

CHAPTER I

INTRODUCTION

A. Background of the Study

Some people live devoid of joy, happiness, and pleasure but no one escapes the experience of fear and fear's companion, pain. We are born in fear and pain. Our lives are profoundly shaped by them, as well as our efforts to avoid them. We die in fear and pain. Fear of death, disease, injury, poverty, and countless other fears mold the most mundane aspects of our existence: what we eat, how we drive, where we work. Yet fear also molds our highest nature and the grandest tides of world history. By facing and overcoming our fears, we mature and fulfill our deepest human potential (Dozier, 1999: 1).

Fear can be learned by experiencing or watching a frightening traumatic accident. For example, if a child falls into a well and struggles to get out, he or she may develop a fear of wells, heights (acrophobia), enclosed spaces (claustrophobia), or water (aquaphobia). There are studies looking at areas of the brain that are affected in relation to fear. When looking at these areas (such as the amygdala), it was proposed that a person learns to fear regardless of whether they themselves have experienced trauma, or if they have observed the fear in others. In a study completed by Andreas Olsson, Katherine I. Nearing and Elizabeth A. Phelps the amygdala were affected both when subjects observed someone else being submitted to an aversive event, knowing that the same treatment awaited themselves, and when subjects were subsequently placed in a fear-provoking situation. This suggests that fear can develop in both conditions, not just simply from personal history.

In *Emotion-Focused Cognitive Therapy*, the basic emotions that have been most widely agreed upon and included in almost all modern lists of basic emotions are the five emotions. There are sadness, happiness, anger, fear, and disgust. Sadness is an emotion to express loss or failure (actual or

possible) of valued role or goal. Happiness is an emotion to express successful move towards or completion of a valued role or goal. Anger defined as an emotion that blocking or frustration of a role goal through perceived agent. Fear defined as physical or social threat to self or valued role or goal. Disgust defined as a person, object or idea repulsive to the self, and to valued roles and goals (Power, 2010: 26).

From an evolutionary psychology perspective, different fears may be different adaptations that have been useful in our evolutionary past. They may have developed during different time periods. Some fears, such as fear of heights, may be common to all mammals and developed during the mesozoic period. Other fears, such as fear of snakes, may be common to all simians and developed during the cenozoic time period. Still others, such as fear of mice and insects, may be unique to humans and developed during the paleolithic and neolithic time periods (when mice and insects become important carriers of infectious diseases and harmful for crops and stored foods). Fear is high only if the observed risk and seriousness both are high, and is low, if risk or seriousness is low.

The story of this novel including people who diagnosed having chronic cancer. Immediately after a chronic disease is diagnosed, a patient can be in a state of crisis marked by physical, social, and psychological disequilibrium. Many chronic diseases affect all aspects of a patient's life. As in acute diseases, there is a temporary first phase when all life activities are disrupted. Chronic disease, however, may also carry the need to make intermittent or permanent changes in physical, vocational, and social activities. In addition, people with chronic illnesses must integrate the patient role into their lives psychologically if they are to adapt to their disorders.

Following the diagnosis of a chronic illness, in the book *Health Psychology* anxiety is common. Many patients become overwhelmed by the potential changes in their lives and, in some cases, by the prospect of death. Anxiety levels are especially high when people are waiting for the

results, receiving diagnoses, awaiting invasivemedical procedures, and anticipating or experiencing adverse side effects of treatment (Taylor, 2012: 262).

The Fault in Our Stars tells us about seventeen-year-old Hazel Grace Lancaster attends a cancer patients' support group at her mother's wish. Because of her cancer, she uses a portable oxygen tank to breathe properly. In one of the meetings she meets Augustus Waters. He had osteosarcoma, but he is now cancer free after having his leg amputated. Both of them are like to read books. Before he invites her to his house, they agree to read one another's favorite novels. Augustus gives Hazel *The Price of Dawn*, and Hazel recommends *An Imperial Affliction*.

