

AN ANALYSIS OF THE MAIN CHARACTER'S CONFLICTS IN "*THIRTEEN REASONS WHY*" BY JAY ASHER

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Abstract

This research entitled "An Analysis of the Main Character's Conflicts in Thirteen Reasons Why by Jay Asher" was purposed to describe the main character's conflicts. This research was in qualitative form. The method used is descriptive method. The source of data was taken from the novel Thirteen Reasons Why, published by Razorbill, USA 2007. This novel consists of 288 pages. The data in this research was taken from quotation words, phrases and sentences in the novel Thirteen Reasons Why. The research approach used in this research was structural approach. Based on the results of data analysis, it can be concluded that: First, the internal conflicts that happened to Hannah manifested by disappointment, sadness, confusion, anxiety, fear, suspicion, panic, trauma and boredom. Second, the external conflicts that happened to Hannah between the other characters shown as quarrel, oppression, debate, betrayal, and disagreement. The results of this research, especially for the students in English Education Study Program, are recommended to use this novel as one of the supporting materials for literature. For the readers of Thirteen Reasons Why, it can be used as a material of reflection and self-introspection in the face of reality of daily life that is full of problems.

Keywords: *Conflicts, Main Character, Novel*

INTRODUCTION

Literature learning in English Education Study Program has not goes well, both learning achievement and good behavior.

reality that nowadays the humanity sensitivity and the sensitivity about surrounding phenomenon become worse.

In this research, the writer conducts this research on literature which invest early the character values for students. Through literature, the students can do the feeling cultivation, mind cultivation, and spiritual cultivation frequently until the students have the good behaviors and habits. Literature is

The writer takes interest in novel among all of some kinds of literary works. Novel is the most interesting works in the form of stories in various plot and conflicts. It can be said that the novel is the most popular part of literary works in the world, the most printed and the most circulating. Through reading a

The writer thinks this is visible from the spread of bad life attitudes, deviations of norms by students, and lack of manners. This was caused by the one of the subjects that the students have to learn in English Education Study Program. In teaching learning process, the role of literature can be denied. In fact, it has a very strong relation towards the process. Literature as a subject about understanding the students' characteristics, to expression, to react the surroundings and develop personality.

novel, the readers gain messages, knowledges, new words, and creativity. Novel is a fictional prose narrative in length form and a complex plot which is the result of human real experience and imagination. Literary works such as novel reveals the problems in human life. The existence of the

conflict in a novel will attract the readers to read because conflicts raise the curiosity of the readers. That is why the readers interest in reading a novel to know the ending, whether it is happy or sad ending.

Based on the statement above, the novel *Thirteen Reasons Why* by Jay Asher is chosen in this research because the writer thinks this novel is very different from other novels. If most novels specifically point to certain genres such as romantic, action and comedy, then this novel is very different. What makes this novel different is not just entertainment that the readers get, but it can change someone's perspective towards the bad impact of bullying. In *Thirteen Reasons Why* by Jay Asher gives a different sensation about the common problems that happen to anyone. Problems in the novel *Thirteen Reasons Why* give a different atmosphere than other novels. Although it seems simple but had a tremendous conflict.

The reason why the writer conducted research on conflict is based on several considerations. *First*, conflict is an important element of a story, because without a conflict in a novel, it will not interesting to be read. *Second*, the contents of the story from novel *Thirteen Reasons Why* by Jay Asher is dominantly expressing conflicts experienced by the main character. *Third*, to limiting the object of research because the writer expects this research to be more focused.

The reason why the writer conducts research on novel *Thirteen Reasons Why* by Jay Asher, *first* the novel *Thirteen Reasons Why* by Jay Asher becomes New York Times best-selling young adult fiction novel which won several awards. It really proves that this novel has become appreciation of many people. *Second*, the novel is dominant in telling the problem of conflict in the life of the main character. *Third*, the novel *Thirteen Reasons Why* by Jay Asher has been filmed on Netflix with the same title. *Fourth*, there are many moral values that can be taken from this novel more caring to each other, respecting, and trying to understand others. Because one fatal thing can affect the other.

The similar research findings about the portrayal of Hannah's struggle in facing bullying that is conducted by Martani (2017) found that internal and external conflict gave the effect to the main character's life which she decided to commit suicide. From that explanation, it can be concluded that this research has similarities and differences. The similarity of this research with the previous research is that both analyzed this research on the main character of the novel. Whereas the difference is the writer of this research focuses on the internal and external conflicts, while the previous research was focusing on how acts of bullying lead the main character's decision in committing suicide.

