

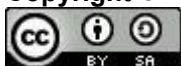
Personality Development of Miles In John Green's *Looking For Alaska*

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fitrotulmawaddah81@gmail.com**ABSTRACT**

This research aimed to analyze the personality development of the main character in the novel Looking For Alaska by John Green. Looking For Alaska by John Green was published in the United States of America in 2005. The novel was the main object of this research. This thesis was carried out to analyze personality development and the factors that caused the personality development of the main character. This research aimed to find out how Miles was described in the novel, his personality development, and the factors that influenced Miles' personality development. The problem formulation in this research was: How was Miles' personality described in Looking For Alaska? How was Miles' personality development described in Looking For Alaska? What were the causes of Miles' personality development described in Looking For Alaska? The research data were obtained from the novel Looking For Alaska written by John Green using reading and note-taking techniques. To achieve the research objectives, the author used literary criticism in analyzing the novel. Then, the author used a psychological approach and personality development theory by Elizabeth Hurlock. The results of this research showed three findings in response to the problem statement. The first was Miles' personality. The researcher found four personality traits in Miles, namely submissive, stolid, unsocial, and disciplined. The second was some of the personality developments that Miles experienced in the novel, and the third was the factors that caused Miles' personality development. The researcher found that Miles became lying, irritable, social, and naughty. Miles' personality development was influenced by important people, namely Colonel and Alaska.

Keywords: *personality, personality development, factor causing personality development.*

INTRODUCTION

Literature is a work of thought that describes life and contains the author's intent and purpose. Literary works have the function of conveying the ideas of a writer (Yanti, 2015, p.1).

In other words, a literary work contains various ideas, theories, and specific systems of thought. These aspects come from the authors who are essential in using the creative ideas outlined in their works. Efforts to convey ideas through literary works can be a writer's creativity to invite readers to know and discuss the problems that are happening in life (Yasa, 2012, p. 3).

Literature has various streams as areas of study, starting from philosophy, sociology, anthropology, and psychology (Ahmadi, 2015, p. 2). Psychology is part of literary studies that examines the psychological problems of humans (characters) contained in literary works, both from the perspective of the work, the author, and the reader. Through literary psychology, someone can study psychology without having to bother studying pure psychology, which uses academic and technical language, which sometimes does not make humans less fond of it.

Through psychology, a person can know himself. Not only that, a person can know the characteristics of others through psychological tests. However, understanding a person's psychological character depends on the person's ability to find out and measure that person's psychological character. For this reason, psychology is not a science believed to predict a person's character. Psychology is only to understand a person's character with specific instruments to produce certain reports related to a person's psychology. However, the research results on a person's character are not patented because the person's character may experience personality dynamics. At the beginning of the psychological test, it means she was a good person, but he was a bad person on the ground. It is caused by the test senses, which sometimes fail to measure a person's psychology.

Psychology is a science that studies human psychic behavior and life and can be used as a means of understanding literary works (Astuti et al., 2016, p. 178). This study will analyze literary works with a literary psychology approach. The psychological approach focuses on the view that a literary work generally contains problems about human life through the characterizations displayed by the author. When doing psychological criticism, three ways can be done in analyzing a literary work. First, researcher can analyze the author's psychological condition when the writer creates a literary work. Second, researcher can analyze the psychological condition of the characters that appear in literary works. Last, researcher can also analyze the psychological condition of readers when reading literary works (Basuki, 2015, p. 128).

Psychology and literature are two different sciences, but both have a point in common. They are about humans and interactions (Wulandari, 2013, p. 6). The two are interrelated because humans always need interaction with fellow humans to fulfill their needs, and humans can not live alone. In literary psychology, many things can be studied in there, such as stress, depression, mental disorders, and anxiety disorders, and can also be about personality. As an approach to literary works, the psychology of literature is built by three approaches, (1) an expressive approach, which is an aspect of psychological studies carried out by the author in the creative process projected through literary works, (2) a textual approach, namely the assessment of psychological aspects contained in the character. himself in a literary work, (3) a pragmatic receptive approach that aims to examine the psychological aspects of the reader formed after understanding a literary work (Endraswara, 2013, p. 98).

