

**JEANNETTE'S STRIVE TO ACHIEVE A BETTER LIFE IN
JEANNETTE WALLS' *THE GLASS CASTLE***

THESIS

By:
KHALID ILHAM AKBAR BASUKI
NIM 15320061



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
2021**

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THESIS

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By:
Khalid Ilham Akbar Basuki
NIM 15320061

Advisor:
Muzakki Afifuddin, M.Pd.
NIP 197610112011011005



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
2021**

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I state that the thesis entitled “**Jeannette’s Strive to Achieve a Better Life in Jeannette Walls’ *The Glass Castle***” is my original work. I do not include any materials previously written or published by another person, except those ones that are cited as references and written in the bibliography. Hereby, if there is an objection or claim, I am the only person who is responsible for that.

Malang, 14th December 2021

The researcher,



Khalid Ilham Akbar Basuki

NIM 15320061

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This to certify that Khalid Ilham Akbar Basuki's thesis entitled **Jeannette's Strive to Achieve a Better Life in Jeannette Walls' *The Glass Castle*** has been approved for thesis examination at the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for degree of *Sarjana Sastra* (S.S.).

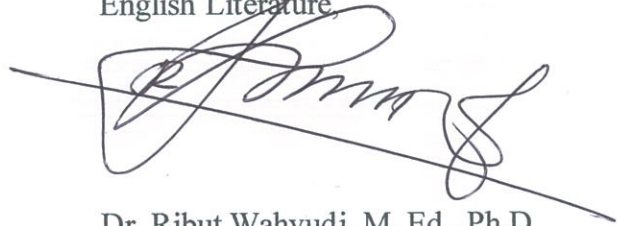
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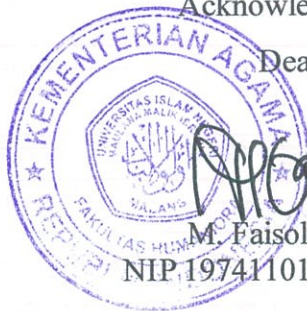
Muzakki Afifuddin, M.Pd.
NIP 197610112011011005


Head of Department of
English Literature



Dr. Ribut Wahyudi. M. Ed., Ph.D
NIP 198112052011010007

Acknowledged by
Dean,




M. Faisol, M.Ag.
NIP 197411012003121003


LEGITIMATION SHEET

This is to certify that Khalid Ilham Akbar Basuki's thesis entitled **Jeannette's Strive to Achieve a Better Life in Jeannette Walls' *The Glass Castle*** has been approved by the Board of Examiners as the requirement for the degree of *Sarjana Sastra* (S.S.) in Department of English Literature.

Malang, 14th December 2021

The Board of Examiners

1. Dr. Siti Masitoh, M.Hum.
NIP 196810202003122001

Signatures
(Main Examiner) 

2. Hafidhun Annas, M.Hum.
NIP 198807292019031009

(Chair) 

3. Muzakki Afifuddin, M.Pd.
NIP 197610112011011005

(Advisor) 

Acknowledged by

Dean,



Dr. M. Faisol, M.Ag.
NIP 197411012003121003

MOTTO

Do whatever it takes & Believe in god.

DEDICATION

I dedicate this thesis to:

My dearest Family:

Wife & Daughter, Yuniananda Rahma N. & Mahira Syauqiya K. A.

Mother, Septiyaning Musaroh

Father, Basuki Yono

Sister, Rara Savira Filaili

My advisor:

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Ubaidillah, Naufal Gokil, Danang Boneng, Ujus Andre, Khoir Kower & Heni,
Andi Ilang, Okky, Hizbul Mubaroq, Ekka, Rosa, Eka and many more that I can't
mention all of them, for sharing the same struggle, and giving me prays and
supports.

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Finally, I hope this thesis will be useful for all the readers and may provide an additional source for those who want to study psychological criticism. This study may not be perfect. Hence, any comments, corrections, and criticisms are gently welcomed.

Malang, 14th December 2021

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ABSTRACT

Khalid Ilham Akbar Basuki. 2021. **Jeannette's Strive to Achieve a Better Life in Jeannette Walls' *The Glass Castle***. Minor Thesis (*Skripsi*) Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Muzakki Afifuddin, M.Pd.

Keywords : Inferiority Feeling, Strive for Superiority

Adler proposed a theory about personality development which he called individual psychology. Adler viewed personality development as oriented towards the future rather than being caused by past experiences. Subsequently, it causes the behavior to be governed by, serves, and expresses one's purpose, specifically the fictional end goal. Adler believes that individuals are directed towards competence or self-mastery, or what Adler calls strive for superiority. Strive for superiority acts as the way to compensate for normal, and universal feelings of insignificance, helplessness, and a belief that one is less than what one should be, or what Adler calls inferiority feelings. In conclusion, strive for superiority is an individual's natural desire to develop from a minus situation to plus situation. Later on, it becomes a lifelong process to build individual's personality

This research is categorized as literary criticism. The objective is to analyze the individual's development of the main character using Alfred Adler's individual psychology theory. This research overviews the event experienced by the main character in the novel *The Glass Castle* as the primary data for the analysis. The data obtained from reading the object study for several times is classified as the causes of inferiority feelings and the way to strive for superiority. The data of the causes of inferiority feelings are used to present the background behind the main character's drives to develop her individual development. The data of the way to strive for superiority are used to describe main character ways to develop her individual development.

The result of this research portrayed is (1) Jeannette Walls' *The Glass Castle* reflect many aspect of both inferiority feeling and inferiority complex that mainly caused by Physical Deficiency, Social and Economic Status, Sex, Family Constellation and Education (2) Strive for superiority from within Jeannette about Fictional Goal, Lifestyle and Social Interest, she makes decisions that build her up from the little things to the big things. from the side of his former family, and he wants to improve his whole life by making good decisions. Ultimately, Jeannette becomes an individual who brings positive contribution to her society.

ABSTRAK

Khalid Ilham Akbar Basuki. 2021. **Jeannette's Strive to Achieve a Better Life in Jeannette Walls' *The Glass Castle***. Skripsi Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Muzakki Afifuddin, M.Pd.

Kata Kunci : Inferiority Feeling, Strive for Superiority

Adler mengajukan teori tentang perkembangan kepribadian yang disebutnya psikologi individu. Adler memandang perkembangan kepribadian berorientasi pada masa depan daripada disebabkan oleh pengalaman masa lalu. Selanjutnya, hal itu menyebabkan perilaku diatur oleh melayani, dan mengekspresikan tujuan seseorang, khususnya tujuan akhir fiktif. Adler percaya bahwa individu diarahkan pada kompetensi atau penguasaan diri, atau yang disebut Adler berjuang untuk superioritas. Upaya untuk superioritas bertindak sebagai cara untuk mengkompensasi perasaan tidak penting, tidak berdaya, dan keyakinan yang normal, dan universal, dan keyakinan bahwa seseorang kurang dari apa yang seharusnya, atau apa yang disebut Adler sebagai perasaan inferioritas. Kesimpulannya, berjuang untuk superioritas adalah keinginan alami individu untuk berkembang dari situasi minus ke situasi plus. Kemudian, menjadi proses seumur hidup untuk membangun kepribadian individu.

Penelitian ini dikategorikan sebagai kritik sastra. Tujuannya adalah untuk menganalisis perkembangan individu tokoh utama dengan menggunakan teori psikologi individu Alfred Adler. Penelitian ini mengulas tentang peristiwa yang dialami oleh tokoh utama dalam novel *The Glass Castle* sebagai data primer untuk dianalisis. Data yang diperoleh dari beberapa kali membaca objek studi diklasifikasikan sebagai penyebab perasaan rendah diri dan cara memperjuangkan keunggulan. Data penyebab perasaan rendah diri digunakan untuk menyajikan latar belakang dorongan tokoh utama untuk mengembangkan perkembangannya. Data cara memperjuangkan keunggulan digunakan untuk menggambarkan cara tokoh utama mengembangkan perkembangannya.

Hasil penelitian ini digambarkan adalah (1) *The Glass Castle* karya Jeannette Walls mencerminkan banyak aspek dari perasaan inferioritas dan kompleks inferioritas yang terutama disebabkan oleh Kekurangan fisik, status sosial dan ekonomi, jenis kelamin, konstelasi keluarga dan pendidikan. (2) Berjuang untuk superioritas dari dalam diri Jeannette tentang tujuan fiksi, gaya hidup dan minat sosial, dia membuat keputusan yang membangunnya dari hal-hal kecil ke hal-hal besar. dari sisi lama keluarganya, dan dia ingin meningkatkan seluruh hidupnya dengan membuat keputusan yang baik. Pada akhirnya, Jeannette menjadi individu yang membawa kontribusi positif bagi masyarakat.