Another similar research finding conducted by Agustinus (2016) about deixis in the dialogues and the statements. He found that the types and the referents of deixis in *Thirteen Reasons Why* novel. From that explanation, it can be concluded that this research has similarities and differences. The similarity of this research with the previous research is that both analyzed the same novel. For the difference is that the writer of this research focuses on the main character's conflicts in the novel *Thirteen Reasons Why* by Jay Asher, while the previous research was focusing on analyzing deixis used in the novel.

The existence of the conflict in a novel, it can attract the readers to read whole page. Because conflicts can raise the curiosity of the readers. So, that many the readers interest in reading novel to know the ending and the solving of the conflict. It is also encouraged the writer do this literary research, the title of this research is "An Analysis of the Main Character's Conflicts in *Thirteen Reasons Why* by Jay Asher".

Therefore, based on the explanation above, *Thirteen Reasons Why* novel presents the dominant in telling the problem of conflict in the life of the main character. And also this novel has moral values that can be learned by the student especially in the English Education Study Program, this novel is recommended to use this novel as one of the supporting material for literature.

METHODOLOGY

In this research the writer used descriptive research whose purpose of this research was to find out the main character's conflicts. The writer conducted this descriptive research as her research method due to the need of describing the conflicts of the main character in this novel. This is used because there is no treatment as in experimental research. As Ary (1979: 295) stated that descriptive research that is the research which is designed to obtain information concerning with the current status of phenomena.

The form of this research that writer used was qualitative research, that was the research form which is conducted by analyzing the data obtained from the result of this research. According to Creswell (2002) qualitative research is the process of collecting, analyzing, interpreting, and writing the results of a study.

The writer defined that the meaning of qualitative research is the research which intended to understand the phenomena experienced by the subject of this research such as conflicts and events that elaborated in the form of sentences instead of numbers. Another statement by Creswell (1994) stated that "research that is guided by the qualitative paradigm is defined as an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting."

In this research, the writer obtained the descriptive data in the form of sentences in the novel *Thirteen Reasons Why* concerning with internal and external conflicts experienced by the main character. The data was in the form of a sequence of events that indicate the conflict experienced by the main character, whether it is internal and external conflicts in the plot of the story. The source of data in this research was *Thirteen Reasons Why* novel by Jay Asher, published by Penguin Random House, USA 2007. This novel consists of 288 pages. The data of this

research was the sentences or quotes concerning with the main character's conflicts in the novel *Thirteen Reasons Why*. Here the writer had to prove whether her analysis could answer her problems she covers or not. In the other word, it will influence the validity of the result of the study. In analyzing the data, the writer applied some steps as in the following steps: a) Carefully and repeatedly reading the novel *Thirteen Reasons Why* by Jay Asher. b) Identify the data based on the research problems that is the main character's conflicts in the novel *Thirteen Reasons Why* by Jay Asher. c) Classify the data based on the research problems that is internal and external conflict on the main character in the novel *Thirteen Reasons Why* by Jay Asher. d) Present the data based on problems that is internal and external conflict on the main character in the novel *Thirteen Reasons Why* by Jay Asher. e) Analyze the data consists of internal and external conflict on the main character in the novel *Thirteen Reasons Why* by Jay Asher. f) Conclude the results of data analysis based on the research problems.

RESULT AND DISCUSSION

Results

In each analysis, the writer shows quotations from the novel *Thirteen Reasons Why* by Jay Asher. Those quotations are evidence that the contents of the novel *Thirteen Reasons Why* by Jay Asher have internal and external conflicts. The quotations and the analysis of the main character's internal and external conflicts as follows:

An Analysis of the Main Character's Internal Conflicts:

Disappointment

Disappointment is unhappy feeling of something you hoped for or expected did not happen. For example, Hannah expected that Courtney would think of her as a friend but Courtney just using Hannah as a driver

so they can went to a party together. It was supported in the quotations below:

"I whirled around to face her. "Why not, Courtney? Why did you invite me here? Please don't tell me I was just a chauffeur. I mean, I thought we were becoming friends". (Asher, 2007: 116)

According to the quotations above, it describes that the feeling of disappointed is happened to Hannah. Hannah felt what she expected is different from reality she experienced, she thought that Courtney and her were becoming friends but she completely realized that for Courtney, she was nothing more than a driver, who can only make Courtney to show up. As soon as they arrived at a party, Courtney left Hannah behind and went to a group of guys, after telling Hannah not to leave party without her, *"You are my ride, remember?"* In the party, Hannah was alone with no one else to talk to and deeply thought that she was used by Courtney. So in a revenge for using her as a tool, Hannah left Courtney in the party.