According to (Semi, 2012, p. 45), the psychological approach is an approach to literary criticism that emphasizes the psychological aspects of literary works. Psychological elements are gaining attention in literary criticism and research due to the emergence of awareness

among writers and critics. The development and progress of society in this modern era are measured not only from material aspects but also from spiritual and psychological aspects. The use of this theory in the literature produced by many authors is a valuable and pure material for thought in the study of human nature and character.

Personality is a collection of traits, attitudes, and values a person has that can distinguish him from others. Different personalities show that a person has various traits and characteristics, so humans cannot be equated from one angle because humans have differences on certain sides. According to (Yusuf & Juntika, 2013, p. 32), personality comes from the Latin word *Persona*, which means the mask used by the actor in a show or game. The actor is responsible for expressing the mask that is used according to the characteristics represented by his character as if he has the personality to be played. Personality means the embodiment of a person's self that leads to behavioral characteristics.

With age, a person's personality also experiences development. Likewise, the characters in the novel *Looking For Alaska* experience development in their personalities. One of the personality developments experienced by the character is his daily personality, which begins to change because unique friends surround him. Personality development occurs not without reason, but indeed, some factors encourage this development. According to Srilestari (2000), Several factors that cause personality development include internal and external factors. Internal factors come from oneself, such as physical changes or individual psychology. External factors, such as family, friends, environment, and others, come from outside the individual.

Personality comes from the Latin word "*persona*" which means mask (Hurlock, 1974). The word *persona* refers to the masks used by performers in Roman times. Actors who use masks will act according to the behavior according to the mask used. In everyday life, the word personality is used to indicate a person's self-identity, a person's general impression of themselves or others through their behavior. Personality is important for every human being because the personality of every human behavior and activity can be judged as good or bad. Everyone has a different personality from each other. Personality is an absolute requirement for humans to demonstrate their existence in the world, especially in realizing human gifts as social creatures, both internally (socially for themselves) and externally (socially for others).

Personality is a trait that shows the characteristics of other people which are reflected in their behavior, way of speaking, etc. Personality can also be called character to create a person's uniqueness because with personality we can differentiate one individual from another. Personality is related to a person's pattern of self-concept, personality, behavior, emotional state, etc. Personality is a dynamic organization that defines people's specific actions and thoughts from a unified psychological structure (Hurlock, 1974). Based on the description above, it can be concluded that personality is a unique or distinctive trait or behavior that can be used as a differentiator for each individual and a person's tendencies in the process of adapting to their internal and external environment.

Hurlock (1974) said that the characteristics of personality change are divided into three main categories, better versus worse, quantitative versus qualitative, and slow versus fast change. The first is Better Vs Worse. Depending on the person or people, personality changes can be positive or negative. Humans typically undergo personality changes during adolescence. There will always be a positive or negative change. The important thing to keep an eye out for is that this change should be taken as a warning sign when it gets worse. The second is

Quantitative vs Qualitative. When it comes to existing traits and qualitative changes, the most desirable traits typically take the place of the undesirable ones. For instance, the qualitative shift that takes place in egoism will result in the replacement of will with selfishness. Quantitative changes, on the other hand, will result in the strengthening or weakening of current traits, making highly desirable traits undesirable. The third is Slow Vs Fast Change. While rapid change is easily visible to all, slow change is defined as barely perceptible. Typically, personality changes gradually and slowly. Every change requires the unlearning of old habits and the acquisition of new ones in their stead.

