THE MEANINGS OF CLAY JENSEN’S DECISION TO APPROACH SKYE MILLER AS SEEN IN JAY ASHER’S THIRTEEN REASONS WHY

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Yosephin Diva Fabiola Nuralita
Student Number: 131214080

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this research thesis, which I have written, does not contain the work or part of other people, except those cited in the quotations and the references, as scientific thesis should.

Yogyakarta, 7 June 2018

The Writer

Yosephin Diva Fabiola Nuralita

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ABSTRACT


This research deals with the meanings of Clay Jensen’s decision in Jay Asher’s Thirteen Reasons Why. The novel tells about Clay Jensen who receives audiotapes from Hannah Baker, his crush who commits suicide two weeks ago. He starts listening to tapes. On the tapes, Hannah explains that there are thirteen reasons why she decides to end her life. Clay is one of them. If he listens, he’ll find out how he belongs to the list. When he listens to the tapes, Clay Jensen meets Skye Miller, his eighth-grade crush who has changed and always isolates herself. After he listens to all the audiotapes, he decides to approach Skye Miller.

The aim of this research is to find the meanings of Clay Jensen’s decision to approach Skye Miller after listening to Hannah Baker’s audiotapes of her suicide. There are two research questions to answer in this study, namely: (1) How are Clay Jensen and Skye Miller described in the novel? (2) What are the meanings of Clay Jensen’s decision to approach Skye Miller after listening to Hannah Baker’s audiotapes of her suicide?

This research is a qualitative research and uses document analysis technique. The primary data of the research is the novel and the secondary sources are taken from books, journals, essays, and internet. This research uses the psychological approach because it deals with human characteristics and behavior that also appears in novels. There are two theories applied in this study, the theory of hierarchy of needs and the theory of character and characterization.

There are two findings in this research. The first finding is the characteristics of Clay Jensen and Skye Miller. The first finding is about Clay Jensen’s characteristics which are introvert, nice, sensitive, over-thinker, shy, coward, and nerd while Skye Miller is rebellious, annoying and introvert. The second finding shows the surface meaning and the deeper meaning of Clay Jensen’s decision to approach Skye Miller after listening to Hannah Baker’s audiotapes. The surface meaning of his decision is that Skye Miller is his eighth-grade crush and he wants to fix their relationship. Then, the deeper meaning of Clay Jensen’s decision is that he wants to fix his mistake in the past he wants to live with no regret and guilty anymore. Moreover, the researcher realizes that this research is far from perfect. The researcher suggests future researchers to discuss this novel from different perspectives. They can discuss the reason(s) behind Hannah Baker’s decision to send audiotapes to her friends using psychological approach.

Keywords: Characteristics, motivation, safety needs, Clay Jensen, Skye Miller, Thirteen Reasons Why.
ABSTRAK


**Kata kunci:** Characteristics, motivation, safety needs, Clay Jensen, Skye Miller, Thirteen Reasons Why.
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CHAPTER I
INTRODUCTION

This chapter contains the introduction of the research. It consists of four parts which are Research Background, Research Questions, Significances of the Study, and Definitions of Terms. Research Background of the study contains the reasons why the researcher conducted this study. Research Questions contains the formulated questions discussed in this study. Significance of the Study contains the contribution of this study to the future research. Then, Definition of Terms contains the discussed terms that are used in this study in order to avoid misunderstanding.

A. Research Background

People agree that life is about choices. People will face a lot of choices in their lives. Kids perhaps will face problems about choosing whether they have to take a nap or go out playing. As they grow up, people will face more and more choices. The choices themselves will be more complicated. Sometimes, people should choose between two persons, working or getting married, even for staying or leaving. Moreover, in several cases, people are obligated to choose what the best for their lives or for others’. In fact, taking a choice is very close with people’s lives because their choices later will bring them to a higher level of their lives.

Making decision will never be separated from human life. According to Bardley (2004), decision theory is a study of how people make choices from a
variety of different context. It means, decision is an act or a choice that people take or make after thinking about some possibilities. Considering the meaning of decision, the researcher believes that before people make a choice, there are always considerations to think before they finally take a decision. In other words, there are reasons or motivations behind people’s decisions that become the answers why they choose or make decisions in their life.

Realizing the fact that people always make decisions based on some considerations, the researcher was interested to find the meanings behind someone’s decision seen from the reasons he/she has. The researcher chose to discuss a decision making that happens in a novel. The reason why the researcher chose to analyze the decision of a character in a novel itself is because novels are directly connected with human life, with men and women, and their relationships with their thoughts and feelings, and also with their passions and motives (Hudson, 2006, p. 163). According to Rohrberger and Woods (1971), a novel “reports the actions of individual characters with details sufficient and abundant to create the illusion of authenticity to the material facts of everyday world” (p.29). It means that characters in a novel are close to our daily lives.

The researcher chose to analyze a 2007 novel entitled *Thirteen Reasons Why* by an American author, Jay Asher. As a young adult novel, this novel deals with bullying, depression, and suicide issues among teenagers in a high school. This novel tells us a story about a young girl named Hannah Baker who commits suicide and records thirteen reasons why she ends up her life into seven audiotapes. Hannah Baker then asks one of her friends to send those recorders to
thirteen people that become the reasons why she ends up her life two weeks after her death. One of the receivers is Clay Jensen, Hannah Baker crush. Finding the fact that he actually is not one of the reasons why Hannah baker ends up her life, Clay Jensen realizes that Hannah Baker has crush on him. All those recorders he listens to affects his decision to be close to Skye Miller, his junior high crush.

A flood of emotion rushes into me. Pain and anger. Sadness and pity. But most surprising of all, hope. I keep walking. Skye’s footsteps are growing louder now. And the closer I get to her, the faster I walk, and the lighter I feel. My throat begins to relax. Two steps behind her, I say her name. “Skye.” (p.288)

When the researcher read the novel for the first time, the researcher thought that Clay Jensen would have no connection with Skye Miller and would do nothing with her. However, after he listens to Hannah Baker’s audiotapes, he decides to do something and try to approach Skye Miller. This novel tells the researcher how someone tragedy can affect someone else’s life.

The fact that Clay Jensen’s decision is different from other characters in this novel made the researcher interested to analyze it. In this study, the researcher discusses the meaning of Clay Jansen’s decision to approach Skye Miller in the ending of the story. The researcher hopes by this study, the true meaning of Clay Jensen’s decision to approach Skye Miller can be shown. In order to analyze Clay Jensen’s decision, this research uses some theories such as the theory of character and characterization, and theory of motivation using psychological approach.

There are several related studies that have discussed about this novel, but mostly they discuss about Hannah Baker herself as a victim of bullying and sexual harassment in school. The researcher is interested to discuss about the decision
that people make after they knowing Hannah Baker’s tragedy. The researcher hopes that by interpreting the meanings of this novel based on Clay Jensen decision, it can be useful to educators to use this novel as a source to teach in literature classes.

B. Research Questions

There are two research questions to solve:

1. How are Clay Jensen and Sky Miller described in the novel?
2. What are the meanings of Clay Jensen’s decision to approach Skye Miller after listening to Hannah Baker’s audiotapes of her suicide?

C. Significance of the Study

There are three significances which are expected from this study. This study is expected to give significances to English teachers, English students, and future researchers.

1. The Significances of the Study for English Teachers

This study is expected to enrich English teachers’ references in literature works such as drama and prose. It is also expected to help them to teach *Psikologi Remaja* because this novel contains so many good values that can be used to educate students.