Hazel tells Augustus about the novel's mysterious author, Peter Van Houten, who fled to Amsterdam after the novel was published and hasn't been heard from since. Also, she really curious about the story after the novel end and what happen to the characters in the novel. Augustus miraculously found the way to contact Van Houten's assistant, Lidewij, and start an email correspondence with the reclusive author. Van Houten eventually replies, saying he could only answer Hazel's questions in person. He invites her to stop by if she is ever in Amsterdam.

Not long after that, he tells Hazel that a charitable foundation that grants the wishes of kids with cancer has agreed to grant his: he's taking the two of them to Amsterdam to meet Van Houten. The plans are made for Augustus, Hazel, and Hazel's mother to go to Amsterdam, but when Hazel and Augustus meet Van Houten they find that, instead of a genius novelist, he is a mean-spirited drunk who claims that he cannot answer any of Hazel's questions. The following day, Augustus confesses that while Hazel was in the ICU he had a body scan which revealed his cancer has returned and spread everywhere.

They return to Indianapolis, and Hazel realizes that his condition is getting worse. In this situation, she feels that she loves him now as much as ever. In his final days Augustus arranges a prefuneral for himself, and

Hazel read her eulogy. She says how much she loves Augustus, and that she would not trade their short time together for anything in the world. Augustus dies eight days later. Hazel is astonished to find Van Houten at the funeral. Van Houten abstractly reveals the fate of Anna's mother, but Hazel is not interested. A few days later Isaac informs Hazel that Augustus was writing something for her.

He wanted Van Houten to use the pages to compose a well-written eulogy about Hazel. Lidewij forces Van Houten to read the pages and sends them straight off to Hazel. Augustus says getting hurt in this world is inevitable, but we get to choose who we allow to hurt us, and that he is happy with his choice. He hopes she likes her choice too. The final words of the novel come from Hazel, who says she does.

The main characters in the novel are forced to confront death in a way that the young and healthy aren't. Although everyone will eventually die, as Hazel points out in Support Group, death's immediacy to the terminally ill means they can not avoid considering what comes after death, and the potential that all that's waiting for them is oblivion. It's a very present fear for Hazel and particularly for Augustus, and in fact it's the first thing they share when they meet at Support Group. Augustus, in response to Patrick's question about what he fears, replies right away with "oblivion," and Hazel, who rarely ever speaks in the group, picks up immediately. She points out that everyone will some day die, which means everything humanity has ever built could all be for naught, and that just as there was a time before organisms experienced consciousness, there will be a time after as well. She says if the thought is disturbing one should just ignore it, but her tone implies that it's something that can't be ignored, at least not forever.

This theme carries throughout the novel. It's what motivates Augustus's desire to perform some heroic act before he dies and validate his significance. He worries that, without doing something dramatic that lives in people's minds after he's gone, he won't have mattered. His

significance, like his consciousness, will simply be consumed by oblivion after his death. For Hazel, the fear of oblivion strikes her in a different way. She needs to know that those close to her, and her relationships with them, will carry on after her death. The comment she overheard her mother make that she'll no longer be a mother stays with her for this very reason, and it's also why she fixates on what happens to the characters in *An Imperial Affliction* after the protagonist, Anna, dies at the novel's close. She focuses on finding out what happens to Anna's mother and the Dutch Tulip Man, and even Sisyphus the Hamster, as a substitute for worrying about what will happen to her own parents after her death. When Van Houten tells her that the characters simply cease to exist the moment the novel ends, she tells him that it's impossible not to imagine a future for them. What she clearly means is that she has to believe that her own parents will continue on once she's gone, and that's why she's so greatly relieved to learn later that her mother has been taking classes to become a social worker.

What the novel ultimately suggests is that one person's death doesn't consign their significance and relationships to oblivion, and that what makes our lives matter are the relationships we form. As Augustus learns, his importance isn't defined by the fact that his life is temporary, because his importance to those around him will carry on. He leaves his “scar” on Hazel, as he puts it in the letter to Van Houten that Hazel reads at the close of the novel. Hazel, via a different route, discovers much the same. Her mother will continue to be her mother. Nothing, not even her death, can change that.