Hurlock (1976) identifies there are internal and external factors that influence an individual's personality development. Internal factors, inherited from parents or identified by oneself, are influenced by one's inner self. External factors, on the other hand, can be influenced by surroundings, friends, family, social media, or mainstream media. According to Hurlock (1976) there are eight determining factors that influence the development of character or personality. Namely physical, intellectual, emotional, social, aspirations and achievements, gender, education and family. An explanation of the eight determinants is explained as follows. The first is Physical Determinant Hurlock (1976) suggests that physical determinants, such as self-evaluation and self-concept of one's body or appearance, directly and indirectly influence a person's behavior. These factors include physical attractiveness, body shape, body movements, internal environment, body control, and health. They directly influence a person's personality, affecting their abilities and limitations. Indirectly, they influence their adaptation to social life, influenced by others' opinions. Hurlock's theory suggests that personality development is shaped by these physical determinants, highlighting the interconnectedness of body and personality.

The second is Intellectual determinant. According to Hurlock (1976), a person's personality is influenced by their intellectual capacity, both directly through their life adjustments and indirectly through their judgment of others. The assessment of oneself is influenced by others' assessment, indicating that a person's intelligence is directly linked to their ability to make decisions in challenging situations. The third is Emotional determinant Emotions significantly influence a person's behavior and personality development. According to Hurlock (1976), the loss of love can have a devastating effect on a person's personality. The more love a person receives, the happier and better people will be. Social judgment influences how a person handles their emotions and connects emotionally with others. Emotions can provide encouragement and motivation for happiness and blend in with their environment, but they can also make a person unhappy and fed up with their environment.

The fourth is Social determinant. Every social group aims to engage in social learning and maintain the socially established norms (Hurlock, 1976). People must do so with proper care and avoid harmful actions that may cause others to neglect their environment for socialization. Education and training significantly influence personality development. If desired, individuals should integrate their daily lives, particularly in social life. In other words, people should engage in social learning with respect for their environment. The fourth is Aspirations and Achievement.

Hurlock explained that aspiration is a goal that connects an individual's ego with himself. A strong ego connects aspirations and is closely related to important actions, thus significantly influencing one's personality. Aspirations can be positive, negative, short-term, long-term,

realistic, or unrealistic (Hurlock, 1976). The ideals that each individual has will influence the development of his personality, and the higher his aspirations, the higher his desire to achieve his goals, which will ultimately influence his personality. The first is Sex Determinant. Hurlock explains that sexual behavior affects one's self-concept and the importance of others in their lives. Childhood experiences with sexual behavior and how others react to it significantly influence this aspect. Social factors, religious beliefs, educational levels, gender roles, and personal experiences influence an individual's perspective, affecting the development of their self-perception (Hurlock, 1976).

The second is Educational Determinant. Hurlock (1976) explains that significant influences on educational institutions' development are attributed to students' attitudes towards school and their teachers, as well as their educational values. Good teachers are likely to work according to their capacity, understand their school's knowledge, and have strong relationships with their teachers and subjects. The third is Family determinant. According to Hurlock (1976), the family influences personality development directly through formation and communication. Unconsciously, this influence comes from identification, imitation of attitudes, behavior patterns, etc., and consciously a person develops by viewing himself through family members. The influence of the family on personality development can be related to the ease of perception of an individual's actions by the family, as well as communication and interaction between the individual and his family members. This indirect influence comes from individual identification, not just their actions.

The reason why the researcher chose the novel *Looking For Alaska* as the object of this thesis research was that, although many studies had been conducted to examine this novel, the researcher analyzed it from a perspective that other researchers had yet to explore. Based on the previous studies that the researcher had read, the topic of personality development in the main character, Miles Halter, had never been studied by other researchers. Therefore, the researcher chose to discuss this topic further to increase the number of references for future researchers. In this research, the researcher focused on analyzing the literary work itself and various sources related to the main problem in the novel. This research used Elizabeth Hurlock's theory of personality development to explain the personality issues reflected in the main character. The researcher used this theory because it was considered the most appropriate for analyzing the main character's personality.