2. The Significance of the Study for the English Students

This study is expected to help English students to understand more about the novel and give wider perspective to the students about the novel. The
researcher hopes that this study can widen the English students’ knowledge about literature, especially about novels.

3. The Significance for the Future Researchers

The researcher hopes that this study can be a reference for the future researchers to write a thesis regarding the same issues.

D. Definition of Terms

1. Characters

Characters are people who are represented in a dramatic or narrative work, who are interpreted by the readers as having certain morals, intellectual, and emotional qualities with the conclusion of what people say and their typical way of saying it or dialogue and from what they do or act (Abrams, 2009). According to Holman and Harmon (1986), characters are used to signify the individuals’ speech and actions (p.81). In this study, characters mean the persons who appear as the subjects of the novels.

2. Characteristics and Characterization

According to Feist and Feist (2009), a characteristic is defined as unique types of someone which include the attributes, such as physical appearance, intelligence, temprament, and other aptitudes. The research tried to analysze the characteristics of the Clay Jensen and Skye Miller in *Thirteen Reasons Why*. Abrams (2009), characterization is a method that is used to clarify particular characteristics on characters in a literary work. Moreover, Murphy (1972) states that there are nine techniques of characterization to describe the character in a literary work. They are personal description, character as seen by another, speech,
past life, conversation of others, reactions, direct comment, thoughts, and mannerisms.

3. Decision

Decision is the result of a response to something uncertain (Berkeley & Humhreys, 1982). It means that decision is a result of long considerations toward some uncertainty. According to Hansson (1994), the theory of decisions relates to goal-directed behaviors in the presence of options or it means that decision is a result of several options.

4. Motivation

Motivation is described as willingness, interest, and necessity of a person, which encourages behaviors toward goals (Huffman & Vernoy, 2000). It means that motivation is the reason for taking decision or doing something. In addition, Murphy (1964) states that motivation can be considered as a desire which means that it can be concluded as a willingness that triggers a person to take a decision.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into three parts. They are review of related studies, review of related theories, and theoretical framework. The review of related studies contains studies, comments, and criticism which is related to the writer’s research about *Thirteen Reasons Why*. Review of related theories contains the theories that are used in this study. Theoretical framework shows how the researcher uses the theories to answer the research questions.

A. Review of Related Studies

There have been some related studies of Jay Asher’s *Thirteen Reason Why*. There are two researchers that have researched this novel. Since this novel was really controversial, *Thirteen Reasons Why* is quite popular to be discussed on articles or research papers.

The first researcher is Asrifah A. Harahap (2015). Her research paper is titled *Final Paper: Bullying in Thirteen Reasons Why by Jay Asher*. In this study, there are three main points that are analyzed. First is about how bullying is portrayed in the novel. She explains the details of the bullying that happens in Hannah Baker’s school that become the reason why Hannah kills herself. Second is about Ego Defend Mechanism that Hannah does in the novel. It shows how Hannah tries to defense herself from the bullying she gets in school. Third is about Hannah as an object of men’s sexual desires in the novel. It explains how Hannah gets verbal and physical abuse from her friends in school. This becomes
the major reason why Hannah cannot stand for herself anymore and decides to end her life. In this research, Harahap (2015) employs psychological approach especially in analyzing bullying phenomenon. This research helped the researcher to understand more the background of Hannah’s death more that in the end affects her friends’ decision after her death.

The second researcher is Wuri Retno Martani (2017). Her research paper is titled *The Portrayal of Hannah’s Struggle in Facing Bullying in Jay Asher’s Thirteen Reasons Why*. This research focuses on Hannah’s experiences in facing bullying including physical bullying, verbal bullying, and mental bullying. Martani (2017) discusses how those kinds of bullying lead Hannah to finally commit suicide. Martani also mentions that bullying has become a serious issue in school and has become a fundamental issue in the world. This research helps the researcher to understand more about Hannah’s perspective in facing bullying and finally it leads her to commit suicide which in the end affects Clay Jensen decision to approach Skye Miller.

**B. Review of Related Theories**

In this study, there are several theories used. The theories are used to analyze and support the scientific data of the study. The theories are theory of character and characterization and also the theory of motivation.

1. **Theory of Character**

Every character has his or her own personalities which are written in the novel. Character becomes an important element of a novel that can be described based on the author of the novel. Abrams (2009) says that people who are
represented in a dramatic or narrative work are interpreted by the readers as possessing particular morals, intellectuals, and also emotional qualities that can be known from what the people say and their distinctive ways of saying it or the dialogues and from what they do or act. The basis of in the characters’ temperament, desires, and moral nature for their speeches and actions are called motivation (p.42). According to those statements, the researcher believes that to understand the characters of the novel, the researcher should imagine what the characters think, say and do in the novel. To characterize the characters of the novel, there is a theory called theory characterization.

2. **Theory of Characteristics and Characterization**

   According to Feist and Feist (2009), a characteristic is defined as unique types of someone which include the attributes, such as physical appearance, intelligence, temperament, and other aptitudes. Analyzing the characteristics of the characters in novels helps the researcher to understand about the plot of the story more. To find out the characteristics of the character that appear in the novel, the researcher used theory of characterization. Abrams (2009), characterization is defined as a method of establishing the distinctive characteristic in a literary work. (pp. 42-44). In addition, Murphy (1972) states that there are nine techniques of characterization to analyze the characters that appear in the story.

   a. **Personal Description**

      Murphy (1972) says that in personal description, appearance of the characters can be described by the author. The purpose is to give the readers
portraits of the characters in the story. The author can describe what the characters look like and other necessary details (pp. 161-162).

b. Character as Seen by Another

Murphy (1972) says that the author can describe the characters in the novel through opinions, attitudes, views, and comments of other characters. By capturing what other characters think about a character, the readers will catch a reflected image of those characters. It will help the readers to get more perspective of the characters (p.162)

c. Speech

Murphy (1972) says that the author also can describe the characters by analyzing the way the characters speak. The author usually gives clues about the characters of the described person through the language they use in conversations with other persons. Moreover, every time the characters state their opinions toward others, the readers will get more perspective about the characters (p. 164)

d. Past Life

Murphy (1972) says that the author uses the characters’ past life to shape characteristics of the characters. By using the characters past life, the author might lead the readers to an event when the readers will see the real character of the person described in the novel. This technique can be in a form of direct comments, that person’s thoughts. Her or his conversation with others and also by something extraordinary she or he has done (p. 166).

e. Conversation with Others

Murphy (1972) says that the author can provide explanations about
characters through conversations of other characters and what they say or think about her or him. The readers will get more clue to understand the characters through it. Moreover, it may reveal what kind of character she or he is (pp. 167-168).

f. Reactions

Murphy (1972) says that the author can describe the characteristics by displaying how the characters response or react to various situations and events in the novel. Their reactions will give the readers further clue about what characteristics the characters have (pp. 168-170).

g. Direct Comment

Murphy (1972) says that the author may give explicit comments as well as the author’s opinion related to the characters. The readers are expected to guess the meaning of the author’s comment. The purpose is to make the readers recognize what the author wants to reveal about the real portrait of the characters in the novel (pp 170-171)

h. Thought

Murphy (1972) says that the author also can give the readers a direct knowledge about a certain person and what different person is thinking about. The author can write something that will help the readers see how the characters are described. The readers will know what the characters think and feel (pp 171-172).
i. Mannerism

Murphy (1972) says that the manners or habits of the characters that appear in the novel also can describe the characteristics of the characters. It can be in negative or positive characteristics (p.173).