مستخلص البحث

أكبر باسوكي ، خالد إلهام. ٢٠٢١. تسعى جانيت جاهدة لتحقيق حياة أفضل بنظرية جانيت في رواية *"The Glass Castle"* بواسطة جانيت والس. البحث العلمي، قسم الأدب الإنجليزي ، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. مشرف الأستاذ مزاكي عفيف الدين ، الماجستير

الكلمات المفتاحية : الشعور بالنقص، نسعى جاهدين للتفوق

اقترح أدلر نظرية حول تطور الشخصية أطلق عليها اسم علم النفس الفردي. ينظر أدلر إلى تطور الشخصية على أنه موجه نحو المستقبل وليس ناجما عن التجارب السابقة. علاوة على ذلك ، فإنه يتسبب في أن يحكم السلوك من خلال خدمة الغرض والتعبير عنه ، ولا سيما الهدف النهائي الوهمي. يعتقد أدلر أن الأفراد كانوا موجهين نحو الكفاءة أو إتقان الذات ، أو ما أسماه أدلر السعي لتحقيق التفوق. تعمل محاولات التفوق كوسيلة للتعويض عن مشاعر التفاهة والعجز والمعتقدات الطبيعية والعالمية ، والاعتقاد بأن الشخص أقل مما ينبغي أن يكون عليه المرء ، أو ما يسميه أدلر مشاعر النقص. في الختام ، السعي لتحقيق التفوق هو الرغبة الطبيعية للفرد في التطور من وضع ناقص إلى وضع زائد. ثم تصبح عملية مدى الحياة لبناء شخصية الفرد.

يصنف هذا البحث على أنه نقد أدبي. كان الهدف هو تحليل التطور الفردي للشخصية الرئيسية باستخدام نظرية ألفريد أدلر في علم النفس الفردي. يستعرض هذا البحث الأحداث التي مرت بها الشخصية الرئيسية في رواية القلعة الزجاجية كبيانات أولية للتحليل. تصنف البيانات التي تم الحصول عليها من عدة مرات من قراءة موضوع الدراسة كأسباب لمشاعر الدونية وطرق للقتال من أجل التميز. تستخدم البيانات المتعلقة بأسباب مشاعر النقص لتقديم خلفية دافع الشخصية الرئيسية لتطوير تطوره الفردي. تستخدم البيانات حول كيفية الكفاح من أجل التميز لوصف الطريقة التي تطور بها الشخصية الرئيسية تطورها الفردي.

نتائج هذه الدراسة الموصوفة هي (١) تعكس القلعة الزجاجية لجانيت وولز العديد من النقص البدني، الوضع الاجتماعي والاقتصادي، الجنس، كوكبة الأسرة والتعليم. جانيت كشخصية رئيسية تعيش في ظروف عائلية سيئة. (٢) سعيا منها للتفوق من داخل جانيت حول الهدف الخيالي ونمط الحياة والاهتمام الاجتماعي ، اتخذت قرارات بنتها من الأشياء الصغيرة إلى الأشياء الكبيرة. من

الجانب القديم من عائلته ، ويريد تحسين حياته بأكملها من خلال اتخاذ قرارات جيدة. في النهاية ، أصبحت جانيت فردا قدم مساهمة إيجابية للمجتمع.

CHAPTER I

INTRODUCTION

This chapter covers a rationale for conducting this research. Background of the study will provide a foundation for electing the issues of striving from inferiority to achieve superiority that occur in character Jeannette. Problems of the study will provide the main issues that need to be solved. Objective of the study will provide the goal for solving the issues. The scope and limitation will narrow the focus of the research. Definition key terms will provide a better understanding to understand the research. The previous study will provide a referral source as well as a comparison from the past research in the same area of topic or object. The research method will be used to provide the suitable research design, data source, data collection, and data analysis for the research.

A. Background of the Study

In the life of the living, everything begins with birth and always ends with death. Between life and death there is a fundamental process called survival. To go through the process of survival, each creature undergoes their own way to survive. A foremost example of a unique species that survives in line with their intelligence capability is human beings. Human beings thrive using unique advantages found only in their species. They are characterized by a remarkable expansion in intelligence, consciousness, complex learning, and culture transmission mechanisms (Toby & Devore, 1987, p. 235).

Although some creatures also rely on intelligence to survive, human intellectual abilities are proven to be very advanced when compared to other creatures. Through the utility of their intelligence, humans are known to be the most successful prosocial and cooperative species (Tomasello and Vaish, 2012, p. 249). The key to human success as social beings lies in their ability to communicate. Humans with their intellectual capability are able to develop language to communicate meaning. Subsequently, language enables humans to generate their thoughts and emotions. This particular ability is expanded to the utmost level so that it is capable of shaping their entire civilization (Chaudhari, 2017). In later development, language is also arguably capable of recording the trace of human existence by means of producing creative expression called literature (Klarer, 1999, p. 1).

Wellek and Warren (1942, p. 11) refer to literature as a creative activity that applies appropriately to the literary arts, namely literature as an imaginative work. The definition is acceptable in the way literature is manifested from the author who writes the literature, but it lacks in the way literature is distinguished from scientific writing. Therefore, Wellek and Warren (1942, p. 12) also proposed a distinction to distinguish literature and scientific writing. Scientific writing must contain a sign of systematic or symbolic logic. In contrast, literature must contain thought, emotion, and feeling within it. In addition, Wellek and Warren (1942, p. 21) also emphasize the function of literature, which is to satisfy the reader through aesthetic seriousness. Harmonization between the aspects of utility and pleasure becomes an

important essence to achieve aesthetic seriousness. Therefore, it comes to the author's duty to fulfil the reader's aesthetic seriousness.

For the reader, aesthetic seriousness achieves its function only if it fulfills the reader's expectations. Therefore, to fulfill the function of the literature, the literature is classified into different genres and subgenres. In English literature, there are known only three different genres. The three genres are novel, drama, and poetry (Klarer, 1999, p. 3). As a distinction, the three genres are distinguished by the way the literature is written. Poetry is generally written in verse text that presents aesthetic seriousness in the art of expressing feelings through connotative and imaginative meanings. Drama is usually written in direct dialogue which presents aesthetic seriousness in the art of expressing feelings into the portrayal of characters where the reader will be impressed by the way the story is depicted. Novels are mostly written in the form of narrative texts that present aesthetic seriousness in the art of expressing feelings into a complete story that shows one or several main characters and provides minor characters to support the main characters (Lethbridge & Jarmila, 2012).

From narrative text that serves aesthetic seriousness, the novel is divided into various subgenres. One of the novel subgenres that is taken for granted but which actually has great aesthetic seriousness is the nonfiction novel. Non-fiction novels emphasize character, action, and reveal in detail all the values of life that the author can count on readers to recognize – and, ideally, to share (Bloom, 2003, p. 286). Cheney (2001) states that non-fiction novels tell a story using facts, but use many fictional techniques for an engaging quality and emotional vibrancy. In its

application, non-fiction novels not only deliver facts, but also convey facts in a way that moves the reader towards a deeper understanding of a topic. This proposal leads to the fact that non-fiction novels are suitable to be applied as objects for various fields of academic study.

In the field of literary studies, one of the famous topics that is often being discussed is psychoanalysis. Psychoanalytic theorists emphasize that behavior is only a surface characteristic. A proper understanding of development in psychoanalysis requires an in-depth analysis of the symbolic meaning of behavior and the workings of the mind. Psychoanalytic theorists also emphasize that early experiences with parents broadly shape development. This characteristic is highlighted by Sigmund Freud as the founding father of psychoanalytic theory (Santrock, 2011, p. 22). In later development, Freud's theory became a foundation for many theorists who belonged to the neo-psychoanalytic classification.

One of the neo-psychoanalytic theorists whose thoughts are quite significant is Alfred Adler. Adler proposed a theory about personality development which he called individual psychology. Adler viewed personality development as oriented towards the future rather than being caused by past experiences. Subsequently, it causes the behavior to be governed by, serves, and expresses one's purpose, specifically the fictional end goal. Adler believes that individuals are directed towards competence or self-mastery, or what Adler calls strive for superiority. Strive for superiority acts as the way to compensate for normal, and universal feelings of insignificance, helplessness, and a belief that one is less than what one should be, or what Adler calls inferiority feelings. In conclusion, strive for

superiority is an individual's natural desire to develop from a minus situation to plus situation. Later on, it becomes a lifelong process to build an individual's personality (Watts, 2009).

