brakes” (p. 168)

“And I just stood there, looking at the scene, thinking about her not dead, and I felt a hand on my shoulder and turned around to see the Eagle, and I said, “I think she’s playing a dumb prank” (p. 169)

That quotations show that Miles is unconvinced for the news. He expects that Alaska plays her role who likes playing riddle. Miles always builds his own strong perspective to create his strong belief. According to Coppersmith (1976), he is also in stage of exploring a teenager period who normally believes that their opinion is right ones. He does not want to believe that news without any evidence from the appropriate authority. That conflict is flare up in his heart. Indeed as a loner, he prefers to be alone when he faces a conflict.

“I’m just sad I never told her I loved her. I just don’t understand why” (p. 190).

“I guess, but I wouldn’t bemoan the fact I never told her I loved her. I don’t love her. She’s an idiot” (p. 190)

His reflective characteristic brings him to his regret. He thinks that Alaska’s accident will not happen if he stops her to drive alone while being drunk the night before Alaska’s accident. Besides, his confusion also as a primary factor that makes an intrapersonal conflict. To repeat about Iyer’s (2014) theory about intrapersonal conflict, intrapersonal conflict happens with own self and own mind.

Based on those quotations above, Miles is experiencing the third intrapersonal conflict, avoidance – avoidance conflict, where an individual faces two unpleasantly goals. On the one hand, he has to dispose his feeling to Alaska,
however; he feels that Alaska also needs him. On the other hand, he has difficulty to accept her death because he believes that her death is his fault.

From the explanations, the writer concludes that Miles has two unpleasantly goals which lead to his regret and dread. If Miles has no bravery to convey his real feeling to Alaska, Alaska will not ever know how Miles’ feeling. Even more, Alaska will not die if Miles accompanies her in the worst situation. Moreover, his second intrapersonal conflict encourages the third intrapersonal conflict. Afterward, his choices certainly bring him in two sides of losing Alaska. First, he losses the opportunity to reveal his feeling. Second he loses Alaska forever.

To manage his conflicts, he chooses to avoid the conflicts. Lussier (2013) states that avoidant style is neglecting passively to solve the conflict. Miles tries to neglect every conflict that he has. However, neglecting conflict will make the situation gets worse. Miles is not only an easy-going person, but also a loner. He just does not know what he should do to make the situation better. Miles just has one thing that is the regret for his choices.

3. In Solving the Mystery Behind Alaska’s Death

On his days after Alaska’s death, Miles’ life is controlled by a question mark about the cause behind the mystery. Miles always has a feeling that he is one of the reasons of Alaska’s death. Coppersmith’s (1976) theory about teenager age defines that teenager period is where the pressure, frustration, and suffering control his/her mind. However, the police who handle the case explains that
Alaska’s death is because of an accident not a suicide. Yet, Miles does not believe if that is an accident. He insists that her death is because of his mistake.

“Somebody was setting off firecrackers in the woods,” he said, and I closed my eyes tight, the ineluctable fact of the matter at hand: I had killed her” (p. 169)

“People do not just die. I can’t catch my breath. I feel afraid, like someone has told me they’re going to kick my ass after school and now it’s sixth period and I know full well what’s coming” (p. 170)

In the quotations above, Miles shows that he is a restless person. His feeling leads him to find what the truth behind Alaska’s death is. He cannot leave the mystery; he should complete all the truth. Miles tries to finish the mystery based on his willingness.

Miles starts to find the truth after nine days of Alaska’s death. He always wonders the reason why Alaska decides to do stupid thing. He recollects his memories about Alaska before she is gone and searches more information from his close friends. After that, his cleverness helps him to link those reasons in order to find the truth. He concludes everything that he ever remembers about Alaska.

“Who’d called? What was wrong? Why did she leave? Jake had not gone to her funeral. Nor had he called us to say he was sorry or to ask us what happened. He had just disappear, and of course, I had wondered. I had wondered who called, and why, and what made her so upset. But I’d rather wonder than get answers I couldn’t live with” (p. 192)

“So she gets into the car and she just wants to get to her mom’s grave, but there’s this jackknifed truck and the cops there, and she’s drunk and pissed off and she’s in a hurry, so she thinks she can squeeze past the cop car, and she’s not even thinking straight, but she has to get her mom, and she thinks she can get past is somehow and POOF” (p. 251)

Quotations above become the conflict inside Miles Halter. This conflict, according to Iyer’s theory of conflict, can be categorized as a double approach –
avoidance conflict. The conflict has two goals that he wants to achieve; both of them have equal positive and negative aspects. Miles faces a conflict with two goals. The first is to solve the mystery behind Alaska’s death. Being an observant person is one of his characteristics. He sacrifices his time to resolve the mystery of Alaska; indeed, he will find the truth. The second, if Miles knows the background of the truth, his regret will continue.