In conducting this research, the researcher used several previous studies to obtain additional information that could support this research. This research category was based on the same object, the novel *Looking For Alaska* by John Green. The research conducted by (Ibrati, 2018) *Peer And Adolescence Stage Development* In John Green's *Looking For Alaska*. In this research, three discoveries were made. First, Miles managed to reach the final stages of childhood in the teenage stage. Second, Miles achieved the virtues of loyalty and the ability to accept their imperfections and inadequacies. Third, Miles could control himself and choose what was good and bad for him. The second (Atmaja, 2019) entitled *Alaska's Borderline Personality Disorder As Reflected In John Green Looking For Alaska* produced several conclusions, namely Alaska's personality traits, Alaska characteristics that led to Borderline Personality Disorder, and Alaska's conflicts, both internal and external conflicts that influence Alaska's personality traits in resolving her conflict. The third, (Novita, 2022) *An Analysis Of Moral Values In Looking For Alaska Novel Written By John Green*. This study used qualitative

research methods. This research found that there were many moral values in the novel, namely courage, sincerity, humility, honesty, fortitude, gratitude, kindness, cooperation, sympathy, love and compassion, and trustworthiness.

The researcher also used several journal articles related to the research topic, namely personality development by Elizabeth Hurlock. This research was conducted (Goh & Arianto, 2019) An Effect of Psychological Conflict on Elsa's Personality Development In Frozen: Psychological Approach. In this research, the analysis showed five determining factors in Elsa's personality development: emotional, aspirations and achievements, intellectual, social, and family. Second, (Sagimin & Damayanti, 2019) Interpersonal Relationship and Personality Development of the Main Character in R.J Palacio's Wonder Novel. The results found that August's personality in the Wonder novel was described as a child who was not confident, weak, and limited in social interactions, developing into a child who was a confident, brave, and independent child. Third, research by (Rista Fathika Anggrela et al., 2021) Arisu's Personality Development Across the Death Games In Alice In Borderline. This research found that Arisu's selfish, lazy, insecure, and physically weak personality developed into a confident, witty, reflexive character and very responsive. Fourth, (Lubis & Murni, 2022) An Analysis of Sue Ann's Personality Development in Ma 2019 In this research, it was found that Sue Ann's personality characteristics were initially innocent and obedient. However, his personality changed to assertive, deceitful, rebellious, cruel, and vengeful. Four factors influence changes in Sue Ann's personality: physical changes, environment, important people, and social pressure.

Fifth, (Ardhaneswari, 2022) An Analysis of Behavioral Changes of Female Muslim Main Character in Carlos Montero's Elite. This research used qualitative and descriptive methods. The result of this research was that Obedient became rebellious, Honest became liars. Sixth, (Alvionita et al., 2022) The Main Character Development And Gothic Conventions I Rudnick's Maleficent Novel. The findings in this research were that the personality development experienced by Maleficent is characterized by physical changes, emotional changes, and a family that always accompanies her. Apart from that, Maleficent's gothic principles, namely atmosphere, revenge, and the supernatural, are also found. Seventh, (Utomo et al., 2023) Arvin's Realistic Personality Development in Donald Ray Pollock's The Devil All the Time. This research found that Arvin experienced personality development from a good child to a realistic and rude child. This factor was caused by an important person, namely his father.

Based on the previous research mentioned above, the researcher used those studies as references to highlight the novelty of this research. The researcher aimed to identify aspects of the novel *Looking For Alaska* that had not been explored by other researchers. By reviewing prior studies, the researcher was able to determine the extent to which the novel had been analyzed, making it easier to identify new perspectives for this research.

In this study, the researcher analyzed personality development and the factors influencing the main character's personality development, as no previous research had examined this aspect using Elizabeth Hurlock's theory of personality development. This theory was considered the most appropriate for analyzing the main character, including both the personality development and the factors influencing it. Therefore, the researcher aimed to fill the gap in previous studies and contribute to expanding the application of theories that had not yet been utilized in analyzing *Looking For Alaska*. Based on the explanation above, this research aimed to answer the following questions: 1) How is Miles' personality described in *Looking For*

Alaska?; 2) How is Miles' personality development portrayed in *Looking For Alaska*? 3) What are the causes of Miles' personality development in *Looking For Alaska*?