Adler theory of individual psychology is precisely correlated to be used in analyzing literary work, especially literary works that inspired by true stories. One example of literary work that based on true story is Jeannette Walls's *The Glass Castle*. *The Glass Castle* is taken from real life experience of Jeannette Walls who is the author of the novel itself. The novel tells a story about the life of Jeannette Walls who lives an unusual life with her family. The story is primarily focus on Jeannette's strive to achieve a better life and become a normal citizen like most people. This includes an effort to work at Brooklyn newspaper called *The Phoenix* in which Jeannette begin her early career. Later, Jeannette improve her career and work as the writer for intelligencer column in to *New York Magazine*. She also contribute regularly to the gossip column scoop at *MSNBC.com* before eventually decide to work her career as full-time writer at 2007.

Throughout her career, *The Glass Castle* was her greatest masterpiece. The novel is crowned as amazon best-seller book for journalist biographies category. The novel also has been translated into over 20 languages and more than 2.7 million of its copies have been sold. (McDowel, 2017). It later received the Christopher Award, the American Library Association's Alex Award (2006), and the Books for Better Living Award. In 2017, Paramount bought the film rights to the book with Brie Larson starring as Jeannette Walls.

The succession of *The Glass Castle* novel is the primary reason for the researcher to make the novel as the research object. Other than that, *The Glass Castle* novel is interesting because it proposes a significant lesson that exemplifies a meaningful life which can be a role model for all of the reader. In addition, *The Glass Castle* primary storyline about meaningful life is fairly related to Indonesia as a developing country. As a developing country, reading materials such as *The Glass Castle* novel will be a source of inspiration that can motivate the younger generation. In conclusion, this research is hoped to be a bridge to unveil the important lessons that reside within the novel.

In the field of academic studies, *The Glass Castle* novel was previously analyzed by Yusnaviza Alda in 2019 in her thesis under the title *The Environmental Influence on Personality Development in Jeannette Walls's The Glass Castle Memoir (2005): A Behaviorist Perspective*. She explains the environmental influence on Jeannette's personality development. Adler's individual psychology theory was also previously used to analyze literary work by Tsani Happy in 2019 in his thesis under the title *A Boy with Fabulous Heart: Ender's Strive for Superiority in Orson Scott Card's The Ender Game*. He concluded that the personality of the main character named Ender is gradually developing because the inferiority feelings he faced forced him to strive for superiority, or else it was going to take him down or even be injured. Other researcher that also used Adler's individual psychology theory to analyze literary work was Baharudin Muhammad Allam on 2019 in his thesis under the title *Elliot's Struggle to Overcome Schizophrenia in Sam Esmail's Mr. Robot: Red WheelBarrow*. The result of his

research found out that schizophrenia is the cause for by the main character named Elliot inferiority feeling as well as the driving force to strive for controlling himself.

Based on the previous research from past researchers, it can be concluded that trending for conducting research with *The Glass Castle* novel as research object was aimed to portray important lessons from the novel's story. Subsequently, one way to extract important lessons from novels can be done through analyzing with Adler's individual psychology theory. Because of that trend, the researcher found a gap in the research of analyzing literary work with the utilization of psychological approaches. This gap consists of the absence of research that analyzes *The Glass Castle* novel using Adler's individual psychology theory. The focus of the research will be analyzing Jeannette Walls's personality as the main character. The analysis includes portraying the cause of Jeannette's inferiority feeling and the way Jeannette strives for superiority. Finally, based on the detail from the background that had been mentioned above, the researcher intends to conduct a research under the title *Jeannette's Way to Strive Against Inferiority Feeling in Jeannette Walls's The Glass Castle*.

B. Problem of the Study

1. What is the situation that causes Jeannette's inferiority feelings?
2. How does Jeannette strive for superiority?

C. Objective of the Study

1. To find and describe the situation where Jeannette experienced inferiority feelings.
2. To analyze Jeannette's way to strive for superiority.

D. Significances of the Study

Theoretically, the results of this research are expected to enhance the knowledge of individual psychology as explicit theory that is applied to analyze literary work. It also hoped to give reader a better understanding of its application through the use of Jeannette Walls's *The Glass Castle* as the object analysis for this research.

Practically, this research can be used as a reference for research in correlation to individual psychology theory. In addition, this research is also intended to introduce the reader about the powerful and meaningful life through Jeannette's life story. Because of that, the way Jeannette's life story is being analyzed in this research is designed to be referenced to motivate the reader.

E. Scope and Limitation

The analysis of this research will be focused on the application of individual psychology theory by Alfred Adler to analyze the novel *The Glass Castle* by R.J Palacio. It is also being narrowed merely on the character Jeannette as the main character of the novel. Then, the content analysis will be concentrated on the causes of Jeannette's inferiority feeling and the way Jeannette strives to compensate for her inferiority.

F. Definition Key Term

As a guideline for a better understanding of this research, several key terms will be provided as follows:

1. Individual psychology

The psychological approach which emphasizes the proactive, form-giving and fictional nature of human cognition and its role in constructing the reality where the individuals know and to which they respond (Watts, 2009).

2. Inferiority feeling

The feeling where the individual feels inferior, incompetence, small, weak, and uncertain (Adler, 1916, p. 36)

3. Striving for Superiority

A desire to overcome a deficiency and strive after future superiority or success (Colin, 1997, p. 33).

G. Previous Study

Previously, *The Glass Castle* novel had been analyzed by Yusnaviza Alda in 2019 in her thesis under the title *The Environmental Influence on Personality Development in Jeannette Walls's The Glass Castle Memoir (2005): A Behaviorist Perspective*. She explains the environmental influence on Jeannette's personality development. The first environmental influence is family which affected the traits of independent, smart, mature, firm, and caring in Jeannette's personality. The second environmental influence is school which affected the traits of tough, humble, and problem solving in Jeannette's personality. The third environmental

influence is the negative and positive sides of role-play and accepting reality in Jeannette's personality. All three influencing factors are supported by characters, events, and setting within the novel. The characters are supporting the environmental influence through the media of socialization which later influence Jeannette's personality. The events are supporting the environmental influence through the media circumstances which compel Jeannette to develop her personality. The settings are supporting the environmental influence through the existing society which makes Jeannette have to adjust by adapting her personality

The theory of individual psychology by Alfred Adler was also previously used to analyze novels by several past researchers. The first researcher was Tsani Happy in 2019 in his thesis under the title *A Boy with Fabulous Heart: Ender's Strive for Superiority in Orson Scott Card's The Ender Game*. The result of his research concluded that the main character's personality, named Ender, is gradually developed because of the pressure of inferiority. This condition forced him to strive for superiority, or else it was going to take him down or even be injured. The application of Ender's striving for superiority is also changing in response to the inferiority he confronted. However, it still works as Adler emphasizes where ideal-self serves as the embodiment of ideas that later would be set in motion by lifestyle and social interest.

The second researcher that previously used individual psychology theory to analyze novel was Baharudin Muhammad Allam on 2019 in his thesis under the title *Elliot's Struggle to Overcome Schizophrenia in Sam Esmail's Mr. Robot: Red Wheel Barrow*. The result of his research concluded that the main character named

Elliot is struggling to overcome schizophrenia. Due to his inferior feeling that he felt being controlled by schizophrenia, he strives for controlling himself. He created a lifestyle by planning the routine with several rules of regimen. As one of his schizophrenia symptoms, which Elliot tried to isolate from others, he also began to show his social interest by being friends with Carla. Therefore, Elliot's creative-self had developed four strategies such as to create a regimen, to avoid using computers, consuming Adderall and consulting with a psychiatrist. At the end, he encouraged himself overcoming schizophrenia and decided to work together with Mr. Robot as his fictional son.

H. Research Methodology

1. Research design

This research is classified as literary criticism because the researcher uses the discipline of interpreting, analyzing, and evaluating works of literature (Saeed: 2016). The researcher will use the general principle, together with a set of terms, differences, and categories of individual psychology theory as an explicit literary theory. The data that obtained from the research object will be sorted and justified in accordance to Alfred Adler's individual psychology theory. In this case, the terms such as inferiority feelings and striving for superiority will be applied to character Jeannette as the main character.

2. Data Source

The primary data that will be used from this research will be taken from (2005) novel *The Glass Castle* by Jeannette Walls as research object. Also, to accelerate the research object understanding, the researcher will also consider to watching a movie based on the adaptation from the (2005) novel *The Glass Castle* that was directed by Destin Daniel Cretton under the same title.