“Because before I could begin the shameful process of forgetting the how and the why of her living and dying, I needed to learn it: How. Why. When. Where. What.” (p. 206)

Miles also considers if he lets the mystery he can forget it slowly, because the family and school committee have received that her death is an accident, just like what the police has stated. On the other hand, Miles feels sorrow through the big secret of his lover if he does not uncover the secret.

For several times, Miles chooses the avoidant style to approach his conflict, according to the theory of conflict management stated by Lussier (2013). Although he takes time to find the truth behind Alaska’s death, in the end, he lets the conflict that relates to the mystery disappears.
CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

The last chapter consists of three parts. The first part is conclusions, which presents the summary of the result of the analysis in this study. The second part is implications of this study that is important to be used in learning activity using a literary work from *Looking for Alaska* novel. Then in the last part, there are suggestions for future researchers and English language teachers.

A. Conclusions

This study presents the analysis in the intrapersonal conflicts as experienced by Miles Halter as a major character in *Looking for Alaska* novel. There are two research questions used in this study to help the writer discovers the intrapersonal conflicts, namely “How is Miles Halter as the main character described in John Green’s novel *Looking for Alaska*?” and “What are the intrapersonal conflicts faced by Miles Halter in the novel?” After analyzing the problem formulation, there are two conclusions that need to be summarized in this chapter. The first conclusion is character and characterization of Miles Halter and the second conclusion is type of intrapersonal conflicts faced by Miles Halter.

Miles Halter’s character is qualified as a good character. Indeed, Miles’ character in the novel is using basic rules to create a character. After analyzing the character and characteristics, Miles is classified as a protagonist, dynamic and round character. Those are because his character is developing and changing
through the whole story. It can be seen from his conversations to his friends and his actions when he faces the conflicts.

In addition, exploring the character is not enough; therefore, the writer analyzes Miles Halter’s characteristics using the theory of characterization from Murphy. There are six characteristics of Miles Halter. Miles is a smart; it can be seen from his smartness when he concludes the mystery behind Alaska’s death and his cognitive to remember the biographies’ contents from many experts. His smartness also leads him to be an observant. He likes to observe what comes in his sight. His accuracy also helps him to resolve the big conflict that he faces.

Afterward, Miles is an easy-going person. When he faces simple problem, he just forgets the problem and assumes there is no problem that needs to be debated. An easy-going person usually is being a loner in some situations. A loner is not always a passive individual. Miles still has close friends who accompany him when he needs someone to rely on. The next is caring. Miles has kind-hearted characteristic. He cares to his friends who need help. Although he seems to be a care person to his closest friends, he does not act as care as that to other people who are unfamiliar to him. The last characteristic is reflective. When he feels something peculiar, he directly reflects on himself. He cares to himself too, because he wants to show that he is a good person.

The second conclusion deals with intrapersonal conflicts faced by Miles Halter. The first intrapersonal conflict is his fear to convey his feeling. He has difficulty to reveal his feeling. He prefers to keep his feeling alone rather than to share it with his friends. The feeling brings him in avoidance – avoidance conflict.
The second intrapersonal conflict is fear of losing Alaska. He fears of losing Alaska because he has no bravery to confess his real feeling. His fear brings Miles an approach – avoidance conflict. The third intrapersonal conflict is also related to the fear of losing Alaska. In this dread situation, Miles gets a news that Alaska dies in her car accident. This conflict brings Miles in the avoidance – avoidance conflict. The second and third intrapersonal conflicts are related to each other because the conflicts equally in fearing of losing Alaska, although the themes are different. The last intrapersonal conflict is a conflict in solving the mystery behind Alaska’s death. This conflict leads to the intrapersonal conflict that is double approach – avoidance conflict. On one side, Miles tries to solve the mystery behind Alaska’s death but he will always blame himself. On the other side, if he leaves the mystery of Alaska’s death, he can forget it but he will be in sorrow because of his regret.