3. Theory of Motivation

According to Huffman and Venoy (2000), motivation can be considered as interest, willingness, and necessity of a person, which urge the behavior toward goals. It means that motivation becomes the reason why people decide something in their life. People will have their own motivation that make their choices are different from one another. This theory will be used to find out the reasons behind Clay Jensen’s decision. The theory of motivation is also related to the needs of human beings. Pettijohn (1992) describes Maslow’s (1970) hierarchy of needs as a humanistic theory that integrates several different types of needs.

People first must satisfy physiology needs, which include hunger, thirst and sex. Safety needs include security, stability, protection and freedom from fear and anxiety. Belongingness and love needs include motivates such as love and affection. Esteem needs include a high evaluation of oneself, self-respect, self-esteem. And the esteem of others. When these needs have been met, people are motivated by self-actualization, the full realization of one’s potential (p.375).

From the quotation above, the researcher believes that to fulfill the basic needs, people will do something. If the basic needs are fulfilled, people will try to achieve higher needs and so on. If the basic needs are not fulfilled, people will be motivated to do something. If the basic needs have not fulfilled yet, it is impossible for people to achieve higher need. For example, people will not go to
cinema if they are hungry. People will not be motivated to feel esteemed if they do not get enough attentions and love from surroundings.

C. Theoretical Framework

The researcher applied two theories in this study in order to answer the research questions. The theories are the theory of character and characterization by Murphy (1972) and the theory of hierarchy of needs by Maslow (1970). The theory of character and characterization answered the first research question about how Clay Jansen and Skye Miller are described in Jay Asher’s *Thirteen Reasons Why*. Then, the theory of hierarchy of needs answers the second research question about the meanings of Clay Jansen’s decision to approach Skye Miller after listening to Hannah Baker’s audiotapes.
CHAPTER III

METHODOLOGY

This chapter includes three sections, namely object of the study, approach of the study, and method of the study. Object of the study talks about the major subject of the study. It elaborates the physical description of the work studies, author, publisher, etc. Approach of the study describes the procedure the researcher uses to develop this study. Method of the study describes the procedure that is used to develop this study.

A. Object of the Study

This study analyzed a novel namely Thirteen Reasons Why by Jay Asher. Jay Asher is an American author who was born in California, September 30, 1975. He published Thirteen Reasons Why, in October 2007. Thirteen Reasons Why had won several awards and had received five stars from Teen Book Review. It also had received high reviews from fellow authors such as Ellen Hopkins, Chris Crutcher, and Gordon Korman. Thirteen Reasons Why also attracted Netflix to make a Television Serial with the same title. The series were shown on television on March, 2017.

The series received positive reviews from critics and audiences, who have praised its subject matter and acting, particularly the two leads, Dylan Minnette and Katherine Langford, who received a Golden Globe Award nomination for Best Actress in a Drama Series. Not only has the series got positive reviews, the series also has attracted controversies from some parties, including mental health
professionals, over the series’ graphic depiction of issues such as suicide and rape, along with other mature content.

This novel tells the readers about a story of a guy named Clay Jensen, who suddenly gets a box of audiotapes. When he listens to the audiotapes, he realizes that it is Hannah Baker’s recorder, her crush who commits suicide two weeks ago. The tapes contain Hannah’s stories about why she ends her life and the list of persons who are responsible for her death. Hannah makes two rules for people who are on the list. First, listen to all of the tapes. Second, pass the tapes to the next people on the list. While he is listening to Hannah’s tapes, he meets Skye Miller in Monet’s and on a bus and wonders why Skye always isolates belongs to the list based on Hannah Baker’s order, who is Jane, and he decides to get close to Skye Miller.

B. Approach of the Study

This study used psychological approach because the phenomena that happened in the novel had close relations to a real life. Psychological approach focuses on the complexity of thought and behavior. Freud (2002) states that psychoanalytic believe that personalities and behaviors are the reflections of the contests in the mind’s unconscious part.

Describing literature in the most venerable way as an art is presuming it as an imitation form. Seeing literature as a way of reproducing or recreating the experiences of life in words, explains literature’s relation to life (Johnson & Danziger, 1961, p.8)

Referring to the statements above, it can be concluded that people who are going to analyze characters in novel should consider the characters as real human
beings. The facts that the characters in the story may face some problems like human beings do, became the reason why the researcher chose to use psychological approach as an approach to find the meanings of Clay Jansen’s decision to approach Skye Miller.

C. Method of the Study

The researcher applied qualitative research to find the answers of the research questions. According to Cohen, Manion, and Morrison (2011), qualitative research provides a deep understanding of meanings, actions, observable and non-observable phenomena, attitudes, intentions and behaviors. It involving organizing, accounting for and explaining the data (p. 219). This research was focused on the phenomena that happened in a novel. Therefore, the researcher conducted a qualitative research in order to answer the research questions.

Ary, Jacobs and Razavieh (2002) state that there are many different type of qualitative research: ethnography, case studies, document analysis, naturalistic observation, focused interviews, phenomenological studies, grounded theory and historical studies. In this research, the researcher used document analysis technique. Document or content analysis focuses on analyzing and interpreting recorded material within its own context method to gather the data/sources. Ary, Jacobs and Razavieh (2002) say that the materials could be textbooks, newspaper, speeches, television programs, musical compositions, advertisements, or any host of other types of documents (p. 29). The document that is used in this research is the novel itself.
In document analysis, there are some purposes stated by Ary et al (2002) which are identifying bias prejudice, or propaganda in textbooks; analyzing types of error in students’ writings; the prevailing practice; discovering the level of difficulty of material textbooks or publications; discovering the relative importance of, or interest in, certain topic. This research aimed to find out the meaning of Clay Jensen’s to approach Skye Miller after listening to Hannah Baker’s audiotapes about her death as seen in Jay Asher’s *Thirteen Reasons Why*. The researcher tried to find out the reasons behind Clay Jensen’s decision that become his consideration.

In this research, the researcher became the ain instrument known as human instrument. As Ary et al (2002) says that it is believed that only human instrument which is capable of this task that the researcher, as an instrument, talk with people in the setting, observes their activities, read their documents and written records, and records this information in field notes and journals. The second intruments in this research are the documents. The document in this researcher is the Jay Asher’s novel named *Thirteen Reasons Why*. From the novel, the researcher analyzed the story based on the theory of motivation by Maslow.

In the data gathering, the researcher used the document analysis. The researcher used the whole novel in order to anaylze the whole story. The researcher started the first technique by reading the novel to understand the story, characters, plot, and setting of the novel. After that, the researcher analyzed the meanings of Clay Jensen’s decision as seen in the novel using theory of motivation by Maslow. It was not only the meanings but also the characters and
characterization that appear in the novel are analyzed using theory of character and characterization by Murphy. After that, the researcher took conclusion based on the analysis.
CHAPTER IV

ANALYSIS

This chapter consists two parts which aimed to answer the research questions of this study. The first part analyzes the description of Clay Jansen’s and Skye Miller’s characters using characterization theory. This part is to answer the first research question. The second part of this chapter analyzes the meanings of Clay Jansen’s decision to approach Skye Miller using the psychological approach and motivation theory. This part aims to answer the second research question of this study.