3. Data Collection

Data collection is performed by classifying the data that is related to research. First, the writer reads the novel and tries to understand the whole story. Next, the researcher begins to identify and note the causes of Jeannette's inferiority feelings and Jeannette's way to strive for superiority.

4. Data Analysis

The data analysis will include several steps as follows: first, the causes of Jeannette's inferiority feeling will be interpreted to comprehend the rationale behind her inferiority feeling. The first step is also intended to answer the first research question. Second, the way Jeannette strives for superiority will be analyzed to portray her way to cope with her inferiority feelings and stand up to strive for superiority. The second step is also deducted to answer the second research question.

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter provides a concept to the related theory that will be used to conduct the research. First, the researcher will present the basic knowledge of literature, psychology, and the approach on psychology of literature as the introduction for the theory. Second, the researcher will present the basic concepts of individual psychology in the correct order according to Alfred Adler's theory. This includes the explanation about the cause of inferiority and the way to strive for superiority.

A. Psychological Approach to Literature

Etymologically, Literature derived from the word *litteratura* that means the smallest element of alphabetical writing (Klarer, 1999, p. 1). In other words, literature can be defined as everything in print or written text (Wellek and Warren, 1942, p. 9). This definition is acceptable in the way literature is manifested from the author who writes the literature, but it lacks in the way literature is distinguished from scientific writing. Therefore, Wellek and Warren (1942, p. 12) also proposed a distinction to distinguish literature and scientific writing. Scientific writing must contain a sign of systematic or symbolic logic. In contrast, literature must contain thought, emotion, and feeling within it. Jonathan Culler (1997) of Oxford University views literature as more than just printed or written artistic texts. He states that literature has nothing to do with conveying information, asking questions, or making promises. Literature is more suitable to be called printed or textual events that issue.

certain attention. In line with that, literature can be interpreted as a human effort to leave a trace of their existence through a creative work of art (Klarer, 1999, p. 1).

Etymologically, psychology comes from the word *psyche* which means soul, and *logos* which means science. Initially, this led to the definition of psychology as the study of the soul. Furthermore, the philosophers changed the meaning of *psyche* as mind. From this point of view, psychology began to be considered as the study of the mind or mental processes of individuals. Over time, the definition of psychology lately is somewhat irrelevant because the mind as an object does not exist. The definition of psychology continues to be revised until now psychology is considered as the science of human nature, function, and behavioral phenomena and mental experience (Coleman, 1988, p. 3).

From the previous explanation, it can be concluded that Psychology and literature are two different branches of science that share a similar resemblance from the way it deals with a human being as the primary object (Emir, 2016). From the salient correlation of psychology and literature, the psychological approach to literature criticism is proposed. Wellek and Warren (1942, p. 75) divided the psychological approach to literature criticism into four different definitions. The definitions are divided based on the standpoint of the study of writers as individuals, study of literary work as creative process, study of psychological aspects presented within literary work, study of the effect of literary work upon its reader. In other words, the psychological approach to literature is divided into author-oriented, text-oriented, contextual-oriented, and reader-oriented. The author-oriented put the primal interest towards the author by means of trying to establish a relationship

between the literary works and the biography of the author. The text-oriented primarily focused on analyzing the language, style and the formal structure of literary works. The contextual-oriented centralizes the representation of historical, social or political background within literary works. Reader-oriented focus on the admission of texts by the reader and the texts' general impact towards society (Klarer, 1999, p. 76).

Initially, a psychological approach to literature criticism was proposed by Sigmund Freud with the name of psychoanalysis (Knapp, 2004, p. 102). At first, it was used and developed as a method of therapy for neuroses. The practices then expanded in the history of civilizations including warfare, mythology, religion, literature and other arts (Mahroof, 2017). Freud's psychoanalysis views literary work as a reflection of suppressed feeling and thought from childhood (Rezaei & Seyyedrezaei, 2013: 1909). With the flow of time, Freud's theory of psychoanalysis received criticism and ultimately was revised by several theorists. The earliest theorists who revised Freud's theory are known as Neo-Freudian. Neo-Freudian speculated that the reader might uncover the hidden meaning within the text by interpreting how the literature was idealized by its author rather than to believe in the unconscious motive behind it (Rajan, 2017, p. 2-3). As a result, the theory of psychoanalysis was not specifically owned by Freud. Several Neo-Freudians like Adler, Fromm, Erikson, and Horney also had their own proposal about the theory of psychoanalysis.

Psychoanalysis is the most well-known psychological approach to literature criticism. According to Whitehead (2016), the more appropriate way to pursue a

psychological approach to literature criticism would be to understand the most suitable psychoanalysis theory, and then use the theory systematically as a lens to analyze the literary work. Regarding this research, the researcher used the theory of Alfred Adler's theory of individual psychology to systematically analyze the literary work of Jeannette Walls's *The Glass Castle*.

B. Individual Psychology

Individual psychology is an original theory of Alfred Adler. Born in 1870, Adler was originally a Hungarian citizen. He studied and completed his medical degree in 1895 from the University of Vienna. Together with Freud, he became one of the first four members to create the Psychoanalytic Society of Vienna in 1902 and became its president in 1910. However, a major split occurred between Adler and Freud in 1911. Adler found a new conceptual framework for his own system after reading Hans Vaihinger's *Philosophy of As if*. As a result, he resigned from the Vienna Psychoanalytic Society and founded the Free Psychoanalytic Society (Colin, 1997).

As an early follower of Freud, Adler's place in the classical psychoanalytic tradition was inevitable (Woodman 1981, p. 51). Thus, Adler's individual psychology was considered classified under psychoanalytic perspective in the theory of personality. However, Adler views an individual's personality from a teleological perspective (Woodman, 1981, p. 51). This concept makes individual psychology closely related to humanistic theory. This speculation arose from the assumption that Alfred Adler fashioned a humanistic theory of personality which

was the antithesis of Freud's conception of individuals. Thus, his major breakthrough makes him considered as a father of social psychology (Hall and Lindzey, 1978, p. 238).

The proposal of individual psychology as a critical concept for understanding individual personality development is based on Adler's disagreement with Freud's theory which emphasizes instinct as the main driver in personality development. Adler thinks that individual personality derived from individual creativity in which he views individuals as a purposive being with all of their organs and function serve to maintain their purposiveness. (Wexberg, 1929, p. 2). As Adler points out in Hall and Lindzey (1978, p. 242), first of all, human is not a sexual organism but a social organism. Humans are motivated by social rather than sexual drives. Human self-fulfillment is not only limited to sexual problems but can extend to all aspects, both physical and psychological. Frequently, active and determined individuals who have a strong sense of community are able to strive towards the goal of overcoming inferiority feelings as a long-life movement towards optimal development. (Stein, 2002)

C. Inferiority Feelings

Inferiority feeling is a general term that refers to a situation where an individual reaches their minus situation (Stein, 1998:4). It is built up from the three groups of experience: the feeling of helplessness, the feeling of being weaker than adults, and the feeling of dependency upon adults (Wexberg, 1929, p. 41). Adler (1931) claimed that no individual can bear the inferior feeling for long because to

some degree, it is normal for individual to experience it. Sooner or later for an individual will be thrown into a tension which necessitates some kind of action. By any chance, individuals shall set themselves of these feelings by deciding either healthy adaptation or pathological adaptation.

In healthy adaptation, individuals may possess an active and strong feeling for community and strive to overcome inferiority as a life-long process toward optimal development (Stein, 2002). The earliest situation in which inferiority feelings arise is when an individual is born. When individuals are born, they are born as helpless infants. They are definitely inferior compared to the adults because they need adult's help to take care of them. This situation applies to every individual during infancy and it is not genetically determined. It serves a function to provide early experiences of helplessness, weakness and dependency on adults (D. P. Schultz and S. E. Schultz, 2009, p. 133). From the adult, the infant will gradually learn to cope with and/or overcome difficulties in life through support and encouragement of significant others who promote their development, cooperation, and interdependence. Ultimately, with that positive foundation, infants may grow up to be an individual who can handle three important tasks of life: community, work, and love (Stein, 2002).

In pathological adaptation, individuals may be unable to bear the inferiority and tend to try to get rid of it without any means to solve it. The term to refer to individuals who are unable to bear their inferiority is called inferiority complex. This condition may lead the individual to hypnotize, or auto-intoxicate themselves, into feeling superior while the inferiority feelings continue to accumulate and

remain unaltered. The term to refer to individuals who hide their inferiority feelings behind feelings of superiority is called superiority complex. Ultimately, if the individual falls under this paradox of inferiority complex and superiority complex, they will fall further into self-deception, and all the problems will press with greater and greater urgency (Adler, 1931).