He resolves his all-intrapersonal conflicts using avoidant style by passively neglecting the conflict. He faces the conflicts that are difficult to be solved because the object of his conflict is dying. He just has one choice that is letting go the conflicts. However, his conflicts are affecting his maturation in taking solution and changing him into a responsible person.

B. Implications

Novel is a kind of literary work that is important in delivering moral values indirectly. Besides, reading novel is also good for the comprehension in the basic aspect of English language. By using literary work like novels, the teacher
can use a fragment of the novels that will be given to the students in order to learn about moral value or new vocabularies.

Furthermore, the theme of this study is about conflict that is experienced by Miles Halter in *Looking for Alaska* novel. Conflict is related to the character of an individual. Being a teacher, understanding the characters is a kind of learning about personality. Personality is also the branch of knowledge in the psychological side. Teachers cannot be separated from students. Each of the student surely has different character and characteristic that leads them to various conflicts. Teachers should understand the way to deal with students who have a conflict and give the best solution to solve the conflict.

C. Suggestions

This part aims to give suggestion for future researchers who are interested in conducting the study using *Looking for Alaska* novel as their object. In fact, there are many novels that are interesting to be analyzed. One of the alternatives is *Looking for Alaska* novel. This study focuses on Miles Halter's intrapersonal conflicts. However, several aspects in the novel have not been analyzed. One of the aspects is about the meaning of Miles’ struggle to reveal the mystery behind Alaska’s death. From this study, it can be seen that Miles never stops searching the mystery behind Alaska’s death. Thus, there must be a reason behind his struggle. Therefore, the future researchers can apply a theory of power and powerless.
In addition, this study also gives the suggestion for English lecturers. They can use literary work as a material in teaching and learning English. Literary work contains many positive things in education side. It can provide moral or life values and many vocabularies from reading the novel those are beneficial for students. By reading the novels, students can explore their reading comprehension. Another side is the students can reflect the values from the characters in Looking for Alaska’s novel. Furthermore, they can develop their critical thinking and literary comprehension. in case, for the students of ELESP in Sanata Dharma University, the novel can be used as a material in Basic Reading II. The students may be asked to make simple summary of the story and find new meaning of vocabularies from the fragment of the novel.
REFERENCES


APPENDICES
APPENDIX A

SUMMARY OF LOOKING FOR ALASKA

Miles “Pudge” Halter is a new student at the prestigious Culver Creek Preparatory School in Birmingham, Alabama. Unpopular at his old school, Pudge is nervous about making new friends, but he is immediately taken by his roommate, Chip “the Colonel” Martin and introduced to his rag-tag group of friends, including Takumi Hikohito, Lara Buterskaya, and the beautiful, mysterious Alaska Young.

The night before school begins, Pudge is taken from his bed in the middle of the night, duct taped like a mummy, and thrown into the school’s lake. He survives and the Colonel promises revenge in the form of pranks against their rivals. An important element to the group’s friendship is trust. Although Takumi reveals Alaska was the one who ratted out her roommate the year before and Pudge is unsure about trusting Alaska, he agrees to stay on campus with her for the Thanksgiving break.

When the students return from Christmas break, the gang plans their ‘pre-prank’ called Barn Night in which Pudge and Takumi set off a series of fireworks to lead the Eagle away from his house while Alaska send progress reports to some
of the Weekday Warriors’ houses. To avoid getting caught, the group sleeps at the Smoking Hole where they discuss the best and worst days of their lives and Pudge gets his first kiss from Lara, despite his unrequited love for Alaska.

The return to campus is a triumphant one, with Pudge, Alaska, and the Colonel drinking while playing Truth or Dare. Pudge is dared to make out with Alaska and he complies, fulfilling his dream to be romantic with Alaska. Drunk and exhausted, Pudge and Alaska fall asleep in her room. Alaska awakens in the middle of the night to answer the ringing phone in the hallway.