A. The Description of The Characters

In this part, the researcher analyzed the characters of Clay Jensen and Skye Miller using the theory of characters, characteristics and characterization. The researcher used nine technique of characterization by Murphy (1972). Analyzing the characteristics of the characters help the researcher to understand the plot of the story and it leads the researcher to find out the meaning of the main character’s decision.

1. The Description of Clay Jensen’s Characteristics

a. Introvert

In this novel, the story is told from Clay Jensen’s and Hannah Baker’s perspectives. Most of the time, it is told from conversations between Clay Jensen and other characters or monologs of himself during the time when he listens to the
tapes. According to Murphy (1972) characteristics of a character can be seen from her or his reaction or through her or his thoughts.

The first characteristic that the researcher finds is that Clay Jensen is an introverted person. Dossey (2016) describes that an introvert will embrace solitude by spending time alone; process their thoughts in their head rather than talk to others; focus on depth and not superficiality; are less demonstrative emotionally occasionally suffer from “people exhaustion” and need to retreat into aloneness to renew energy and clarity. In Clay Jensen’s case, the researcher found several provements that Clay Jensen is introvert.

He finds himself so hard to open to other people including his parents, friends, and a person that he likes.


“Can I listen?” she asks.

“It’s not mine,” I say. I scrape the toe of my shoe against the concrete floor. “I am helping a friend. It’s for history. It’s boring.” (p. 8)

His eyes stare a little too long, so I look over at his car. “I am heading to Rosie’s to see what’s up,” he says. “Can I give you I lift?”

“Thanks,” I say, “but I’m only walking a few blocks.” (p. 34)

From Clay’s conversation with his mom, the researcher can see how he reacts to hide something and he does not want to talk to his mom about the tapes. He chooses to lie and hide the truth. He also refuses Tony to give him a ride. He chooses to walk by himself. Those proofs show how Clay likes to keep everything for himself.
Other proofs can be seen from Clay Jensen’s thoughts toward himself or toward the situation that happens.

Or maybe I’ll take the tape somewhere else. Somewhere private. Because I can’t listen here. Not that Mom or Dad will recognize the voice in the speakers, but I need room, Room to breathe. (p. 22)

When I first saw that list, given to me in history class, there were few names I didn’t recognize. A few new students I hadn’t met yet or wasn’t sure I had their names right. But Hannah, I knew her name. And I laughed when I saw it. She was building quite a reputation in a short amount of time. (p. 39)

Which is why I don’t go to many parties. I’s so close to being valedictorian. One mistake could mess it up all for me. (p. 102)

God. What I wouldn’t give to relive that summer. When we were alone, it was so easy to talk to Hannah. It was so easy to laugh with her. But whenever people came around, I got shy. I backed off. I didn’t know how to act anymore. (p. 179)

From his thoughts, the researcher concludes that Clay wants to avoid people’s attention and he needs to deal with himself. He never comes to party, he likes quiet places, he does not know so many his friends’ names in school, and he gets confused how to act in public. All those characteristics show that Clay Jensen is an introverted person.

The proof that Clay Jensen is an introvert can also be found from other characters thoughts about him. Murphy (1972) states that author can describe the characters in the novel through opinions, attitudes, views, and comments of other characters. By capturing what other characters think about a character, the readers will catch a reflected image of that characters. It will help the readers to get more perspectives of the characters.

During one of my Clay Jensen gossip moments, I found out that you were to be at the party.
What? Clay Jensen at a party? Unheard of. (p. 203)

From what Hannah says, the researcher concludes that Clay rarely comes to parties until the news of him coming to the party surprises Hannah. It shows how Clay Jensen is an introvert.

b. Nice

Clay Jensen is a nice guy. This can be seen from the conversations of Clay Jensen and other characters in the novel. According to Murphy (1972) the author can provide explanations about characters through conversations of other characters and what they say or think about her or him. The readers will get more clues to understand the characters through it. Moreover, it may reveal what kind of character she or he is.

“Oh, hey,” his dad says, “I do remember you. You stayed for dinner once, right? Big on the ‘please’ and ‘thank – yours.’”
I smile.
“After you left, Tony’s mom was after us for a week to be more polite.”
What can I say? Parents like me. (pp. 31-32)

From those proofs, the researcher knows that Clay Jensen is a nice guy. He is very polite and his mom loves him so much, He does not seem like a naughty kid.

Other proofs can be seen from other characters’ thoughts about Clay Jensen. Hannah Baker and Skye Miller try to tell the readers that Clay Jensen is a nice guy.

“I always thought you were the nicest guy,” she says. “In school, everyone thoughts so. Kind of quiet, but that’s okay. Back then, people thought I talked too much.” (p. 71)

I’m not even sure how much of the real Clay Jensen I got to know over the years. Most of what I knew was seconhand information. And that’s why I wanted to know him better. Because everything I heard—and I mean everything!—was good. (p. 198)
Overhearing gossip about Clay became a similar distraction. And I like said, I didn’t know him very well, but my ears perked up whenever I heard his name. I guess I wanted to hear something—anything—juicy. Not because I wanted spread gossip. I just couldn’t believe someone could be that good. (p. 199)

Clay, honey, your name does not belong on the list. (p. 200).

So there you were, letting me connect with you, And when I couldn’t do that anymore, when I pulled the conversation to lighter topics, you made me laugh. And you were hilarious, Clay. You were exactly I needed (p. 213)

From Skye Miller’s and Hannah Baker’s thoughts about Clay Jensen, the researcher took conclusion that Clay Jensen is really a nice person. Skye tries to tell him that everybody in his junior high school thought he was nice. Hannah Baker in her audiotapes also describes Clay Jensen as a very nice person. Everything that Hannah hears about Clay is about good things. Hannah even mentions that Clay does not belong to the list of people who are responsible to Hannah’s death. Hannah also thinks that Clay is nice because he lets Hannah connect with him and Clay is the one that Hannah needs.

In the novel, the researcher also finds that Clay describes himself as a nice guy. He talks to himself about his reputation and his thoughts about Hannah Baker.

“That’s me. Nice guy Clay.” (p. 71)

I hardly knew Hannah Baker. I mean, I wanted to. I wanted to know her more than I had the chance. Over the summer, we worked together at the movie theater. And not long ago, at a party, we made out. But we never had the chance to get closer. And not once did I take her for granted. Not once (p. 10)
Form Clay’s thought about himself and about Hannah Baker, the researcher knows that Clay Jensen is a nice guy and he tries to be nice to Hannah and never takes Hannah for granted.

c. Sensitive

Clay Jensen is also a sensitive person. It can be found from his monologs when he is listening to the audiotapes.

I swallow hard. Tears sting at the corners of my eyes. Because it’s Hannah’s voice. A voice I thought I’d never hear again. I can’t throw it away. (p. 16)

I caught Alex to keep him from falling. I asked if he was okay, but he just ignored me, picked up his backpack, and hurried down the hall. Did I do something to piss him off, I wondered. I couldn’t think anymore. (p. 46)

I want to, but I’m too intimidated to look at the people around me. The have to be watching me now. Trying to understand the pained look on my face. Trying to figure out who this poor kid, listening to audiotapes. (p. 89)

I felt like crying when I watched Jenny walk out of Biology. Every time I saw a reaction like that, with her, with Mr. Porter, it threw me back to the moment I found out about Hannah myself. When I did cry. (p. 133).