Sadness

Sadness is a feeling or showing sorrow, unhappy, pathetic, caused by losing something or failing to get something. When someone is sad, they often become more quite or lacking enthusiasm. Sad is the opposite of happiness or joy and similar to sorrow or misery. Sadness is a natural thing for someone. As in the following quotation below:

"But I couldn't take it anymore. You see, Zach's not the only one with a slow boil. I shouted after him, "Why?" In the hallway, there were still a few people changing classes. All of them jumped. But only one of them stopped. And he stood there, facing me, cramming my note in his back pocket. I screamed that word over and over again. Tears, finally spilling over, ran down my face. "Why? Why, Zach?" (Asher, 2007: 168-169)

The quotation above describes that the feeling sad happened to Hannah because she wanted to know and needed an explanation why Zach stole her note of encouragement. But, Zach did not give any explanation, not even a reaction and he also did not apologize to Hannah and chose to walk away.

Confusion

Confusion is a feeling of difficult to understand or unable to think clearly and do not know what to decide. Basically, confused is something difficult to understand, whether it is confused in choosing something, confused because of something that happened and confused in making choices. As for quotation that shows a feeling of confused can be found in the following quotation below:

"And then . . . well . . . certain thoughts begin creeping around. Will I ever get control of my life? Will I always be shoved back and pushed around by those I trust?" (Asher, 2007: 145)

The quotation above shows confusion in Hannah about trusting people. Hannah was confused every time someone offered her a hand up, they just let go and she slip further down. But, Hannah kept telling herself to not being pessimistic and learnt to trust people around her, so she did. Hannah did trust people one more time.

Anxiety

Anxiety is feeling or showing worry, nervousness, or unease about something with an uncertain outcome. For example, Hannah was feeling anxious when Justin asked for her number. It was supported in the quotation below:

"It's not that I didn't want to give it out before. I was just cautious. New town. New school. And this time, I was going to be in control of how people saw me. After all, how

often do we get a second chance?” (Asher, 2007: 19)

The quotation above shows the anxiety that happened to Hannah. Justin was a senior in the school and Hannah was a freshman year, when Hannah found out that Justin asked for her number and she was worried, because Hannah just moved in town and also new student in her school. Hannah thought that she had to be careful with the people she did not know yet. This is what makes Hannah anxious about giving her number to Justin.

Fear

Fear is an emotional response or unpleasant feeling about the possible results of a particular situation. As the following quotation below:

“But I denied it. It was way too creepy to admit to myself on the very first night of my parents’ vacation. I was only freaking myself out, I said. Just getting used to being alone. Still, I wasn’t dumb enough to change in front of the window. So I sat down on my bed. Click.” (Asher, 2007: 80)

From the quotation above it shows that the feeling of fear happened to Hannah. Based on the story, Hannah told about a Peeping Tom named Tyler Down, a yearbook photographer. He stalked Hannah through outside her bedroom window and took a picture of her. Hannah knew about this when she was alone in her house while her parents went out of town.

Suspicion

Suspicion is having or showing cautious distrust when interacting with other people and the feeling of worry about something. Normally, suspicion begins with various signs that appear on someone else. As in the following quotation below:

“You opened the passenger door, sat down, and buckled up. “Thanks for the lift,” you said. A lift? Already having doubts about

why you invited me, that was not the hello I wanted to hear”. (Asher, 2007: 101)

The quotation above shows the suspicion that happened to Hannah. Then Hannah found out that Courtney wanted to go to a party together and talking to her so that Courtney reputation becomes good and that she could ride Hannah’s car to the party. Based on the story, Courtney was busy with the group of guys and she left Hannah alone in a party. But, Courtney told Hannah not to leave without her. Hannah was alone with no one else to talk to and deeply thought that she was used by Courtney and realized that she was nothing more than a driver for Courtney.