The following morning, it is revealed that Alaska died in a car accident. Shocked by her death, Pudge and the Colonel stop talking to Takumi and Lara while they sort through their own emotions. With so many unanswered questions surrounding her death, Pudge and the Colonel begin an investigation. Reluctantly they allow Takumi to join and Pudge eventually makes amends with Lara, though they no longer date. After interviewing a police officer and Alaska’s boyfriend who had called her that night, Takumi realizes that Alaska remembered it was the day after her mother’s death while she was talking to Jake. Feeling responsible for her mother’s death and distraught by the idea of having forgotten the day, Alaska attempted to drive to the gravesite. It remains unclear whether Alaska’s death was an accident or a suicide. Pudge resolves his feelings for Alaska in his final essay for Dr. Hyde’s class.
In the end, Pudge is at peace with Alaska’s death, knowing that he will never fully understand her, but that her memory will continue in the people she influenced.

Adapted from: http://www.gradesaver.com/looking-for-alaska/study-guide/summary
APPENDIX B

BIOGRAPHY OF JOHN GREEN

John Michael Green was born on August 24, 1977, to Mike and Sydney Green in Indianapolis. He received his early education from Lake Highland Preparatory School and Indian Springs School. His experience of school was similar to other social outcasts who were bullied by arrogant people. He earned double graduation degrees in English and Religious Studies from Kenyon College. He worked as a student chaplain after graduation in a children’s hospital. His initial aim was to become an Episcopal priest. However, the time he spent among children with terminal-illness stimulated him to become a writer. Afterwards, he worked as a publishing assistant for Booklist and a book review journal. Green wrote numerous reviews on literary fictions mostly concerning conjoined twins or religion of Islam.

John Green is the New York Times bestselling author of Looking for Alaska, An Abundance of Katherines, Paper Towns, and The Fault in Our Stars. He is also the coauthor, with David Levithan, of Will Grayson, Will Grayson. He was 2006 recipient of the Michael L. Printz Award, a 2009 Edgar Award winner, and has twice been a finalist for the Los Angeles Times Book Prize. Green’s books have been published in more than a dozen languages.
In 2007, Green and his brother Hank ceased textual communication and began to talk primarily through video blogs posted to YouTube. The videos spawned a community of people called nerd fighters who fight for intellectualism and to decrease the overall worldwide level of suck. Although they have long since resumed textual communication, John and Hank continue to upload two videos a week to their YouTube channel, vlog brothers. Their videos have been viewed more than 500 million times, and their channel is one of the most popular in the history of online video. He is also an active Twitter user with more than 3.8 million followers.

John Green is a recent popular name in the American young adult fiction. He is also an avid video blogger who has published numerous educational videos online.

Taken from: http://www.famousauthors.org/john-green
APPENDIX C

LESSON PLAN

Subject : Basic Reading II
Skill : Reading
Level of student : 2nd semester of English Language Education Study Program
Time allocation : 2 x 50’
Material : Pages 165 – 170 of John Green’s Looking for Alaska
Method : Individual reading

A. Basic Competencies

1. The students are able to apply reading strategies (skimming, scanning, identifying main idea, summarizing)
2. The students are able to improve reading abilities
3. The students are able to find moral value throughout the text
4. The students are able to write brief summary of the text

B. Indicators

1. The students are able to apply some reading strategies
2. The students are able to find meaning of some vocabulary found in the text
3. The students are able to answer the questions related to the topic
4. The students are able to make summary
C. Teaching Learning Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time Allocations</th>
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<tbody>
<tr>
<td>Pre-activities:</td>
<td></td>
</tr>
<tr>
<td>1. The students answer pre-reading questions related to the topic</td>
<td>10’</td>
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<tr>
<td>Whilst-activities:</td>
<td></td>
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<tr>
<td>2. The students read the text briefly</td>
<td>15’</td>
</tr>
<tr>
<td>3. The students discuss the topic with their friends</td>
<td>10’</td>
</tr>
<tr>
<td>4. The students answer the questions related to the text and discuss with the teacher</td>
<td>45’</td>
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<tr>
<td>5. The students write brief summary of the text</td>
<td>5’</td>
</tr>
<tr>
<td>Post-activities:</td>
<td></td>
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<tr>
<td>6. The students write the moral values that they found in the topic</td>
<td>5’</td>
</tr>
<tr>
<td>7. The teacher and the students summarize the lesson</td>
<td>5’</td>
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<tr>
<td>8. The teacher asks the students to write a reflection on related topic as the homework and end the class</td>
<td>5’</td>
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D. Source


E. Evaluation

The students are evaluated based on their answer and response in the form of final submission.
APPENDIX D

Materials for Basic Reading II

Pre-reading questions:

1. What do you think about teenager age?
2. Do you enjoy your teenager period? Why?
3. Do your teenager periods affect your identity?