John Green is the New York Times bestselling author of *Looking for Alaska*, *An Abundance of Katherines*, *Paper Towns*, and *The Fault in Our Stars*. He is also the coauthor, with David Levithan, of *Will Grayson, Will Grayson*. He was 2006 recipient of the Michael L. Printz Award, a 2009 Edgar Award winner, and has twice been a finalist for the Los Angeles Times Book Prize. Green's books have been published in more than a

dozen languages. In 2007, Green and his brother Hank ceased textual communication and began to talk primarily through videoblogs posted to YouTube called vlogbrothers. Their videos have been viewed more than 500 million times, and their channel is one of the most popular in the history of online video. He is also an active Twitter user with more than 3.8 million followers.

Green's book reviews have appeared in *The New York Times Book Review* and *Booklist*, a wonderful book review journal where he worked as a publishing assistant and production editor while writing *Looking for Alaska*. Green grew up in Orlando, Florida and earned a degree in English and religious studies from Kenyon College in Ohio. He then set out to become an Episcopal priest; however, his time spent as a chaplain in a Chicago children's hospital discouraged him from entering divinity school, and he instead decided to pursue writing.

Based on the background above, the researcher proposes to conduct a research entitled **“Fear Reflected in John Green’s *The Fault in Our Stars* (2012): A Psychoanalytic Approach.”**

B. Literature Review

The writer personally thinks that *The Fault in Our Stars* is a meaningful novel to read and also to be a research object. It is shown with the previous studies by Matthew I. Johnson, Rina Mar'atus Sholihah, and Wheny Wulandari that was created before this research.

The first research that was written by Matthew I. Johnson on 2014 from University of Wyoming with the title *“Young Adult Novels About Death and Dying: Arguments for Reading About Terminal Illness and Suicide”*. It investigated about how quality Young Adult literature can have a positive impact in opening a discussion about death and suicide with adolescents.

Elisabeth Kubler-Ross's study on death and the dying is also used to show how YA fiction realistically presents death. Adolescent characters

frequently demonstrate the stages of dying Kubler-Ross discovered in her research. John Green's *The Fault in Our Stars* and Jay Asher's *Thirteen Reasons Why* are used as examples of well-written YA novels that address death.

Green's novel is analyzed by examining the stages of dying present during a terminal illness and how empathy and understanding is encouraged through the use of metaphors. Asher's novel is analyzed by examining how the controversial theme of adolescent suicide is addressed through the perspective of the adolescent narrator. Both Green's and Asher's novels demonstrate healthy and effective ways for adolescents to understand death, dying, and the world around them.

And the second reasearch was written by Rina Mar'atus Sholihah on 2016 from Muhammadiyah University of Surakarta with the tittle "*Patience Reflected In John Green's The Fault In Our Stars (2012) Novel: An Individual Psychological Approach*". The major of the study is patience. The objective of the study is to analyze patience reflected in John Green's *The Fault in Our Stars* based on the structural element and analyze based an individual psychological approach.

And the next research was conducted by Wheny Wulandari on 2016 from Muhammadiyah University of Surakarta with the tittle "*Living With Cancer Reflected In John Green's The Fault In Our Stars (2012): A Humanistic Psychology Approach*". This research is analyzed by using Humanistic Psychology approach. The objectives of the study are to know the first response of every character when they know they get cancer, how the characters live with cancer, and the writer concerns about the cancer part based on humanistic psychological approach by Carl Rogers.

There are some journals of the novel *The Fault in Our Stars*, the first journal wrote by Deril Sofia Nanda on 2015 from English Department of STAIN Kediri with the title "*Implicature in John Green's The Fault of Our Stars*" that discussed about discourses on revealing meanings in utterances are widely discussed in some fields of linguistics, semantics,

presupposition, and implicature. This study is an example of how implicature is employed in a novel, which is a depiction of real life conversation. The aims of this study are to reveal the use of implicature in a novel by using Grice's cooperative principle framework and to entangle the implied meanings in the conversations in terms of their maxim arrangement.