Individuals who suffer from inferiority complex will no longer direct striving for superiority towards solving the problem. The movement towards superiority will thus be towards the useless side of life (Adler, 1931).

According to Wexberg (1929, p. 55), there are five special factors that determine an individual's inferiority. Factors that determine inferiority feelings can be caused by one or a combination of physical deficiency, social and economic status, sex, family constellation, and education.

1. Physical Deficiency

Since 1907, Adler had been studying Physical deficiency as one of the factors that determine an individual's inferiority. He demonstrated the effect of bodily disorders on the development of mental mechanisms in his monograph entitled *Study of Organ Inferiority*. The fundamental concept behind the *Study of Organ Inferiority* is the susceptibility of certain individual organs to the influence of pathogens resulting in lower resistance compared to other organs. As a result, organs with lower resistance will have a disposition to certain diseases (Wexberg, 1929, p. 57). With that hypothesis, Adler argues that individuals can react to their inferiority feelings in various ways. The individual may choose to direct all

activities toward defense of his or her weak point so that inadequate organs will not be exposed to harm. Or the individual may be so stimulated by his deficiency that the focus of all psychic energy is directed at the compensatory process (Wexberg, 1929, p. 60). One good example of healthy compensation for inferiority is provided by Beethoven. Despite being diagnosed with deafness due to otosclerosis, he is still able to become a legendary musician.

2. Social and Economic Status

The impact of poor social and economic status on individual deficiencies is strongly correlated with organ inferiority. Social and economic pressures are the main factors for individuals with malnutrition and unfavorable living conditions. Living under unfavorable adverse conditions affects the development of an individual's body. Rickets, tuberculosis and congenital syphilis took the heaviest toll among the poor (Wexberg, 1929, p. 81). However, by starting from harsh conditions, individuals can often make a turning point. Born from childhood's needs and unhappy life pressures, individuals can be motivated to achieve better social and economic status. Otherwise, good social and economic status or wealth does not guarantee immunity from mental sufficiency. As it turns out, social and economic wealth often affects the mental state of individuals through spoiling and pampering. As a result, individuals will be vulnerable to feelings of dependence which lead to inadequate preparation for life.

3. Sex

Inequality due to two different sexes is a complex issue to date. Throughout history, masculine dominance prevailed in many different ethnicities and cultures. Even today, most of society still believes in the domination of men over women. Few thinkers are aware that the differences in gender values that have so far existed are the product of a civilization dominated by men. One of the main factors in this belief is the argument that women have not achieved what men have achieved in the occupations which have been opened to them, although women have had ample time and opportunity to prove their worth in free competition with men. However, the superiority of men is not a natural law. The strongest evidence against male superiority is the fact that there are several civilizations in which women played a dominant role. Civilizations that undoubtedly recognize the superiority of women are called matriarchy (Wexberg, 1929, p. 112-113).

4. Family Constellation

Mental health problems in the family constellation are basic things experienced by every individual. It happens because the family is the first social group in which the child is associated, and the child's first mental traits are expressed in relation to it. This process begins with the mother figure as a place of individual inner security. As the child's sense of security grows, the development of useful relationships with other family members becomes larger, so that fathers, older brothers and sisters, and eventually servants are included. The child's relationship with the adult environment is often not purely friendly. Opportunities

for minor conflict and hostility still arise to a degree which is never very dangerous (Wexberg, 1929, p. 95). Otherwise, the loss of family warmth can result in a lack of individual self-confidence. The consequence of this loss was deep despair with all the after effects such as failure at school, hopeless fear and inhibition, fear of people, and, ultimately, desertion from life. Their only hope often depends on someone whose heart is in the right place (Wexberg, 1929, p. 96).

5. Education

Education is the most decisive condition that determines the nature of mental health. It differs from the physical deficiencies, social and economic status, gender, family constellation that exist when an individual is born, and, on the whole, affect the structure of an individual's personality without being amenable to change. Education affects the development of character which includes all intentional and planned influences that affect mental behavior (Wexberg, 1929, p. 134). This formation was formed from the beginning of the parent's teaching period. The ambition of parents is often felt in the method of an individual's education. A parent who has been disappointed in life, one who blames fate or his parents for his failure to achieve his desired goals, may often want their children to achieve the victory they want for themselves. Parents may push the child forward without considering the child's own purpose in life. As a result, the child becomes a reckless climber, or has a nervous breakdown (Wexberg, 1929, p. 146).

D. Strive for Superiority

Similar to the concept of inferiority, the concept of striving for superiority was also initiated by Adler's work on the *Study of Organ Inferiority*. Adler views an individual's development equal to the organ's development but on a larger and complex scale. In this case, the inferiority feeling is described as experiencing a "minus situation" that triggers the motivation to struggle towards a "plus situation," which is described as striving for superiority. In the process of striving for superiority, Adler deemed that each individual must have a conception of a goal or ideal, a means to transcend present circumstances and to overcome current deficiencies or difficulties by formulating certain goals for the future. Through this specific goal or ideal, individuals can think and feel superior to the present difficulties because they have future success in mind. By that means, individual activity would be meaningless without this sense of purpose. (Colin, 1997, p. 3). Briefly, Strive for superiority can be defined as an individual striving in the direction which expresses itself in the desire to develop, to achieve, and even to compensate for a deficiency (Stein, 1998, p. 4).

The formation of striving for superiority is in line and in response to the emergence of inferiority feelings. As the child feels weak, inferior, and realizes their position where they cannot withstand, the child begins to move in the direction to compensate for all of that (Colin, 1997, p. 4). The process includes the creation of a goal or ideal-self, lifestyle, and social interest. Ultimately, the process cycle endlessly for the entire individual's lifetime because it is essential for the individual mind and psyche.

1. Fictional Goal

Fictional goal is an idea that follows an idea borrowed from the philosopher Hans Vaihinger. Vaihinger (1925), in his book *Psychology "as if"* states that humans live with a mere fictitious purpose. The goal of this fiction is to help humans deal effectively with their reality. It provides human insight into how to behave (Hall and Lindzey, 1978, p. 243).

Adler cannot view individuals as a sort of static whole. Individual behavior always follows the concept of adaptation (Adler, 1927, p. 20). This concept is based on his exploration of the organs in the human body, which move towards a definite goal of maturity. In addition, the organ will make special efforts to overcome the deficiency or to compensate if it somehow encounters certain obstacles. Life is always looking for survival (Colin, 1997, p. 3). Fictional goal denotes the ideal state the individual wants to achieve in comparison to an organ moving towards maturity.

In the formation of fictional goals, the environment plays an important role in determining an individual's fictional goal. It sets boundaries against which a child batters himself until he finds a way to fulfill his desires, which promises security and adaptation to life (Adler, 1927, p. 23). Adler takes examples from left-handed children who were often scolded and criticized because of their clumsiness with the right hand. At this point, Adler stated that these children may create a fictional goal where the notion of the fixed idea in mind that they ought not to be awkward and found wanting in (Colin, 1997, p. 24).

2. Life Style

Lifestyle is a certain movement that is directed towards a certain goal or ideal-self. It emerges as behavior that occurs after individuals have set certain goals or their ideal-self. It occurs as a unified pattern that grows out of childhood adversity and out of striving for superiority. Therefore, lifestyle can be seen clearly when individuals face difficulties (Colin, 1997, p. 46).

Adler equals the lifestyle to that of a pine tree. Pine trees that grow in the valley will be different from those that grow on the top of the mountain. It is the same with individuals who vary between each other, so does their lifestyle. In the process of forming a lifestyle, an individual's past experiences, present difficulties, and future desires are highly influential. Therefore, there is no certain lifestyle that is considered better than others (Colin, 1997, p. 47).

Adler stated that the term normal lifestyle is used to distinguish healthy individuals and neurosis individuals with (Colin, 1997, p. 47). Individuals who have a socially oriented life and their way of life is such that, whether they want it or not, society derives certain advantages from their work. From a psychological point of view, they have enough energy and courage to face the problems and difficulties of life that they face. Both of these qualities are missing in the case of neurosis who are not well adjusted socially, nor are they psychologically attuned to the tasks of everyday life (Colin 1997, p. 49).