A. Answer the questions below!
   1. Where did the story take place?
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

   2. In your opinion, who is the Eagle?
      ________________________________________________________________
      ________________________________________________________________

   3. Why Miles and Colonel felt very depressed when they heard about the death of Alaska?
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

   4. Why Miles and Colonel felt frightened when the Eagle was in their room?
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

   5. Write down your own reflection based on the text!
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
B. Read the following statements. If a statement is true, write “T” on the line.

If it is false, write “F”!

_____ 1. The Eagle came to explain something at 9.00.
_____ 2. Miles was sure that Alaska had kissed him for no reason.
_____ 3. “To be continued” were the words that Miles was not expected to recur.
_____ 4. Colonel has got a hunch when the Eagle came to their room.
_____ 5. Dr. Hyde was cried when delivering news on the podium.
_____ 6. Colonel is laughing when he knows about Alaska’s death.
_____ 7. Alaska suicided because his friends were concerned over the death of her mother.
_____ 8. Miles is hard to believe of Alaska’s death because he knows that Alaska does not has thoughts that sort.
_____ 9. Alaska was an unwelcome person, when the information submitted in the gym, no students were coming.
_____ 10. Miles shouted several times due to the news.

C. Using a dictionary, write the meaning of each word and find the synonym of the words!

1. Visibility : 
2. Bleachers : 
3. Hunched : 
4. Bloodshot : 
5. Excitement : 
6. Underneath : 
7. Obviously : 
8. Ridiculed : 
9. Ineluctable : 
10. Scrape : 
11. Expel : 
12. Backlit :
D. Write the brief summary of the text!

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
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__________________________________________________________________
APPENDIX E

Practicing Skimming and Scanning

Read the text below briefly!

The Colonel slept the not-restful sleep of the drunk, and I lay on my back in the bottom bunk, my mouth tingling and alive as if still kissing, and we would have likely slept through our morning classes had the Eagle not awoken us at 8.00 with three quick knocks. I rolled over as he opened the door and the morning light rushed into the room.

“I need y’all to go to the gym,” he said. I squinted towards him, the Eagle himself backlit into visibility by the too bright sun. “Now,” he added, and I knew it. We were done for. Caught. Too many progress reports. Too much drinking in too short time. Why did they have to drink last night? And then I could taste her again, the wine and the cigarette smoke and the Chap Stick and Alaska, and I wondered if she had kissed me because she was drunk. Don’t expel me, I thought. Don’t. I have just begun to kiss her.

And as if answering my prayers, the Eagle said, “You’re not in any trouble. But you need to go to the gym now.”

I heard the Colonel rolling over above me. “What’s wrong?”

“Something terrible has happened,” the Eagle said. And then closed the door.

As he grabbed a pair of jeans lying on the floor, the Colonel said, “This happened a couple of years ago. When Hyde’s wife died. I guess it’s the Old Man himself now. Poor bastard really didn’t have many breaths left”. He looked up at me, his half-open eyes bloodshot, and yawned.

“You look a little hung-over,” I observed.

He closed his eyes. “Well, then I’m putting up a good front, Pudge, ‘cause I’m actually a lot hung-over.”

“I kissed Alaska.”

“Yeah. I wasn’t that drunk. Let’s go.”

We walked across the dorm circle to the gym. I sported baggy jeans, a sweatshirt with a shirt underneath and a bad case of bedhead. All the teachers were in the dorm circle knocking on doors, but I didn’t see Dr Hyde. I imagined him lying dead in his house, wondered who had found him, how they even knew he was missing before he failed to show up for class.

“I didn’t see Dr Hyde,” I told the Colonel.

“Poor bastard.”

The gym was half full by the time we arrived. A podium had been set up in the middle of the basketball court, close to the bleachers. I sat in the second row, with the Colonel directly in front of me. My thoughts were split between sadness for Dr Hyde and excitement about Alaska, remembering the up-close sight of her mouth whispering, “To be continued?”.

And it did not occur to me – not even when Dr Hyde shuffled into the gym, taking tiny, slow steps towards the Colonel and I.