This research was expected to provide both theoretical and practical contributions. Theoretically, it aimed to enhance the understanding of Elizabeth Hurlock's personality development theory as applied to **Looking For Alaska** by John Green. Practically, it sought to enrich knowledge and serve as a reference for future researchers who focus on the same theoretical framework. This study investigated the personality development of one of the main characters in *Looking For Alaska* by John Green. The researcher employed literary criticism methods and a psychological approach to analyze the novel.

RESEARCH METHOD

The research design of this study was literary criticism, as it aimed to describe and analyze a literary work (Frye, 2015) by focusing on specific issues within the novel. The psychological approach was chosen to analyze Miles' personality from a psychological perspective. Additionally, the researcher applied Elizabeth Hurlock's personality development theory. Using this theory, the researcher first examined Miles Halter's personality, then analyzed his personality development, and finally explored the factors that contributed to these changes.

The primary data source for this research was the novel *Looking For Alaska* by John Green. This novel, which received the Printz Award in 2006, consists of 221 pages and is divided into two parts: "Before" and "After." It was published by Dutton Juvenile in 2005 in the United States. The research data consisted of words, sentences, and dialogues between characters in *Looking For Alaska*. The data collection process was carried out in several stages. First, the researcher read the novel to understand the storyline. Second, the researcher reread the novel and marked sections that depicted the character's personality. Third, the researcher identified and recorded aspects of Miles' personality before moving to Culver Creek while he was still living in Florida. Fourth, the researcher identified personality changes in Miles after his move to Culver Creek. Fifth, the researcher took notes on the factors contributing to Miles' personality changes.

After collecting the data, the researcher analyzed it by identifying and classifying the personality traits of the characters in the novel. Since this study used a psychological literary criticism approach, all data classifications were interpreted from a psychological perspective. Finally, the overall analysis led to conclusions that summarized all aspects discussed in this study.

FINDINGS & DISCUSSION

Miles' Personality

As stated by Hurlock (1974) the characteristics of personality change were divided into three main categories: better versus worse, quantitative versus qualitative, and slow versus fast change. The researcher found several data that showed a change in Miles' character from good to bad. Therefore, the researcher focused on better vs worse characters' personality development in this study. The personality of Miles in the novel *Looking For Alaska* is as follows:

Submissive

Datum 1

...My mother persisted on throwing me a going-away a party (Green, 2005, p.3).

The sentence showed a one-sided decision from Miles' mother, which Miles could not reject because she had already prepared everything needed for the event. Even though Miles did not want a party, since all the arrangements and preparations were already completed, he could not refuse and could only comply with his mother's wishes to appreciate her and make her happy.

Stolid

Datum 2

And that about exhausted out conversational topics. I might have asked a question about Jesus Christ Superstar, except that 1. I didn't know what it was, and 2. I didn't care to learn, and 3. I never really excelled at small talk" (Green, 2005, p.4).

The quotation stated that Miles was a quiet person. He ended the conversation because, in his view, there were several reasons for doing so. These included not knowing about the event Will was referring to, having no interest in learning about it, and struggling to engage in small talk with others. From this, it can be concluded that Miles was a quiet individual who found it difficult to engage in casual conversation, even when welcoming a friend to his event. Additionally, Miles showed little interest in things he was unfamiliar with, such as Will's summer event.

Unsocial

Datum 3

*And I said, "I'm listening."**"We were just talking about Truth or Dare. Played out in seventh grade or still cool?"**"Never played it," I said. "No friends in seventh grade." (Green, 2005, p. 130).*

The conversation above indicated that Miles told Alaska he had never played Truth or Dare because, in seventh grade, he had no friends. This suggested that Miles was an introverted person who preferred reading books in the library rather than socializing and forming close friendships. He struggled to connect with others and was known for being unsocial. Miles was also very awkward in conversations; even when his mind was occupied with questions to ask, he never managed to express them and instead remained silent. This difficulty in communication made it challenging for him to build relationships and get to know others.