3. Social Interest

Social interest refers to social behavior such as caring for family, for the community, for society, for humanity, even for life (Boeree, 2006, p. 157). This means that if individuals have developed social interest at an effective level, they are more likely to feel a deep sense of belonging to others. As a result, they can empathize with their fellow human beings by accepting both the comforts and discomforts of life (Stein, 1998, p. 3). Thus, the concept of social interest includes the full development of individuals from their capacities, which is personally satisfying and produces people who have something of value to contribute to one another (Stein, 1998, p. 3). In other words, the development of social interest is a process of mutual influence that is mutually beneficial. The better the individual's personal development, the better the individual can relate positively to others. Also, the better the individual's ability to relate to others, the more individuals can learn from them and develop themselves (Guisinger and Blatt, 1994, p. 110). Therefore, a sense of social attraction between individuals is very important not only for living together in a society but also for the development of each person.

Based on its function, social interest can also measure the succession of individuals to become social beings. This happens because individual characters can only be judged from the point of view of society. Individual's character becomes significant only if they have proven their universal value. Universal value can be measured by comparing an individual with an idealized picture of fellow individuals who successfully overcome tasks and difficulties in a way that is useful to society at large. It is clear that no individual can develop without cultivating a

sense of social interest in other individuals (Adler, 1927, p. 29). In the end, social interest is basically aimed at social adjustment to the environment, which results in a reciprocal relationship in which a community thrives in harmony as their individual builds feelings for the community.

CHAPTER III

ANALYSIS

This chapter portrays the analysis of Jeannette's strive for superiority as the main character in Jeannette Walls' *The Glass Castle*. Firstly, the researcher will describe the situation where Jeannette reflects her inferiority. The situation where Jeannette reflects inferiority will be further divided into either normal inferiority feeling or inferiority complex. The measurement to decide inferiority feeling classified as inferiority complex is based on the problem situation. The situation that portray a condition of lack self-esteem, having low status in peer group, and lack of parental acceptance and affection will include as inferiority complex. Other problems beyond the range of the situation that mentioned above will be included as normal inferiority feelings. Secondly, the researcher will analyze the way Jeannette copes and deals with her inferiority complex. The analysis will be divided into either adaptive which leads into the positive side of life or maladaptive which leads into the negative side of life.

A. Jeannette's Inferiority Feelings

Inferiority feeling is a general term that refers to a situation where an individual reaches their minus situation (Stein, 1998, p. 4). Adler (1931) claimed that no individual can bear the inferior feeling for long because to some degree, it is normal for an individual to experience it. This inferior feeling can be either normal or pathological. Inferiority can be classified as pathological if it is intensified in the

degree that influences the condition of lack self-esteem, having low status in a peer group, and lack of parental acceptance and affection.

In Jeannette's case, the cause for her inferiority is mostly driven by her family's social and economic status. This inferiority feeling mostly has a high possibility to cause lack self-esteem and despise society. The condition of her family's social and economic status also portray a number of examples of lack of parental acceptance and affection. Therefore, most of the inferiority feelings that Jeannette experienced are classified as inferiority complex. However, not all inferiority feelings that Jeannette experienced are inferiority complex. There are also several depictions that portray Jeannette's normal inferiority feeling.

1. Physical Deficiency

Physical deficiency is one of the factors that determine an individual's inferiority. The individuals can react to their inferiority feelings in various ways. The individual may choose to direct all activities toward defense of his or her weak point so that inadequate organs will not be exposed to harm. Or the individual may be so stimulated by his deficiency that the focus of all psychic energy is directed at the compensatory process.

The following depiction from the quotation below will portray the ninth situation where Jeannette experienced her inferiority complex :

“As we fought, they called me poor and ugly and dirty, and it was hard to argue the point.” (p.143).

“Other kids wanted to fight us because we had red hair, because Dad was a drunk, because we wore rags and didn't take as many baths as we should have, because we lived in a falling-down house that was partly painted yellow and had a pit filled with garbage, because they'd go by our dark house at night and see that we couldn't even afford electricity” (p.168).

“They called me spider legs, skeleton girl, pipe cleaner, two-by-four, bony butt, stick woman, bean pole, and giraffe, and they said I could stay dry in the rain by standing under a telephone wire.” (p.176).

The quotation above reflects the condition that Jeannette must face every time her family pulls up the stakes. Jeannette must deal with the reality of her family being poor and couldn't do anything to argue with that fact. In each occasion, even if Jeannette was able to physically resist the bullying, she couldn't help but to helplessly admit being ridiculed. In conclusion, the occasion above is another evidence of Jeannette's inferiority complex caused by social isolation around her.

“He grabbed me by the arm and shoved me up against the wall. His face was inches from mine. He drew back his hand as if to smack me. Then, he dropped his hand. He pulled his belt out of the loops on his work pants and wrapped it a couple of times around his knuckles and raised the belt.” (p.225).

The quotation above reflects an occasion where Jeannette was confronted by her own father because of her behavior. At the time, Jeannette behavior became a trigger for rift in their family. Although Jeannette's parents are one kind of irresponsible parents, they never treated their children with violence and threat. Because of Jeannette, her father went that far and started to threaten Jeannette with violence to

make her submissive to him. At that moment, Jeannette couldn't help but helplessly do nothing against her father. In sum, the action of Jeannette's father towards Jeannette can be classified as abuse. Therefore, Jeannette's father is not only a kind of irresponsible and neglecting parent but also an abusive person. This kind of situation can be the trigger for Jeannette's inferiority complex where she might be scared and traumatized.

"But my most prominent feature—my worst—was my teeth. They weren't rotten or crooked. In fact, they were big, healthy things. But they stuck straight out. The top row thrust forward so enthusiastically that I had trouble closing my mouth completely, and I was always stretching my upper lip to try to cover them. When I laughed, I put my hand over my mouth." (p.204-205).

The quotation above shows that Jeannette's personal problem that made her feel inferior was caused by her physical deficiency in terms of poor tooth structure. Jeannette is embarrassed by the condition of her teeth. At the moment, she feels that her teeth condition influences her appearance as a woman. Therefore this kind of inferiority can be a drive for Jeannette to look after her appearance and strive to make herself more beautiful in her own way.

2. Social and Economic Status

Social and economic pressures are the main factors for individuals with malnutrition and unfavorable living conditions. Living under unfavorable adverse conditions affects the development of an individual's body. Social and economic wealth often affects the mental

state of individuals through spoiling and pampering. As a result, individuals will be vulnerable to feelings of dependence which lead to inadequate preparation for life.

The following depiction from the quotation below will portray the situation where Jeannette experienced her inferiority complex.

“I was so tall and pale and skinny and always raised my hand too fast and waved it frantically in the air whenever Miss Cook asked a question. A few days after I started school, four Mexican girls followed me home and jumped me in an alleyway near the LBJ Apartments. They beat me up pretty bad, pulling my hair and tearing my clothes and calling me a teacher’s pet and a matchstick.” (p.47).

The quotation above exemplifies the event where Jeannette family’s social and economic status got her into trouble with her friend at school. From the word “pale and skinny”, it can be concluded that Jeannette was having nutritional deficiencies. Because of that, her friend at school can use those lack of features as bullying material although the main reason for Jeannette getting bullied wasn’t actually her poor family. In conclusion, Jeannette is despised because she comes from a poor family. In the above depiction, Jeannette’s inferiority complex arises because of her poor family. This status makes her despised by society which in this case the school environment in Jeannette’s school.

“None of us kids got allowance” (p.62).

The quotation above without a doubt portrays the reality about Jeannette family’s poor social and economic status. Taking care of their

children is one of the most important parent's obligation. This obligation includes giving their children allowance to support their daily life. In many cases, although being strangled by economic conditions, a caring parent would give attention and understanding to their children. However, in Jeannette's case, her parents seem to neglect their obligation. They seem careless not to give their children attention or support. Thus the cases from above quotation are classified as Jeannette's inferiority complex because of her neglecting parents.

"I was afraid they might fall off altogether. Some of the grown-ups called out, worried that Mom might fall, but one group of kids thought Mom looked like a chimpanzee swinging from a tree, and they began making monkey noises and scratching their armpits and laughing."
(p.74).

The quote above shows that the tension between Jeannette's father and mother has reached an alarming level. It's only natural that Jeannette and her sibling become worried to both of them. In addition, their fighting also drag the attention of the surrounding neighbor. This condition also can be the trigger for the surrounding environment to despise their family because their family problem is disturbing the surrounding neighbor. Being placed in a situation like that, Jeannette must feel ashamed and worried about her family. In conclusion, the condition that has been depicted above is possibly the factor of Jeannette's inferiority complex of being despised by society.

“My heart started to race, and my palms grew damp. I walked down the bus aisle to the tiny restroom in the rear and washed up in the metal basin. I studied my face in the mirror and wondered what New Yorkers would think when they looked at me. Would they see an Appalachian hick, a tall, gawky girl, still all elbows and knees and jutting teeth?” (p.249).