Panic

Panic is a condition of feeling a sudden fear which makes you act without thinking. The sudden feeling of fear can erase the thinking ability and influence the groups or individuals who initially tend to silence instead of to do anything. This can be seen from the following quotation below:

“I knew which side of the list I was on—according to Alex. And my so-called opposite was sitting across from me. At our safe haven, no less. Mine . . . hers . . . and Alex’s. “Who cares?” I told her. “It doesn’t mean anything.”

“Hannah,” she said, “I don’t care that he picked you over me. I knew exactly where that conversation was headed and I was not going to let her take us there”. (Asher, 2007: 65)

The quotation above shows the feeling of panic that happened to Hannah when Jessica accused her for making Jessica and Alex broke up. Hannah was panic because she knew what Jessica thought of her and she did not want to bring up that conversation too far. Hannah made Jessica believe that she was nothing to do between her and Alex. Finally, Hannah told her that Alex did not choose her over Jessica, but Jessica did not believe it.

Trauma

Trauma is an emotional shock or pain caused by an extremely upsetting experience. Usually traumatic will appear when someone is daydreaming or seeing the same situation to their traumatic experience. Someone will be shocking, suddenly scream, cry or feel scared when they remember about traumatic. As in the following quotation below:

“Deep behind my left eyebrow, my head is still pounding. Every swallow tastes sour, and the closer I get to school, the closer I come to collapsing. I want to collapse. I want to fall on the sidewalk right there and drag myself into the ivy. Because just beyond the ivy the sidewalk curves, following the outside of the school parking lot”. (Asher, 2007: 3)

The quotation above shows the trauma feeling that happened to Hannah when she remembered about school. Even the image of people who betrayed Hannah was still clearly seen. The conflicts that Hannah faced make her traumatic and if she remembered the school she was collapsing.

Boredom

Boredom is an unhappy feeling or feeling that does not like something. Boredom is usually caused by something you have lost interest in because it is too often. Feeling bored can appear at anytime, anywhere and any circumstances. Feeling bored is certainly often hit everyone without exception, in terms of work, school, society and daily activities. As in the following quotation below:

“I explored alleys and hidden roads I never knew existed. I discovered neighborhoods entirely new to me. And finally . . . I discovered I was sick of this town and everything in it”. (Asher, 2007: 118)

From the quotation above shows the bored feeling happened to Hannah. Hannah was

sick of living in that town, especially having friends who always betrayed and humiliated her. Based on the story, there are several things that make Hannah bored in living her life, such as Justin who spread out a rumor saying that they did more than just a kiss, it critically affected Hannah’s reputation.

An Analysis of the Main Character’s External Conflicts:

Conflict Between Hannah and Jessica

Conflict between Hannah and Jessica happened when they met at Monet’s Garden Cafe. Jessica showed the list made by Alex, then Jessica was mad at Hannah because she found out that Alex put her on the “Not” column and Hannah on the “Hot” column. Even though Hannah explained how that list was just a joke and the rumors about her were not true, Jessica did not believe her. It can be found in the following quotation below:

“She rose up beside her chair—glaring down at me—and swung. That tiny scar you’ve all seen above my eyebrow, that’s the shape of Jessica’s fingernail . . . which I plucked out myself. So tell me, Jessica, which did you mean to do? Punch me, or scratch me? Because it felt like a little bit of both. Like you couldn’t really decide. And what was it you called me? Not that it matters, but just for the record. Because I was too busy lifting my hand and ducking—but you got me!—and I missed what you said. That tiny scar you’ve all seen above my eyebrow, that’s the shape of Jessica’s fingernail . . . which I plucked out myself”. But it’s more than just a scratch. It’s a punch in the stomach and a slap in the face. It’s a knife in my back because you would rather believe some made-up rumor than what you knew to be true”. (Asher, 2007: 67-68)

Unexpectedly, Jessica rose up from her chair and scratched Hannah’s face until leaving scar above her eyebrow. It took Hannah by surprise and she did not expect that their

meeting might be ended like that. Hannah realized that Jessica has betrayed her. This caused Hannah and Jessica become enemies.

Conflict Between Hannah and Courtney

Conflict between Hannah and Courtney happened at a party. After getting betrayed by her two best friends, Jessica and Alex, Hannah seemed to find a new good friend, Courtney Crimsen. But, Hannah realized that Courtney was a fake girl. All the kindness and sweet attitude that she addressed to Hannah is just acting.