Discipline

Datum 4

The Colonel explained to me that 1. This was Alaska's room, and that 2. She had a single room because the girl who has supposed to be her roommate got kicked out at the end of last year, and that 3. Alaska had cigarettes, although the Colonel neglected to ask whether 4. I smoked, which 5. I don't (Green, 2005, p. 14).

The statement, *"the Colonel neglected to ask whether I smoked, which I don't,"* indicated that Miles was a disciplined person. He had never smoked before and had no interest in doing so. Even when the Colonel appeared to offer or invite him to smoke, Miles remained indifferent and disregarded the suggestion, treating the Colonel's words as insignificant.

Datum 5

"I think I'll pass." Aside from a few sips of champagne on New Year's under the watchful eye of my parents, I'd never really drunk any alcohol, and "ambrosia" didn't seem like the drink with which to start (Green, 2005, p. 36).

Before Miles said the answer above, the Colonel offered Miles a drink that was in the refrigerator, which Miles thought was stale milk, which turned out to be ambrosia. Miles rejected the Colonel's offer because he had never drunk alcohol before. The data above shows that Miles is a disciplined child. Miles is a person who does not want to break written or unwritten rules. It is proven that Miles is a disciplined person because he had a naive and innocent character when he first started at Culver Creek. He also refused all his friend's repeated offers to smoke and drink alcohol. Also, at his previous school, he had no experience breaking the rules.

Miles' Personality Development

The researcher showed that Miles' personality development became worse by using the personality development theory put forward by Elizabeth Hurlock. The researcher tried to explain some of Miles' personality changes. The changes are as follows:

Lie

Datum 6

"I know that-" he said, and in the living room, the Colonel sneakers squeaked against the hardwood floor. The Eagle looked at me quizzically and sidestepped me. I quickly said, "Is that burner on?" and pointed toward the frying pan.

The Eagle wheeled around, looked at the clearly not-on burner, then dashed into the living room.

Empty, He turned back to me. "Are you up to something, Miles?"

"No, sir. Honestly. I just wanted to talk about Chip." (Green, 2005, p. 178).

The conversation above demonstrated that Miles lied to Mr. Starnes, commonly known as The Eagle, in order to deceive him and prevent the Colonel from getting caught sneaking into his room. The lie occurred when the Colonel's sneakers accidentally made a noise. To divert The Eagle's attention, Miles spontaneously pointed at the stove, which was turned off, and asked, *"Is that burner on?"* Despite The Eagle's initial suspicion, Miles managed to dispel his doubts by mentioning Chip's problem. Miles' personality development, as shown in the data above, indicated a shift from his original submissive nature to becoming a liar. This transformation occurred as a result of his frequent interactions with the Colonel. According to Hurlock's theory, Miles' change falls into the social determinant category, as his personality development was influenced by external factors. Hurlock (1976) stated that for someone to adopt a certain behavior, they must be actively involved in another person's daily activities, which explains Miles' evolving personality.

Irritable

Datum 7

The vein-pulsing screaming came later, after I had jogged across Highway 119 and through the dorm circle and across the soccer field and down the dirt road to the bridge, when I found myself at the Smoking Hole. I picked up a blue chair and threw it against the concrete wall, and the clang of plastic on concrete echoed beneath the bridge as the chair fell limply on its side, and then I lay on my back with my knees hanging over

the precipice and screamed. I screamed because the Colonel was a self-satisfied, condescending bastard (Green, 2005, p. 171).

The quotation above occurred when Miles refused the Colonel's invitation to contact Jake, whose primary purpose was to ask about the night he last saw Alaska or whether there were any issues with her. Miles repeatedly declined the invitation because he wanted to avoid any involvement with Jake he did not even want to see or hear him speak. Eventually, Miles, overwhelmed with emotion, stormed out, ran, threw a plastic chair against a concrete wall, and screamed. He expressed his anger toward the Colonel in this way because he did not want to feel humiliated in front of Jake, Alaska's boyfriend.