The quotation above reflects Jeannette’s reaction when she first moved to New York. In the quotation, Jeannette was depicted in such a puzzling situation. Never did she expect New York to be a city that so big and crowded with all of its bustle. She also feels ashamed about what people think when they see her because she is a villager who knows nothing about big cities like New York. In her mind, she is scared of being despised like she was in the past. Therefore, the above depiction verifies that Jeannette’s inferiority complex for being despised and isolated during her childhood still haunts her up to her adulthood.

“When she said twelve hundred dollars, I almost fell over. I was getting a dollar an hour to babysit. I usually worked five or six hours a week, which meant that if I saved every penny I earned, it would take about four years to raise the money.” (p.205).

The quotation above shows the event where Jeannette faced a new problem in her quest to fix her teeth. The problem was so serious that Jeannette was shocked by it. At the moment, in order to fix and make her teeth beautiful, Jeannette must willingly pay a dentist worth two hundred dollars. The amount of money that much was clearly out of Jeannette league. Blocked by a dead end, Jeannette must find another way to make her teeth more beautiful.

3. Sex

One of the main factors in this belief is the argument that women have not achieved what men have achieved in the occupations which have been opened to them, although women have had ample time and opportunity to prove their worth in free competition with men.

The following depiction from the quotation below will portray the situation where Jeannette experienced her inferiority complex.

“Billy smushed his face against mine, then grabbed my hair and made my head bend sideways and stuck his tongue in my mouth. It was slimy and disgusting, but when I tried to pull away, he pushed in toward me. The more I pulled, the more he pushed, until he was on top of me and I felt his fingers tugging at my shorts.” (p.89).

The quotation above shows the consequence of Jeannette befriending a child involved in juvenile delinquency. As the kids grown up, it is only natural that the attracted to the opposite sex. At that moment, Parental guidance is needed to direct a child to a good path. Children who are neglected are often too indulgent and will tend to commit crimes or inappropriate things to the opposite sex. Jeannette experienced this inappropriate incident when she befriended a child who had a juvenile delinquency problem as shown in the quotation above. Jeannette as a woman being harassed by her boyfriend. As a woman, it's only natural that Jeannette loses in terms of strength. Therefore, at that moment, Jeannette initially had no way to resist the one who harassed her. In conclusion, this occasion can lead to Jeannette's trauma to

opposite sex. Therefore, the occasion can be the factor of Jeannette's inferiority complex of being low self-esteem toward opposite sex in the future.

"A few minutes later, the hand came creeping back. I looked down and saw that Uncle Stanley's pants were unzipped and he was playing with himself. I felt like hitting him, but I was afraid I'd get in trouble the way Lori had after punching Erma" (p.187-188).

The quotation above shows the event where Jeannette was groped by his own uncle. At that time, it wasn't that Jeannette didn't feel upset and couldn't fight her uncle back. She is haunted by the fear of getting into trouble if she abuses one of her father's family. So, although she is actually mad at her uncle, she can only resist by trying to knock away her uncle's hand. The situation from above depiction further attest Jeannette's trauma to the opposite sex. In conclusion, the occasion above is included as factor of Jeannette's inferiority complex of being low self-esteem toward opposite sex in the future.

4. Family Constellation

Mental health problems in the family constellation are basic things experienced by every individual. It happens because the family is the first social group in which the child is associated, and the child's first mental traits are expressed in relation to it.

The following depiction from the quotation below will portray the situation where Jeannette experienced her inferiority complex.

"I waited for what seemed like a long time before I decided it was possible Mom and Dad might not come back for me. They might not notice I was missing. They might decide that it wasn't worth the drive back to retrieve me; that, I like Quixote the cat, I was a bother and a burden they could do without." (p.32).

The depiction from the above quotation portrays the situation where Jeannette was accidentally thrown out of the car his father was driving because his father was driving it too fast and recklessly. At the time, Jeannette, who was still a girl, worried that she would be dumped. She worried about being dumped because she deem herself as unworthy and a burden to her family. Jeannette's situation at the time can be reference to her family's social and economic status. Jeannette's assumption may imply that she was in a poor and struggling family. On several occasions, for a poor and struggling family, throwing away or leaving a child could be an option to lighten the burden on the family. The depiction from the quotation above portrays Jeannette's inferiority complex from the standpoint of reflecting her low self-esteem.

"But for the time being, things might get a little tight around the house." (p.68).

The quotation above happens because Jeannette's father just lost his job. With Jeannette's father out of work, the family has no source of income. As a result, all the family members including Jeannette have to suffer the consequences. The word "tight" in the above quotation is highly possible to refer to basic needs, especially the need for food. With Jeannette's family struggling to fulfill something as basic as food, it can

be concluded that Jeannette's family is below prosperity. In conclusion, the condition where Jeannette's father lost his job and not trying to find another source of income which resulted in the family thig condition imply another evidence that having a neglecting parent is surely one of the causes of Jeannette's inferiority complex.

"It was around this time that Dad lost his job. He said there was nothing to worry about, because Phoenix was so big and growing so fast that he could find another job at a site where they hadn't spread lies about him. Then he got fired from his second job and from his third, and was kicked out of the electricians' union and started doing odd jobs and day work. Whatever money Mom had inherited from Grandma Smith had disappeared, and once again we started scraping by." (p.114).

The quotation proved that Jeannette's parents, especially her father, are still not capable of being a responsible parent. Another proof that Jeannette's parents don't have the capability of being responsible is the fact that they cannot manage the inherited money from Jeannette's grandparents. Once again, although all the family members end up suffering because of this problem, it was the children who suffered the most. Jeannette and her sibling must suffer the consequences of their parents irresponsibility although in fact they're not one of the causes for their family financial problem. In conclusion, Jeannette's father is still as selfish as before. He still let go of his responsibility as a father and neglected his responsibility to finance the family. Just as before, this selfish and neglecting behavior of Jeannette's father is one of the factors that trigger Jeannette's inferiority complex.

“But Dad said 93 Little Hobart Street was such a dump that we shouldn't waste time or energy on it that we could be devoting to the Glass Castle. Mom said she thought bright yellow houses were tacky. Brian and Lori said we didn't have the ladders and scaffolding we needed.” (p.161).

The quotation above is evidence that Jeannette's parents are not only irresponsible but also reluctant to move for a better life. They are very lazy and resigned to the conditions they experience. At that moment, Jeannette was proposed to make their house a little bit better by painting the house. But the idea was outright rejected by her father and mother. Those events are enough to prove their unwillingness to gain a better life. It is clear that Jeannette's father does not care about his family and becomes the prominent factor of Jeannette's inferiority complex of being neglected.

“We couldn't afford wood any more than we could afford coal, and Dad wasn't around to chop and split any” (p. 178).

The quotation above shows that the family shortcoming is not always a problem about lack of food. Food is indeed a basic need to survive. However, the ways to adapt to climate and weather are also important for survival. Naturally, for an adequate family, buying coal to make the house warm is included as needed. But, for the Jeanette family, such a thing should be thought twice before doing. As the head of the family, it is the father responsible to take care of his family. Even if the family couldn't afford to buy coal to warm themselves, a father figure should be the one to come up with a solution to keep the family warm. Unfortunately, as they were depicted before, Jeannette's father is not a

person with such a responsible personality. Therefore it further verifies that the prominent factor for Jeannette's family condition and her inferiority complex is her own father.

"A balding man carrying a file folder under his arm stood on the porch. Something about him said government—a species Dad had trained us to avoid." (p.197).

The quotation above reflects the exact event when an agent from child welfare investigates Jeannette's family condition. At that moment, she couldn't help but to tell lies to the agent. It's true that her family is not prosperous. Because of that, Jeannette assumes that if the agent knows about that, she and her siblings will be sent into a more prosperous family and forced to separate. In Jeannette's mind, it is the most terrifying thing that Jeannette imagined when she met the agent. Therefore the lies that Jeannette committed are a form of defense mechanism to make her family look good in the view of the agent. The situation can be classified as Jeannette's inferiority complex because she deliberately hides her inferiority by pretending to be superior.

"It was hard for me to believe that this woman with her head under the blankets, feeling sorry for herself and boohooing like a five-year-old, was my mother." (p.211).

In the quotation above, Jeannette views her mother as a desolate person. Jeannette couldn't get the idea where a grown up woman who had four children acted like a five year old girl. At that moment Jeannette was very disappointed and ashamed of her mother. Disappointed for not being properly cared for by her mother. Ashamed for being a girl from

such a worthless woman. In the end, this situation can be a trigger for Jeannette to raise into a better person so that she doesn't end up like her mother.