Even if I thought you might be there, I still would’ve stayed at home. With the way you ignored me at school, I assumed you would ignore there, too. And that was a theory too painful prove. (p. 257)

With my face pressing the against the bars, I begin to cry. If anyone is walking through the park, I know they can hear me. But I don’t care if they hear me because I can’t believe I just heard the last words I’ll ever hear from Hannah Baker. “I’m sorry.” Once again, those were the words. And now, anytime someone says I’m sorry, I am going to think of her. (p. 280)

From Clay Jensen’s thoughts about himself and toward the situation that remind him of Hannah Baker, the researcher can see that Clay Jensen is a sensitive person. He gets emotional easily and he without hesitation will cry to show his feelings. He also feels something wrong happens with him if people
ignore him. He thinks about it too much and keeps wondering what happens with him.

d. Over-thinker

Clay Jensen is over-thinker. It can be seen from Clay’s reactions when he is listening to Hannah audiotapes and other events. According to Murphy (1972) characteristics of a character can be seen from her or his reaction or through her or his thoughts. Some of the proofs also came from his thoughts about what other characters do.

I should have waited till after school. I should have given Jenny one final day of peace. Though she doesn’t deserve it. When she gets home tomorrow, or the next day, she’ll find a package on her doorstep. Or if her mom or dad or someone else gets there first, maybe she’ll find it on her bed. And she’ll be excited. A package with no return address? Did they forget, or was it intentional? Maybe from a secret admirer? (p. 2)

Someone made a copy and sent them to me as a joke. Tomorrow at school, someone will laugh when they see me, or they’ll smirk and look away. And then I’ll know. And then? What will I do then? I don’t know. (p. 11)

So where am I on the list, among these stories? Second? Third? Does it get worse as it goes along? She said lucky number thirteen could take the tapes to hell. (p. 13)

And what about me? What did I do? How will Hannah say that I scared her? Because I have no idea. And after people hear about it, what they are going to think when they see me? Some of them, at least two of them, already know why I’m on here. Do they see me differently now? (p. 41)

Would Justin have been wiped out the picture? Would the rumors never have stopped? Would Hanna still be alive? (p. 44)

Was it pain on Mr. Porter’s face? Or was it fear? He just stood there, staring at Hannah’s desk. Through her desk. And no one said a word, but we looked around. At each other. Then he left. Mr. Porter walked out of class and didn’t come back for a week. Why? Did he know? Did he know because something he’d done? (p. 57)
I’m afraid to look, but I wonder if people in Monet’s are staring at me. Can they tell, based on my reactions, that it’s no music I’m listening to? Or maybe no one’s noticed. Why would they? Why should they care what I’m listening to? (p. 79)

From all the proofs above, the researcher can conclude that Clay Jensen always thinks about everything and sometimes he thinks too much. He keeps questioning himself about the possibility that might happen. He worries too much and sometimes he asks himself unnecessary questions. Moreover, he often feels worry about what people might think about him. He becomes confused easily too.

In addition, when Clay will pay milkshake he ordered, the guy from Rosie’s ignores his money and tells him that Clay looks not okay. He says that something wrong happens with him. What he says affects his mind and the way he acts. Murphy (1972) states that characteristics of a character can also be seen through opinions, attitudes, views, and comments of other characters.

He winds the straw tighter and tighter. “I’m serious. It was only a milkshake. And like I said, I don’t know what’s going on, and I don’t know how I can help, but something’s clearly gone wrong in your life, so I want you to keep your money.” (pp.192-193)

The proof above shows that Clay acts weird and it can be because he looks worry and confused with himself and the guy from Rosie’s notices it.

e. Shy

Clay Jensen is also a shy person. According to Condon and Ruth-Sadh (2013), the main difference between introversion and shame is that shame is a painful way to be, while introversion is not. Even if both introversion and shame look almost the same but they are not. Form several thoughts of himself, he shows
how shy he is. He tries to explain himself when it deals with what happens with him when Hannah was still alive.

Because I wanted to talk to Hannah so many times after Kat’s going-away party, but I was too shy. Too afraid. Watching Justin and his friends that day, I got the sense that there was more to her than I knew. (p. 29)

But whenever people came around, I got shy. I backed off. I didn’t know how to act anymore. (p. 179)

It seems like Clay Jensen realizes how shy he is to approach Hannah when she was still alive and he mostly fails to do that because of it.

f. Coward

From two other characteristics that Clay has, which are introverted and shy, the researcher also sees how Clay Jensen is a coward. He even tells himself how cowardly he is.

Ever since Kat’s going-away party, I couldn’t stop thinking about Hannah. How she looked. How she acted. How it never matched up with what I heard. But I was too afraid to find out for sure. Too afraid she might laugh if I ask her out. Just too afraid. (p. 126)

We didn’t get the chance because I was afraid. Afraid I had no chance with you. (p. 207)

I was too soon, I told myself. I went to the party telling myself that if Hannah Baker showed up, I was going to talk to her. It was time. I didn’t care who was there, I was going to keep my eyes focused on her and we were going to talk. But then she walked in and I freaked out. (p. 208)

I knew they weren’t true, Hannah. I mean, I hoped they weren’t true. But I was too afraid to find out. (p. 211)

Why did I listen? Why did I leave her there? She needed me and I knew that. But I was scared. Once again, I let myself get scared. (p. 216)

No! He cannot know about this. Hannah and I both have Mr. Porter for first-period English. I see him every day. I do not want to know about this. Not about me. Not about anyone. To
bring an adult into this, someone from school, is beyond what I imagined. (p. 269)

How many times after the party did I stand right here, when Hannah was still alive, thinking my chances with her were over? Thinking I said or did something wrong. Too afraid to talk to her again. Too afraid to try. (p. 285)

Form all Clay’s thoughts, the researcher believes that Clay is a coward. He always fails to approach Hannah even when he has chances because he is too afraid. He is also afraid to let Mr. Porter knows about the tapes. He thinks about his reputation.

g. Nerd

Related to Clay’s personalities that are nice but also introverted, the researcher thought that Clay is also a nerd. It can be seen from his thoughts about himself and how he thinks how he looks from other characters’ perspectives.

God. I thought she was so pretty. And new to this town, that’s what really got me. Around the opposite sex, especially back then, my tongue twisted into knots even a Boy Scout would walk away from. But around her I could be the new and improved Clay Jensen, high school freshman. (p. 17)

Hannah was beyond me, I figured. Too experienced to even think about me. (p. 30)

How was I to know every single one of those girls would call me? I assumed everyone at school saw the survey as a joke. Just a fund-raiser for Cheer Camp. (p. 123)

From those proofs, the researcher can conclude that Clay Jensen is also a nerd. He even thinks that Hannah Baker will not see him because of his reputation. He also has an expectation when he knows Hannah Baker is new in school that he will improve and be a new person. Moreover, it seemed that Clay cannot even guess what the girls in school who will call him.
2. The Description of Skye Miller’s Characteristics

a. Rebellious

In this novel, Skye Miller only appears three times. She looks like has no connection with the story of Hannah Baker’s death or Clay Jensen, but actually she really has a big role in the story. Skye Miller is a “punk”. It is shown from Clay Jensen description about her appearance when they meet in Monet’s. Murphy (1972) states that the author can describe the characters in the novel through opinions, attitudes, views, and comments of other characters.