Miles' irritability stemmed from his strong reluctance to engage with Jake, yet the Colonel continued to push him into doing so. This personality trait developed as a result of the pressure from his friends, who forced him into situations he did not want to be part of. To cope with his frustration, Miles resorted to expressing his anger by yelling at his friends and screaming alone in a quiet room.

Emotions play a significant role in shaping a person's behavior and personality development. While emotions can provide motivation, foster happiness, and help individuals adapt to their environment, they can also lead to dissatisfaction and frustration. According to Hurlock (1976), the loss of love can have a profound impact on an individual's personality, potentially leading to emotional distress and changes in behavior, as seen in Miles' case. Social

Datum 8

After three months, I knew most people, but I regularly talked to very few—just the Colonel and Alaska and Takumi, really. But in a few hours, I got to know my classmates quite well (Green, 2005, p. 86).

The quotation showed that Miles had gotten to know more people in the last three months. Miles could learn the names of his classmates in a few hours. Miles rarely talked and listened more, but he could quickly get to know his classmates because he often went with the Colonel, and he might have gotten to know the people around him more quickly. As Hurlock (1976) said, a person had to adapt to other people's habits to be considered part of his group. This way, it would be easier for the group to accept new people joining the group.

Naughty

Datum 9

"Is it safe here?"

"Not really," he then lit a cigarette and handed it to me. I inhaled. Coughed. Wheezed. Gaspd for breath. Coughed again. Considered vomiting. Grabbed the swinging bench, head spinning, and threw the cigarette to the ground and stomped on it, convinced my Great Perhaps did not involve cigarettes (Green, 2005, p. 16).

In this data, Miles smoked with his friend, the Colonel, who was on the edge of the lake, talking about habits or incidents that the Colonel and his friends had experienced before. At first, the Colonel offered Miles a cigarette; Miles was interested and tried it. Once he tried it, he coughed because it was his first time smoking. With reflex, Miles immediately threw the cigarette to the ground and stepped on it because of the pain. Miles threw it away because he felt uncomfortable with smoking. It could be said that smoking was something new for him. The disciplined Miles changed to naughty, which was caused by social groups, particularly the Colonel. As Hurlock said (1976), every social group aimed to be involved in social learning and

maintain social norms. If people wanted to be recognized, then they had to integrate into the social life that had been carried out by the group.

Datum 10

I worried about it for a moment as I held the bottle by the neck, but I wanted to trust her, and so I did. I took a minor sip, and as soon as I swallowed, I felt my body rejecting the stinging syrup of it. It washed back up my esophagus, but I swallowed hard, and there, yes, I did it. I was drinking on campus (Green, 2005, p. 102).

In addition to smoking, Miles was also used to drinking alcohol. The text above explained Miles' first reaction to drinking alcohol. At first, Miles was afraid because he had never tried it (drinking alcohol). In other words, this was the first time he held a bottle containing his friend's alcohol. His trust in Alaska covered Miles' fear of drinking alcohol. Next, Miles tried to adapt to the alcohol, tasting little by little to introduce himself to his body. At first, he refused, but he was forced to swallow, and finally, the alcohol entered his body. Miles consciously did this on campus with his friends, so in the text above, he said, *"Yes, I did it. I was drinking on campus."* This statement showed that Miles felt he had a new experience, namely daring to do something he had never done before, namely drinking alcohol. The personality development of Miles from disciplined to naughty was caused by his social environment, namely Alaska. According to Hurlock (1976), Miles' personality development was included in social determinants because the changes that Miles experienced were due to his environment, which often produced bad habits. In this case, Miles had been involved in social learning about his friends' environment, namely drinking alcohol.

The factors causing Miles' personality development

The only one factor causing Miles' personality development is significant people, those are the Colonel and Alaska.

Datum 11

The Colonel lit cigarette, threw it to me, and lit one of his own. It was eerie, that he could tell when I wanted a cigarette. We were like an old married couple. For a moment, I thought, It's massively unwise to throw lit cigarette around a barn full of hay, but then, the moment of caution passed, and I just made a sincere effort not to flick ash onto any hay (Green, 2005, p. 118).