I tapped the Colonel on the shoulder and said, “Hyde’s here,” and the Colonel said, “Oh shit,” and I said, “What?” and he said, “Where’s
Alaska? And I said, “No”, and he said, “Pudge, is she here or not? And then we both stood up and scanned the faces in the gym.

The Eagle walked up to the podium and said, “Is everyone here?”
“No”, I said to him. “Alaska isn’t here.”

The Eagle looked down. ”Is everyone else here?”
“Alaska isn’t here!”
“OK, Miles. Thank you.”
“We can’t start without Alaska.”

The Eagle looked at me. He was crying, noiselessly. Tears just rolled from his eyes to his chin and the fell on to his corduroy pants. He started at me, but it was not Look of Doom. His eyes blinking the tears down his face, the Eagle looked, for all the world, sorry.

“Please, sir.” I said. “Can we please wait for Alaska?” I felt all of them staring at us, trying to understand what I now knew, but didn’t quite believe.

The Eagle looked down and bit his lower lip. “Last night, Alaska Young was in terrible accident.” His tears came faster, then. “And she was killed. Alaska has passed away.”

For a moment, everyone in the gym was silent, and the place had never been so quiet, not even in the moments before the Colonel ridiculed opponents at the free-throe stripe. I stared down at the back of the Colonel’s head. I just stared, looking at his thick and bushy hair. For a moment, it was so quite that you could hear the sound of not-breathing, the vacuum created by 190 students shocked out of air.

I thought: *It’s my fault.*
I thought: *I don’t feel very good.*
her thighs. All these people I sort of knew and sort of didn’t, and all of them disintegrating, and then I saw the Colonel, his knees tucked into his chest, lying on his side on the bleachers, Madame O’Malley sitting next to him, reaching towards his shoulders but not actually touching it. The Colonel was screaming. He would inhale and then scream. Inhale. Scream. Inhale. Scream.

I thought, at first, that it was only yelling. But after a few breaths, I noticed a rhythm. And after a few more, I realized that the Colonel was saying words. He was screaming, “I’m so sorry.”

Madame O’Malley grabbed his hand. “You’ve got nothing to be sorry for, Chip. There was nothing you could have done.” But if only she knew.

And I just stood there, looking at the scene, thinking about her not dead, and I felt a hand on my shoulder and turned around to see the Eagle, and I said, “I think she’s playing a dumb prank,” and he said, “No, Miles, no, I’m sorry,” and I felt that heat in my cheeks and said, “She’s really good. She could pull this off,” and he said, “I saw her. I’m sorry.”

“What happened?”

“Somebody was setting off firecrackers in the woods,” he said, and I closed my eyes tight, the ineluctable fact of the matter at hand” I had killed her. “I went out after them and I guess she drove off campus. It was late. She was on I-65 just south of downtown. A truck had jackknifed, blocking both lanes. A police car had just gotten to the scene. She hit the cruiser without ever swerving. I believe she must have been very intoxicated. The police said they smelled alcohol.”

“How do you know?” I asked.

“I saw her, Miles. I talked to the police. It was instant. The steering wheel hit her chest. I’m so sorry.”

And I saw, you saw her and he said yes and I said how did she look and he said, just a bit of blood coming out of her nose, and I sat down on the floor of the gym. I could hear the Colonel still screaming, and I could feel hands on my back as I hunched forward, but I could only see her lying naked on a metal table, a small trickle of blood falling out of her half-teardrop nose, her green eyes open, staring off into the distance, her mouth turned up just enough to suggest the ides of a smile, and she had felt so warm against me, her mouth soft and warm on mine.

The Colonel and I are walking back to our dorm room in silence. I am staring at the ground beneath me. I cannot stop thinking that she is dead, and I cannot stop thinking that she cannot possibly dead. People do not just die. I can’t catch my breath. I feel afraid, like someone has told me they’re going to kick my ass after school and now it’s sixth period and I know full well what’s coming. It is so cold today – literally freezing – and I imagine running to the creek and diving in head first, the creek so shallow that my hands scrape against the rocks, and my body sides into the cold water, the shock of the cold giving way to numbness, and I would stay there, float down with that water first to the Cahaba River, then to the
Alabama River, then to Mobile Bay
and the Gulf of Mexico.