And the second journal wrote by Trevor Stammers on 2013 from The British Journal of General Practice formerly published as the journal of Royal College of General Practitioners with the title "*The Fault in Our Stars John Green*" that discussed about how the humanities can reach deeply into essential parts of medical education that the comparative objectivity of science cannot.

Based on the review above, the previous studies are different with the research created by the writer. The similarity of this study and previous studies is the use of *The Fault in Our Stars* (2012) as data source. The writer analyzes "**Fear Reflected in John Green's *The Fault in Our Stars* (2012): A Psychoanalytic Approach.**"

C. Problem Statement

Based on the previous background of study, the researcher aimed at analyzing the problem "How is fear reflected in John Green's *The Fault in Our Stars* (2012)?"

D. Objectives of the Study

Conducting the research, the researcher formulated the objectives of the study as follows:

1. To describe *The Fault in Our Stars* novel based on structural elements of novel.
2. To analyze fear reflected in John Green's *The Fault in Our Stars* based on a Psychoanalytic approach.

E. Limitation of the Study

The writer focuses on the research in analyzing fear toward character Hazel Grace Lancaster and Augustus Waters at John Green's *The Fault in Our Stars* (2012) on a Psychoanalytic approach.

F. Benefit of the Study

The researcher expected a lot that the research which investigate the issue "fear" toward the character Hazel Grace Lancaster and Augustus Waters in this *The Fault in Our Stars* novel bears many benefits. The benefits of this study will be differentiated into two benefits:

1. Theoretical Benefits

The result of this study is expected to be able to give information and contribution of knowledge to the academic reference. It can be also as a reference for the other researchers who want to conduct further research and particularly the literary studies on this *The Fault in Our Stars* novel.

2. Practical Benefits

The study is expected to enrich knowledge and experience for the writer in many things and for other students of Muhammadiyah University of Surakarta or for the other universities where have the same interest in literary study on the literature from a Psychoanalytic approach.

G. Research Method

1. Type of the Study

In this research, the researcher uses a qualitative research. It is a library research while data sources need literary data. This kind of research has purpose to analyze literature using Psychoanalytic approach. There are some steps to conduct the research. They are (1) determining the type of the study (2) determining the object of the

study (3) determining data and data source (4) determining technique of data collection, and (5) determining technique of data analysis.

2. Object of the Study

The object of the study is fear reflected in John Green's *The Fault in Our Stars* (2012). It is analyzed by using a psychoanalytic approach.

3. Type of the Data and the Data Source

There are two data sources which are needed to conduct this research. They are primary data sources and secondary data sources.

a. Primary Data Sources

The source of primary data is John Green's *The Fault in Our Stars* (2012) published by United States: Dutton Books.

b. Secondary Data Sources

The sources of secondary data are taken from other sources related to the study, such as: website, dictionary, and some books which support the research.

4. Technique of the Data Collection

The technique of collecting data are reading novel and note taking, the steps are as follows:

- a. Reading the original novel *The Fault in Our Stars* several times.
- b. Determining the characters of the novel.
- c. Taking notes of important things for both of primary and secondary sources.
- d. Classifying data by determining the relevant data.

5. Technique of the Data Analysis

The technique used in analyzing the data is descriptive analysis. It relates which structural elements of fear reflected in John Green's *The Fault in Our Stars* (2012).

H. Paper Organization

The organization of the study is explained in order the reader can understand the content of the paper easier. The organizations are Chapter I is introduction, which contains background of the study, literary review, problem statement, objectives of the study, limitation of the study, the benefit of the study, research method, and paper organization. Chapter II is underlying theory; it describes the notion of fear, notion a psychoanalytic approach, structural elements of the play and theoretical application. Chapter III is structural analysis; it covers (1) the structural elements of *The Fault in Our Stars* (2012); it consists of narrative elements of the play such as characteristics and characterization, setting, plot, point of view and theme; (2) Discussion. Chapter IV is a psychological analysis of *The Fault in Our Stars* (2012). The writer will present an individual psychological analysis. Chapter V is the last chapter of this research paper that consists of conclusion and suggestion.