"You opened the passenger door, sat down, and buckled up. "Thanks for the lift," you said. A lift? Already having doubts about why you invited me, that was not the hello I wanted to hear." (Asher, 2007: 101).

*"You said there were a few people you needed to see and that we should meet up later. I lied and said there were some people I needed to see, too. Then you told me not to leave without you. "You're my ride, remember?""
"How could I forget, Courtney?" (Asher, 2007:103)*

Hannah felt betrayed and abandoned because Courtney used Hannah as her driver to a party instead of attending it as friends. When Courtney asked Hannah to go to a party with her, Hannah actually felt happy even though she had doubts. However, by realizing the fact that Courtney was only using Hannah to give her a ride, Hannah was very upset and she lost her trust in the people she interacted with.

Conflict Between Hannah and Marcus

Conflict between Hannah and Marcus happened when they met at Rosie's Diner for dating. Marcus, who is Hannah matched with in a set of school Valentines. It started from Hannah's participation in Oh My Dollar Valentine, Hannah's name goes to Marcus' list. And that is why Marcus called Hannah and asked her out on a date. After she lost her trust with her friends, actually

Hannah was not sure to go on date with Marcus. But, she wanted others know her better, not as it has been rumored. So, Hannah agreed to go out with him.

"And that's when his hand touched my knee. That's when I knew. I stopped laughing. I nearly stopped breathing. But I kept my forehead against your shoulder, Marcus. There was your hand, on my knee. From out of nowhere. The same way I was grabbed in the liquor store.

"What are you doing?" I whispered. "Do you want me to move it?" you asked. I didn't answer.

Your shoulder rotated and I lifted my head, but now your arm was behind my back and pulling me close. And your other hand was touching my leg. My upper thigh. I looked over the back of the booth to the other booths, to the counter, trying to catch someone's eye. And a few people glanced over, but they all turned away. Below the table, my fingers were fighting to pry your fingers off. To loosen your grip. To push you away. And I didn't want to yell—it wasn't to that level yet—but my eyes were begging for help. But everyone turned away. No one asked if there was a problem.

"Stop it," I said. And I know you heard me because, with me looking over the backrest, my mouth was just inches away from your ear. "Stop it."

"Don't worry," you said. And maybe you knew your time was short because your hand immediately slid up from my thigh. All the way up. So I rammed both of my hands into your side, throwing you to the floor." (Asher, 2007: 141-143)

From the quotation above shows the quarrel between Hannah and Marcus. After waiting thirty minutes, Marcus finally showed up. He apologized to her and he thought Hannah was joking about the date. Then, Marcus tried to cheer Hannah up and he made Hannah laugh so hard. Marcus put his hand on Hannah's knee and slowly to her upper thigh and it made her angry.

Conflict Between Hannah and Zach

Conflict between Hannah and Zach happened when Zach stole her note of encouragement. Based on the story, Zach was the one who trying to comfort Hannah after Marcus incident at Rosie's Diner. Hannah was still in shock with the incident before and tend to be silent. When Zach said he was sorry about the incident, Hannah just kept quiet and just nodding. Knew that Hannah is giving no response, finally Zach left after putting a few dollars on Hannah's table to pay for her drink and returned to his friends.

At that moment Hannah knew that Zach just daring himself in front of his friends if he can asked Hannah out, but in fact Hannah just stayed silent. That means Zach was lost the bet. And all Zach's friends were laughing at him. It can be found in the quotation below:

"Let me ask you, Zach, did you think I turned you down at Rosie's? I mean, you never got around to asking me out, so I couldn't officially turn you down, right? So what was it? Embarrassment? Let me guess. You told your friends to watch while you put the moves on me . . . and then I hardly responded. Or was it a dare? Did they dare you to ask me out?" (Asher, 2007: 162)

Conflict Between Hannah and Ryan

Conflict between Hannah and Ryan happened when Hannah started to write a poem. The thing that made Ryan and Hannah being close was when they met at the poetry club called Poetry: To Love Life. They become quite close and share their poetry notes. Ryan, he is the editor of a school newspaper. However, Ryan even offered to publish Hannah's poem. He said that he read it and liked it. But, Hannah refused it because her poem was about not being able to accept herself. But, Ryan kept stealing her notebook, printed her poetry and published it in the school newspaper. It was supported in the quotation below:

"Well, Ryan, you were right. It went much, much deeper than that. And if you knew that—if that's what you thought—then why did you steal my notebook? Why did you print my poem, the poem that you yourself called "scary" in the Lost-N-Found? Why did you let other people read it?" (Asher, 2007: 189)

Conflict Between Hannah and Jenny

Conflict between Hannah and Jenny happened at an intersection of the street. In the story, when Hannah wanted to leave the party, Jenny offered her a ride home. On the way home, it was raining but not heavy. And that little crash happened. Jenny hit a stop sign at an intersection of the street until it finally broke. Hannah told Jenny to report it to the police or at least to be responsible about the broken stop sign but Jenny refused it to do so. It can be found in the following quotation below:

"Then you caught my eye. And I'm sure I saw a frown, even if it lasted only a split second. But that frown turned into a smile. Followed by a shrug. And what were the first words you said when you got back in the car? "Well, that sucks." Then you put your key in the ignition and . . . I stopped you. I couldn't let you driveaway.

You shut your eyes and said, "Hannah, I'm not drunk." Well, I didn't accuse you of being drunk, Jenny. But I was wondering why the hell you couldn't keep your car on the road.

"Hannah, don't worry," you said. Then you laughed. "Nobody obeys Stop signs anyway through. So now, because there isn't one there, it's legal. See? People will thank me." Again, I told you to park the car. We'd get a ride home from someone at the party. I'd pick you up first thing in the morning and drive you to your car, But you tried again.

"Hannah, listen."

"Park it," I said. "Please."
And then you told me to get out. But I wouldn't. I tried reasoning with you. You were lucky it was only a sign. Imagine what

could happen if I let you drive us all the way home. But again, “Get out.” I sat for a long time with my eyes shut, listening to the rain and the wipers. “Hannah! Get . . . out!” So finally, I did. I opened the car door and stepped out. But I didn’t shut it. I looked back at you. And you stared through your windshield—through the wipers—gripping the wheel”. (Asher, 2007: 243-245)

The quotation above shows the debate between Hannah and Jenny. When Hannah asked Jenny to park the car, then Jenny kicked her out of the car.

Conflict Between Hannah and Mr. Porter

Conflict between Hannah and Mr. Porter happened when Hannah went to his office. Mr. Porter, guidance counselor in school. In this story, Hannah gave herself one more chance by seeking for help, so she decided to see Mr. Potter to tell everything that happened to her and she puts the tape recorder into her bag and entered Mr. Porter’s room.

Mr. Porter: What can we do to solve this problem, Hannah? Together.
Hannah: Nothing. It’s over.
Mr. Porter: Something needs to be done, Hannah. Something needs to change for you.
Hannah: I know. But what are my options? I need you to tell me.
Mr. Porter: Well, if you won’t press charges, if you’re not sure if you even can press charges, then you have two options.
Hannah: What? What are they?
Mr. Porter: One, you can confront him. We can call him in here to discuss what happened at this party. I can call you both out of . . .
Hannah: You said there were two options.
Mr. Porter: Or two, and I’m not trying to be blunt here, Hannah, but you can move on.
Hannah: You mean, do nothing? (Asher, 2007: 277-278)

The quotation above shows the disagreement between Hannah and Mr. Porter. Hannah

actually faced Mr. Porter to find a reason to live. But after she heard Mr. Porter’s solution, Hannah hurried and went out of the room. She thought she was done here with that answer. Mr. Porter tried to stop her but she would not. Even after Hannah closed the door, Mr. Porter did not to follow up Hannah as soon as she left the room.

Discussion

Conflict is the strain in made-up story or novel. It can be divided in three types: social, physical and psychological conflict. In this study the writer only focused on the main character’s conflicts. There is no physical conflict in this novel so the writer discussed about psychological and social conflict that is happened to the main character, Hannah Baker.

After presenting the classification of internal and external conflicts in the novel *Thirteen Reasons Why*, the writer intended to discuss the findings and how they answer the research questions proposed in the first chapter. There are two research questions that are concerned with the internal and external conflicts in the novel. This section tried to describe the internal and external conflicts of the main character. Internal conflict takes place within the mind of character while external takes place between one character with other characters or with the force of nature (Griffith, 1986: 45).