She’s checking to see if they’re full. A couple of black lines, a tattoo, stretch up from her collar and disappear into her short, cropped hair (p. 70)

“You wouldn’t recognize me,” she says. “I’ve changed a lot since high school.” She rolls her heavily made-up eyes. “Thank God.” (p. 70)

Skye’s always been pretty, but she acts like the thought’s never crossed her mind. Especially the past couple years. She dresses in a dull, loose clothing every day. Almost burying herself within them. Tonight, it’s a bulky gray sweatshirt and matching pants. (p. 104)

From what Clay Jensen tries to explain about Skye Miller’s appearance, the researcher concluded that Skye Miller is rebellious. Her appearance that looks like a rebellion can be connected to her personality. Moreover, the way Skye talks to Clay, it shows that she is full of confidence with her look now and she is glad that she changes.

b. Annoying

Skye Miller is also annoying. It can be seen in how she describes herself to Clay Jensen based on what their junior high friends think about her.

“Back then, people thought I talked too much.” (p. 71)
It shows how Skye Miller’s friends in junior high think how annoying she is and Skye tells it to Clay with no pressure at all. It means she also notices it. Other proofs also can be seen from Skye’s reactions toward Clay Jensen in a bus.

Skye Miller. My eight-grade crush. She smiles, or maybe it’s more of a smirk, because she knows she startled the hell out of me. (p.104)

The smirk returns. Her eyes stay focused on mine. She’s trying so hard to make me feel uncomfortable. And it’s working (p.105).

Her reactions above proved that Skye Miller is annoying and she knows it.

c. Introvert

Beside of her rebellious and annoying personalities, Skye Miller is also an introvert just like Clay Jensen. It can be seen from Clay Jensen’s explanation about Skye Miller’s past. According to Murphy (1972), the author uses the characters’ past life to shape characteristics of the characters. By using the characters past life, the author might lead the readers to an event when the readers will see the real character of the person described in the novel.

Why does she do this? What happened between eighth grade and now? Why does she insist on being and outcast? What changed? No one knows. One day, at least it seemed that fast, she just stop wanting to be part of anything. (p. 105)

Last night, on the bus, I left without talking to Skye. I wanted to talk to her, I tried to, but I let her slide out of the conversation. Over the years, she’s learned how to avoid people. Everyone. (p. 287)

From Clay’s explanation, the researcher understands that Skye Miller becomes an introvert and starts avoiding people including Clay Jensen. Her introvert personality also can be seen from the way she ignores Clay’s question and her reaction when she sees Clay Jensen in school.

“I’m not going anywhere,” finally she says. (p. 105)
Beyond him, in the hallway, the girl turns. It’s Skye. The back of my neck start sweating. She looks at me and I hold her gaze for few steps, then she turns to keep walking. (p. 287)

Skye Miller does not want to tell people what happens with her or even where she wants to go. It proves that she is an introvert.

B. The Meanings of Clay Jensen’s Decision to Approach Skye Miller after Listening Hannah Baker’s Audiotapes

This section provides the meanings of Clay Jensen’s decision to approach Skye Miller. There are two parts of this section. First section is the discussion about the surface meaning of his decision. Second section is the discussion of the deeper meaning of his decision. To answer this research question, the researcher used the theory of motivation which is hierarchy of need to find out the reasons behind Clay Jensen’s decision.

1. The Surface Meaning of Clay Jensen’s decision to approach Skye Miller

In this novel, the story begins when Clay Jensen receives a box of audiotapes from his crush, Hannah Baker. Hannah Baker kills herself two weeks before Clay Jensen receives the audiotapes. When Clay Jensen listens to the audiotapes, he is shocked because the voice from the audiotapes is the voice of Hannah Baker and she is telling a story why she ends her life. He keeps listening to the audiotapes and follows Hannah’s order to visit several spots on a map that Hannah gives to him along with the audiotapes.

While he is listening to the audiotapes at Monet’s, Clay Jensen meets a girl that looks like a punk girl and he barely recognizes her. The girl works at Monet’s as a waitress. She tries to talk to Clay by asking what he is listening to. This girl
also tells Clay that they went to the same school two years ago. This girl tells Clay that they even have one class together but they do not talk much. Clay still cannot recognize her.

In the end of the story, Clay finally decides to approach Skye and he tries to talk with Skye by calling her name, even though at first, he does not even remember her. It shows that the relationship between Clay and Skye is not that good in the story or even back then when they are in the middle school. When they stop the conversation at Monet’s, Skye says that maybe she will see Clay sometimes when they have more time.

She turns back to me and we shake hands again. “Well, maybe I’ll see you around, when there’s more time to talk.” (p. 70)

At one point, it seems like Skye tries to persuade Clay to talk again with her by giving the words “when there’s more time to talk”. Besides, after they meet at Monet’s, Clay and Skye meet again on a bus. Clay finally remembers her as Skye Miller, his eighth-grade crush.

Skye Miller. My eighth-grade crush. She smiles, or maybe it’s more of a smirk, because she knows she startled the hell out of me. Skye always been pretty, but she acts like the thought’s never crossed her mind. Especially the past couple years. She dressed in dull, loose clothing every day. Almost burying herself within them. Tonight, it’s a bulky gray sweatshirt and matching pants. (p. 105)

When Clay finally remembers her as his eight-grade crush, he tries to talk to her. He asks the same question that Skye gives him first which is “Where are you going?” (p. 105). However, Skye does not give the answer Clay wants. She answers with “I am not going anywhere,” (p. 105).
The conversations they have on a bus should end because Clay chooses to continue his journey through Hannah’s map and audiotapes but he also thinks the possibility if he stays and try to talk to Skye.

But this is my stop and I should get off. It’s halfway between two of the red stars: Tyler’s house and Courtney’s. Or instead, I could stay and talk with Skye. To be more exact, I could stay and try to talk with her. An almost guaranteed one-way conversation. (p. 105)

From Clay’s thought, the researcher believes that since that time, Clay actually wants to stay and approach Skye Miller even though he decides not to do that on the bus. In the end of the story, when Clay comes to school to give the audiotapes to Mr. Porter, he sees Skye there. At first, he thinks that he can ignore her but he finally decides to walk after Skye and calls her name.

Last night, on the bus, I left without talking to Skye. I wanted to talk to her, I tried to, but I let her slide out of the conversation. Over the years, she’s learned how to avoid people. Everyone. (p. 287)

Skye’s footsteps are growing louder now. And the closer I get to her, the faster I walk, and the lighter I feel. My throat begins to relax. Two steps behind her, I say her name. “Skye.” (p. 288)

From that proofs, the researcher can conclude that the surface meaning of Clay’s Jensen decision to approach Skye Miller in the story is because Skye is his friend and his ex-crush and he tries to fix his relationship with Skye Miller since he fails to talk with her on the bus.

2. The Deeper Meaning of Clay Jensen’s Decision to Approach Skye Miller after Listening to Hannah Baker’s Audiotapes

As the researcher has analyzed the surface meaning of Clay Jensen’s decision, in this part researcher concludes that the deeper meaning of his decision is not because Clay Jensen’s finally remembers Skye Miller as his ex-crush and he
is brave enough to approach Skye Miller now but because he wants to help Skye Miller as he is guilty of losing Hannah Baker. It shows that his decision matches with the second level of the theory of hierarchy of needs which is safety needs. According to Maslow (1972), safety needs include security, stability, protection, and freedom from fear and anxiety.

Before an individual can achieve this level, he or she should achieve the first level of hierarchy of need which is physiology needs. Maslow (1972) states that physiology needs deal with hunger, thirst, and sex. Even though Clay Jensen is an introvert but he has a place, food, love from his parents, and he also has experienced kissing. Clay Jensen has achieved that level and it can be seen from several proofs.