The quotation above showed that the Colonel significantly impacted Miles' personality development. Miles experienced a change from being disciplined to being naughty due to his frequent association with the Colonel, where the Colonel was a significant person to Miles—the most crucial person in Miles' life. He was the person who accepted him when he did not have any friends in the dorm. He felt like an old couple who already knew what each other wanted, and the other immediately gave it to them. The Colonel was indeed a person who cared about his friends. Their friendship developed so well that they also got better telepathy. This friendship was created because of mutual care for each other. Hurlock (1976) said that society could adapt to changes in its environment by adapting to new behavior patterns, values, and societal aspirations. The personality development that Miles experienced was a form of adaptation to his new environment, the Colonel and his friends. Miles, who initially did not have close friends, adapted to the living habits of the Colonel and his friends, making him have close friends who cared about him.

Alaska was another character who changed Miles' personality besides the Colonel. Alaska was the woman he loved at first sight, and finally, Miles was fascinated until the end of the story. Apart from that, Miles also wanted to obey all of Alaska's wishes.

Datum 12

I just heard, "UP! Do you know what time it is?!"

I looked at the clock and groggily muttered, "It's seven thirty-six."

"No, Pudge. It's party time! We've only got seven days left before everyone comes back. Oh God, I can't even tell you how nice it is to have you here. Last Thanksgiving, I spent the whole time constructing one massive candle using the wax from all my little candles. God, it was boring. I counted the ceiling tiles. Sixtyseven down, eighty-four across. Talk about suffering! Absolute torture."

"I'm really tired. I—" I said, and then she cut me off.

"Poor Pudge. Oh, poor poor Pudge. Do you want me to climb into bed with you and cuddle?"

"Well, if you're offering—"

"NO! UP! NOW!" (Green, 2005, p. 83).

The data above explained that Alaska awakened Miles to celebrate Thanksgiving with her. Miles still wanted to continue sleeping, but Alaska forced him to wake up and accompany her to celebrate her Thanksgiving holiday. After telling him about her experience last year celebrating alone and now with her friend, Alaska rejected Miles' excuse of not wanting to get up. Alaska forced Miles to get up, and without resistance, Miles obeyed Alaska. They immediately rushed to continue their Thanksgiving holiday activities. The compulsion that made Miles happy was when he was woken up to accompany Alaska all day. Hurlock (1976) said the habits, behaviors, attitudes, priorities, and expectations of significant others could be influenced by changes in their personality. Alaska was Miles' priority in his life because she was his beloved woman, so even though Miles still wanted to sleep, he was forced to wake up to comply with Alaska's wishes, namely, accompanying the rest of the Thanksgiving holiday at Culver Creek.

CONCLUSION & SUGGESTION

Based on the researcher's analysis, the research findings show that Miles' character initially exhibits a personality that is submissive, stolid, unsocial, and disciplined. As the story progresses, Miles undergoes significant personality development. His submissive nature transforms into a tendency to lie, his stolid demeanor shifts to irritability, his unsocial behavior evolves into sociability, and his disciplined self becomes more rebellious. Miles lies to his parents about spending time with Alaska at Culver Creek, becomes irritable when the Colonel insists he meet Jake, finds joy in social interactions and friendships, and adopts smoking and drinking alcohol as part of his daily habits.

The researcher also found that the role of significant people in Miles' life plays a crucial part in his personality development. The most dominant factor influencing Miles' transformation is the presence of The Colonel and Alaska. Since meeting them, Miles' personality begins to shift. Being constantly exposed to their habits and lifestyle, Miles gradually becomes involved in their activities. The influence of The Colonel and Alaska significantly shapes his new behaviors—lying, irritability, sociability, and rebelliousness. This research used Elizabeth Hurlock's personality development theory to discuss the personality development of the main character, Miles Halters. However, the researcher hopes

that in future research that uses the novel *Looking For Alaska* as research data, other theories can be used to enrich and complete the study on the novel *Looking For Alaska* so that in the future, it can be used as a reference for further research.

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