The first question concerns about how the writer presents the internal conflicts in the novel *Thirteen Reasons Why* where it could be seen from the quotation of the internal conflicts conveyed by the author, either explicitly or implicitly. There are nine categories of internal conflicts in this novel, these conflicts are about human relationships with themselves that are disappointment, sadness, confusion, anxiety, fear, suspicion, panic, trauma, and boredom. The main character of the novel *Thirteen Reasons Why* faced a lot of conflicts and got bad treatment from her school friends. She was ridiculed, harassed, slandered and it led her to committed suicide.

In the story, Hannah faced a lot of problem with herself. According to Freud (1920: 7), psychology is a mental part of human that is derived from consciousness and unconsciousness that become the derivation of the basic part of mind. The psychology conflicts that happen to Hannah are actually can be prevented if she was honest, the writer thinks that honesty is something difficult to express, especially if it is related to badness, lack or self-error. Self-control, based on the story, Hannah decided to end her life because she suffered from depression. Whereas behind all the problems, there is a solution that have to choose or how to solve it.

The second research question is how the writer presents the external conflicts in the novel *Thirteen Reasons Why*. There are five categories of external conflicts in this novel, these conflicts are about the relationship of human with others is like quarrel, oppression, betrayal, debate and disagreement.

For the external conflict that happened to Hannah between her friends, such as quarrel, oppression, betrayal, debate and disagreement. The external or social conflicts that happen to Hannah are actually can be prevented if her friends treated her good, better understand and respect someone because we do not know what the impact of their actions on someone. Mutual help, helping each other is the basic thing in social life because a man cannot live without others. The writer thinks Hannah should not be hesitate to express her love to her friends, it will make her feel comfortable and more open.

In conclusion, this novel should be good to read due to many good moral lessons behind. However, with reference to the conflict, it should be viewed positively and wisely on good lessons which is contradictory to the end of the story. The students especially in the English Education Study Program can take the positive things from the conflicts, so it can be learned as a lesson for students in their life. Therefore, the result of this can be used as teaching

material in literature subject, especially regarding to the conflicts contained in the novel.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of data analysis about the main character's conflicts in the novel *Thirteen Reasons Why* by Jay Asher, it can be concluded that: The internal conflicts that happened to Hannah are disappointment, sadness, confusion, anxiety, fear, suspicion, panic, trauma and boredom.

The external conflicts that happened to Hannah between the other characters such as Jessica, Courtney, Marcus, Zach, Ryan, Jenny and Mr. Porter shown as quarrel, oppression, debate, betrayal and disagreement. *Thirteen Reasons Why* novel by Jay Asher can be applied in English Language Teaching in literature subject as one of the basic of our knowledge and preparations to be a good teacher who delas with various characteristics of the students.

Suggestion

Literature is very interesting to be studied. One of literary works is novel. By conducting a study literature, we can learn many things about human being and environment. Analyzing a literary work will give great benefit as well, in which we can understand human mind and feeling.

The students, especially in the English Education Study Program, are recommended to use this novel as one of the supporting material for literature subject to add more insight and an attitude of appreciation for literary works. Besides, the students do not imitate if the novel has a negative value on the conflict that is raised. Take the positive things from the conflicts, so it can be learned as a lesson for students in their life. Therefore, the result of this can be used as teaching material in literature subject, especially regarding the conflicts contained in the novel.

To the readers *Thirteen Reasons Why* by Jay Asher, it can be a material of reflection and self-introspection in the face

of reality of daily life that is full of problems, which sometimes we cannot think about it. There are many moral values, messages and lessons that can be taken from this novel. One of them is the need to keep our words and actions against others, because even the smallest things can have a big impact on them. The conflicts contained in the novel can be a self-mirror in addressing all situations that happen in life. For the internal conflict, we can overcome it by not being afraid to express our feelings and thoughts. While for the external conflict, we can learn how to be selective in choosing friends. So, we can be friends with people who have good and positive influences on us.

The writer hopes that this study could be useful for the students of literature, and also for the next researcher can make *Thirteen Reasons Why* novel as the object of further research which relates to other aspects, such as, analyzing the elements, the moral values, the language used, using the different approach and etc. Thus, there are still wide open opportunities for the researchers to explore more about conducting research on this novel.

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T e n t a n g

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