“Well, that’s nice of you,” she says. She leans over my shoulder and lifts a dusty rag, one of my old cloth diapers, to remove a tape measure hidden underneath. Then she kisses my forehead. “I’ll leave you on peace.” (p. 9)

Mom laughs. She places a hand on top of my head and uses her thumb to smooth out the wrinkled on my forehead. “Don’t look so amazed, Clay. This place has been around forever.” She pulls out a ten-dollar bill and lays it on top of the shoebox. “Have what you want, but have a malted shake for me.” (p. 152)

Then, last summer at a friend’s house, we played spin the bottle after a bunch of us admitted we were spin-the-bottle virgins. And I refused to let the game end till my spin landed on Angela. Or till her spin landed on me. When that happened, I pressed my lips, agonizingly slowly and precisely, against hers. (p. 53)

From the quotations above, the researcher believes that Clay has already fulfilled the criteria of physiology needs. He has a mom who loves him and gives him money to get food, he has a place since he still lives with his parents, he also has experienced kissing which becomes part of sexual experiences.
After Clay Jensen fulfilled the first level of hierarchy needs, the next level that should be fulfilled is safety needs. From the novel, the researcher believes that Clay Jensen has not fulfilled this level. After the death of Hannah Baker, his crush, Clay lives in guilt and regret. He always regrets that he cannot do anything to help Hannah when she was still alive. He knows that actually he gets so many chances to help Hannah but he never does that. He is too shy and too afraid to take a step to talk and approach Hannah. He is not brave enough to be close with Hannah even when he tries several times.

When he receives the audiotapes from Hannah Baker, he listens to every story and also follows the map Hannah gives to him. He tries to figure out what he did to Hannah, because in the first audiotape, Hannah says that she is going to tell the listeners of the audiotapes a story of her life or more specifically why her life ends. Hannah also mentions that if the persons who listens to the audiotapes are the reasons why she dies.

I hope you’re ready, because I’m going to tell you the story of my life. More specifically, why my life ended. And if you’re listening to these tapes, you’re of the reasons why. (p. 7)

I’m not saying which tape brings you into the story. But fear not, if you received this lovely little box, your name will pop up…I promise. (p. 7) With the fact that his name is on the list Hannah makes, Clay feels so confused but also guilty at the same time. He tries to find out what really happens with Hannah and the more he listens to the tapes the more he gets shocked.

What was I doing, Hannah? Because I honestly have no idea. That night, if it’s the night I’m thinking of, was just as strange for me as it was for you. Maybe more so, since I still have no idea what the hell that happened. (p. 13)
At one time, Clay realizes that something must have happened till Hannah makes the audiotapes and the persons on the list should listen to it.

The stories must be bad. Really bad. That’s the only reason the tapes are passing on from one person to the next. Out of fear. (p. 14)

Believing on that fact, he keeps listening to the audiotapes carefully. He tries to understand every story that Hannah tries to tell.

He spends the night by coming to the places Hannah mentions in the audiotapes and based on the map Hannah gives. One by one story he listens but still he has not got the clue. He starts getting curious but also afraid of what will come in the tapes.

As the stories go by, one by one, I find myself relieved when my name isn’t mentioned. Followed by a fear of what she hasn’t yet said, of what she’s going to say, when my turn over with. What did I do to you, Hannah? (p. 73)

Tell us. Please, Hannah. Tell me why I’m listening to this. Why me? (p.83)

The guilty feelings start getting bigger, Clay admits that it’s not enough only listen to the stories without following the map. He realizes that he needs to follow every place in the map because he really wants to find out what happened.

Why do I feel so compelled to follow her map? I don’t need to. I’m listening to the tapes, every single one, front and back, and that should be enough. But it’s not. (p.101)

I’m not following the map because she wants me to. I’m following it because I need to understand. Whatever it takes, I need to truly understand what happened to her (p.101)

From what Clay thinks about his decision to follow the map that is not for Hannah but for him, the researcher concludes that his decision comes from the
regret and guilty feelings. He knows he needs to find out because he really has no idea what he has done to Hannah.

When it comes to the story of what Zach does to Hannah, Clay realizes that Hannah is depressed. A lot of things happen in her life and she has no courage to survive except the message she gets from peer communication class. Hannah mentions that Zach stills the notes from Hannah’s bag. Hannah feels so upset because after all the problems she get, the only encouragements she has are some notes from her friends in peer communication class, but Zach takes the notes, all of them. In the middle of Hannah’s story about Zach, Clay realizes that Hannah changes her look by cutting her hair very short and she wants everybody notices it but no one does.

So what tipped me off? It’s simple, really. Everyone else was getting notes. Everyone! And for the most insignificant of things. Any time someone even got a haircut they got a bunch of notes. And there were people in that class I considered friends who would have put something in my bag after I chopped off most of my hair. (p. 163)

Wow! That’s weird. All those warning signs they tell us to watch out for, they’re true. I went straight from Rosie’s to get my hair cut. I needed change, just like they said, so I changed my appearance. The only thing I still had control over. (p. 163)

When Clay Jensen listens to that part he realizes that Hannah already gives them clue that something happens with her. She suddenly cuts her hair very short and people do not notice it.

The haircut. Everting your eyes in the halls. You were careful, but still, there were signs. Little signs. But they were there. (p. 170)

More surprisingly, in the peer communication class after Mrs. Bradley finds someone writes down about suicide, she passes a flyer about suicidal individual’s sign, and the change of look is one the signs.
At the of the class, Mrs. Bradley passed out a flyer called The Warning Signs of a Suicidal Individual. Guess what was right up there in the top five? “A sudden change in appearance.” I tugged on the ends of my newly cropped hair. (p. 173)

After Clay listens to several stories, he finally comes to his part of the story. Hannah mentions how Clay takes part of her story. She explains that Clay is actually a good person and his name does not belong to the list at all. Hannah admits that she is the one who pushes away Clay in the party and it is not Clay’s fault. Knowing the truth that Hannah likes him back, Clay feels guiltier because he really leaves when Hannah tells him to leave her alone. Instead of leaving Hannah, he can stay and help Hannah but he does not do that.

My eyes sting. Not from the salt in my tears, but because I haven’t closed them since learning Hannah cried when I left the room. (p. 218)

From Clay’s thought, it shows that he feels so guilty not to stay and give his hands and ears to help Hannah gets through her problems. Hence, she ends up killing herself.

All his decisions he makes when Hannah is still alive make Clay Jensen feels so afraid to make same mistakes. He does not want to live with regret and guilt. He does want to be a coward anymore. He wants to be free from fear and insecurity. It provokes his decision to approach Skye Miller. Skye Miller is Clay’s eighth-grade crush that meets him at Monet’s after several years. They meet again when Skye works there and Clay comes to visit and to listen to Hannah’s audiotapes. When they meet again, Clay sees that Skye changes and he almost cannot recognize her at all. Even when Skye tries to talk to him and tell him that
they go to the same junior high, Clay still cannot remember her. It shows that Skye also changes her look like what Hannah does.

She’s checking to see if they’re full. A couple of black lines, a tattoo, stretch up from her collar and disappear into her short, cropped hair (p. 70)

“You wouldn’t recognize me,” she says. “I’ve changed a lot since high school.” She rolls her heavily made-up eyes. “Thank God.” (p. 70)

Besides, Skye Miller also shows the same attitude like Hannah does. Both Hannah and Skye push people away from their lives. When people try to help them, they ignore it. When Clay Jensen realizes that he once leaves away Hannah, he knows this time he cannot do the same thing. It becomes clearer when They meet again on a bus and in their school.

Why does she do this? What happened between eighth grade and now? Why does she insist on being an outcast? What changed? No one knows. One day, at least it seemed that fast, she just stopped wanting to be part of anything. (p. 105)

Last night, on the bus, I left without talking to Skye. I wanted to talk to her, I tried to, but I let her slide out of the conversation. Over the years, she’s learned how to avoid people. Everyone. (p. 287)

“I’m not going anywhere,” finally she says. (p. 105)

Beyond him, in the hallway, the girl turns. It’s Skye. The back of my neck start sweating. She looks at me and I hold her gaze for few steps, then she turns to keep walking. (p. 287)

Comparing with what Skye does to Clay, the researcher also finds it on Hannah.

“Stop,” I repeated. This time I moved my hands under your chest and pushed you away. I turned to the side, burying my face I the pillow. And then you stopped talking. You heard me. The bed lifted on your side as you got up to leave the room. But it took you forever to leave, to realize that I was serious. (p. 216)

From both similarity, Clay Jensen realize that Skye might have the same problem with Hannah, Skye might need help and this time Clay should help Skye.
In the end of the story, even when Skye tries to avoid Clay, Clay encourages himself to approach Skye. When he tries to follow Skye, he starts relieved.

I step away from my locker and watch her continue down the hall. (p. 287) But Skye’s walking down the same stretch of hall where I watched Hannah slip away two weeks ago. On the day, Hannah disappeared into a crowd of students, allowing the tapes to say her-goodbye. But I can still hear the footsteps of Skye Miller, sounding weaker and weaker the further she gets. And I start walking toward her. (p. 287)

A flood of emotion rushes into me. Pain and anger. Sadness and pity. But most surprising of all, hope. I keep walking. Skye’s footsteps are growing louder now. And the closer I get to her, the faster I walk, and the lighter I feel. My throat begins to relax. Two steps behind her, I say her name. “Skye.” (p. 288)

As what researcher has read from those lines, the researcher concludes that Clay Jensen feels that he should help Skye because he does not want to lose another person in his life, especially those who are important for him. Clay also mentions that he feels a hope when he tries to approach Skye and his way becomes lighter. It shows how he expects that he will live with no guilt after he can approach and help Skye. Moreover, he wants to fix his mistakes in the past that let Hannah pushes him away and he leaves Hannah. He wants to do something right this time for Skye and his own sake. It matches with the theory of hierarchy of needs that and individual will do something to get security, stability, protection and freedom from fear and anxiety.
CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of three parts. The first part is conclusions, which discuss the findings of two research questions. The second part is implications, which are related to education field. The last is suggestions, which contain the recommendations for English lecturers to implement the novel in their classes and for the future researchers who want to conduct their researches on Jay Asher’s *Thirteen Reasons Why*.

A. Conclusions

There are two things that can be concluded from this research. First is the characteristics of the characters, Clay Jensen and Skye Miller. Second is the meanings of Clay Jensen decision to approach Skye Miller after listening to Hannah Baker’s audiotapes. The first finding is about Clay Jensen’s characteristics which are introvert, nice, sensitive, over-thinker, shy, coward, and nerd while Skye Miller is rebellious, annoying and introvert.

The second finding shows the surface meaning and the deeper meaning of Clay Jensen’s decision to approach Skye Miller after listening Hannah Baker’s audiotapes. The surface meaning of his decision is that Skye is his friend and his ex-crush and he tries to fix his relationship with Skye Miller since he fails to talk with her on the bus.
Then, the deeper meaning of Clay Jensen’s decision is that he wants to fix his mistake in the past by approaching helping Skye Miller and he want to live with no regret and guilty anymore as his fulfillment of his safety needs.

B. Implications

This section contains three parts which are the implication of the study for English teacher, the implication of the study for English students and the implication of the study for future researchers.

1. The Implication of the Study for English Teachers

This study is expected to enrich English teachers’ references in literature works in literature classes such as Book Report and Prose. It is also expected to help English teacher to teach Psikologi Remaja because this novel contains so many issues about teenagers concluding bullying, depression, and suicidal tendency in teenager’s life. This novel also contains good values that can be used to educate students.

2. The Implication of the Study for the English Students

This study is expected to help English students to understand more about the novel and give wider perspective to the students about the novel. The researcher hopes that this study can widen the English students’ knowledge about literature, especially about novels. Moreover, it also important to understand current issues that happen in surroundings.
3. The Implication for the Future Researchers

This study can be a reference for the future researchers to write a thesis regarding the same issues and helps the future researchers to get wider perspective of the same novels or issues.

C. Suggestions

There are three suggestions in this section. The first suggestion is for English lecturers, the second is for English students and the third is for future researchers.

1. The Suggestion for English Lecturers

This research can help lecturers to teach Literature, Book Report, Prose, and also Psikologi Remaja. The finding of the first research question about the characters’ characteristics which are conducted by using the theory of character and characterization can help lecturers in teaching Literature and Book Report. While the finding of the second research question which is about the literal and true meanings of Clay Jansen’s decision to approach Skye Miller answered by the theory of Hierarchy of Needs, can help lecturers in teaching Psikologi Remaja.

2. The Suggestion for English Students

This research will help English students to learn the current issues that happen in school and how to overcome them. It is also suggested that English students use this novel in literature classes because it talks about the relationship between teenagers with simple words. It can also help beginner students in learning English better.
3. **Suggestion for Future Researchers**

The researcher suggests future researchers to discuss this novel from different perspectives. They can discuss about the reasons behind Hannah Baker’s decision to send the audiotapes to her friends using psychological approach.
REFERENCES


APPENDICES
Appendix 1.

Biography of Jay Asher

Jay Asher was born in Arcadia, California on September 30, 1975. He grew up in a family that encouraged all of his interests, from playing the guitar to his writing. He attended Cuesta College right after graduating from high school. It was here where he wrote his first two children’s books for a class called Children’s Literature Appreciation. At this point in his life, he had decided he wanted to become an elementary school teacher. He then transferred to California Polytechnic State University in San Luis Obispo where he left his senior year in order to pursue his career as a serious writer. Throughout his life he worked in various establishments, including as a salesman in a shoe store and in libraries and bookstores. Many of his work experiences had an impact on some aspect of his writing.

He has published only one book to date, *Thirteen Reasons Why*, which was published in October 2007. He is currently working on his second Young Adult novel and has written several picture books and screen plays. *Thirteen Reasons Why* has won several awards and has received five stars from Teen Book Review. It also has received high reviews from fellow authors such as Ellen Hopkins, Chris Crutcher and Gordon Korman.

Adapted from: https://www.goodreads.com/author/show/569269.Jay_Asher
Appendix 2.

Summary of Thirteen Reason Why

Clay Jensen returns home from school to find a mysterious box with his name on it lying on his porch. Inside he discovers audiotapes recorded by Hannah Baker—his classmate and crush—who committed suicide two weeks earlier. He starts listening to tapes. On the tapes, Hannah explains that there are thirteen reasons why she decided to end her life. Clay is one of them. If he listens, he’ll find out how he made the list. On the way he listens to the tapes Clay Jensen meets Skye Miller, his eighth-grade crush who has changes and always isolates herself. After he listens to all the audiotapes, he decides to approach Skye Miller.

Adapted from: http://www.thirteenreasonswhy.com/thirteenreasonswhy.html