"I didn't know what to do. Part of me wanted to do whatever I could to take care of Mom and Dad, and part of me just wanted to wash my hands of them. The cold came early that year, and every time I left the psychologist's apartment, I found myself looking into the faces of the homeless people I passed on the street, wondering each time if one of them would turn out to be Mom or Dad." (p.260).

The quotation above shows how burdened Jeannette is with her father and mother's presence in New York. Jeannette has doubts about herself because of them. On one hand she feels that no matter how bad they are, they are still parents. On one hand, their presence also makes the burden of her already heavy life in New York increasing. The situation that Jeannette faced is normal and often experienced by everyone. In adulthood, an individual is often faced with two or more difficult options. In such a situation it is normal for an individual to have doubt and worry about making a wrong move.

5. Education

Education is the most decisive condition that determines the nature of mental health. It differs from the physical deficiencies, social and economic status, gender, family constellation that exist when an individual is born, and, on the whole, affect the structure of an individual's personality without being amenable to change. Education

affects the development of character which includes all intentional and planned influences that affect mental behavior

The following depiction from the quotation below will portray the situation where Jeannette experienced her inferiority complex.

“Soon we were out of money again. When Dad dropped Brian and me off at school, he noticed that we weren't carrying lunch bags.” (p.79).

The quotation above occurs when Jeannette's family financial condition is crumbling because the expense was spent on her father's booze. The earnings that Jeannette's mother made couldn't bear to make such an expense. As a result, all family members and worst of all are the children who bear it. The children are put in the condition of food shortage. In addition, in the case of Jeannette and her brother Brian, food shortages lead to their shame to their fellow schoolmates because they can't bring lunch to eat at the school. In this case, Jeannette's father's selfishness is the leading cause of Jeannette's inferiority complex of being neglected and isolated from her friend.

“I now saw no point in going to college. It was expensive” (p.254).

The quotation above shows how innocent Jeannette is about living in a big city like New York. Despite the many benefits that university may offer, Jeannette feels that something expensive isn't always worth the price. The way Jeannette measures something from the price really reflects her lack of social and knowledge. In conclusion, Jeannette's lack

of experience is something normal that happens for everyone. When an individual is faced with a problem that is somewhat unfamiliar, the individual may be taking a wrong step that someday must be fixed.

B. Jeannette's Strive for Superiority

Although in her life, Jeannette was mostly being faced with inferiority complexes, she rarely compensated those inferiority complexes with superiority complex. She was depicted as more of an optimistic individual who seeks a solution for her problem rather than running from it. However there were also several situations that depicted Jeannette's superiority complex. The following depiction from the quotation below will portray the situation where Jeannette compensates her inferiority complex with superiority complex.

1. Fictional Goal

In the formation of fictional goals, the environment plays an important role in determining an individual's fictional goal. It sets boundaries against which a child battles himself until he finds a way to fulfill his desires, which promises security and adaptation to life.

"Then I decided that if Mom and Dad did come for me, they wouldn't be able to find me." (p.32).

"I returned to the railroad tracks and sat down again" (p.32).

The above quotation shows the event when Jeannette faced a problem where she accidentally fell from the car her family was driving. At that moment she felt worried that she might not be worthy to be

picked up. However, she still had faith in her family. So, she deemed that waiting for her family to return and picking her up was the ideal option for her. So because of that thought, Jeannette decided that she must wait for her parents to come back and get her.

“Dad was making no visible progress on the Glass Castle, and I knew that the can of yellow paint would sit on the porch unless I undertook the job myself. I’d borrow a ladder or make one, I decided. I was certain that once everyone saw the amazing transformation of the house begin, they’d all join in.” (p.161).

The quotation above shows Jeannette planning to make things more comfortable not only for her but also the image of the family. It was shown that Jeannette was going to make her family house more livable by painting it. She also considered inviting the rest of the family to realize her idea. However it can also be seen that her plan is not getting a good response from her family. But that reality still has not faded Jeannette’s spirit. She even plans to motivate her family by giving an example for them.

“What I needed, I knew, was braces.” (p.205).

“I decided to make my own braces.” (p.205).

“I needed more advanced technology.” (p.206).

The quotation above shows the moment where Jeannette was faced with a physical deficiency in the term of bad teeth structure. Just as what she always did, she always thinks of way to compensate or even solve the problem. At first she deemed that she needed a brace to fix her teeth structure. So, she decided to throw herself into a useful activity that is depicted in the quotation below.

“None of us kids had ever even been to the dentist—but since I’d been babysitting and doing other kids’ homework for cash, I resolved to save up until I could afford braces myself.” (p.205).

The quotation above shows the way Jeannette copes with a messy teeth problem. At the time, Jeannette was already able to make her own earnings and had her own money. So, she decided to save the money so that she can afford dentist fees to treat her dental problems.

However, the procedure of installing braces required a lot of money which for Jeannette was for sure a big problem. So, she came up with another idea that required less money just as depicted in the quotation below.

“Before going to bed, I would stretch it all the way around the entire set of my upper teeth. The rubber band was small but thick and had a good, tight fit. But it pressed down uncomfortably on my tongue, and sometimes it would pop off during the night and I’d wake up choking on it. Usually, however, it stayed on all night, and in the morning my gums would be sore from the pressure on my teeth.” (p.205-206).

The quotation above depicted the moment where Jeannette didn’t give up with her problem. At the moment, after realizing she couldn’t afford dental fees, Jeannette decided to solve her dental problem by herself. She began to experiment her handmade tool to be applied in her teeth so that the structure of her teeth might change into a little bit better.

“I bent a metal coat hanger into a horseshoe shape to fit the back of my head. Then I curled the two ends outward, so when the coat hanger was around my head, the ends angled away from my face and formed hooks to hold the rubber band in place. When I tried it on, the coat hanger dug into the back of my skull, so I used a Kotex sanitary napkin for padding.” (p.206).

The quotation above depicted the event where Jeannette who was still faced with difficulties with her own hand made tool to solve her dental problem. From the quotation above, it was clear that Jeannette was a determined woman. She never gives up even though faced with the problem repeatedly.

“Mom was thirty-eight, not young but not old, either. In twenty-five years, I told myself, I’d be as old as she was now. I had no idea what my life would be like then, but as I gathered up my schoolbooks and walked out the door, I swore to myself that it would never be like Mom’s, that I would not be crying my eyes out in an unheated shack in some godforsaken holler.” (p. 211).

In the quotation above, Jeannette began to realize the reason behind all difficulties and problems that hit her family. She deemed it was her immature mother and possibly her irresponsible father who caused all of that. In her heart, Jeannette began to swear for herself that she will not follow the path that her parents exemplify. By doing that, Jeannette idealized herself to attain a better life and didn’t want to fall under miserable life just like her parents.

2. Lifestyle

Lifestyle is a certain movement that is directed towards a certain goal or ideal-self. It emerges as behavior that occurs after individuals have set certain goals or their ideal-self. It occurs as a unified pattern that grows out of childhood adversity and out of striving for superiority. Therefore, lifestyle can be seen clearly when individuals face difficulties

The following depiction from the quotation below will portray the situation where Jeannette compensates her inferiority complex with superiority complex.

"After that, I refused to go back to Grandpa's. Being strong was fine, but the last thing I needed was Uncle Stanley thinking I was coming back for more of his fooling around." (p.188).

The quotation above shows the situation where Jeannette always goes to her grandpa's house to take a bath. Those activities lead to her being abused by her uncle. As a woman, being abused surely is not a good experience. Because of that, Jeannette decided that it was ideal for her to do as much as possible to avoid getting close to her uncle. However that would mean that Jeannette felt she didn't need to take a bath in her grandpa's house while she actually needed to. This situation where an individual chooses her/his pride over her/his need is classified as a condition of superiority complex.

"I don't think Mom and Dad would want me talking to you without them here, until they talk to the attorney, just tell me what it is you're after, and I'll pass on the message" (p.197).

"At least when Ernie and his gang came around yelling that we were trash, we could fight them off with rocks. But if the child-welfare man got it into his head that we were an unfit family, we'd have no way to drive him off. He'd launch an investigation and end up sending me and Brian and Lori and Maureen off to live with different families, even though we all got good grades and knew Morse code. I couldn't let that happen. No way was I going to lose Brian and Lori and Maureen." (p.199).

The quotation above happened when Jeannette was faced with an agent from children welfare. At that moment, Jeannette realizes that the

problem she is facing is different from other problems she has been facing. She already guessed that if she made a mistake, then the worst possibility would be that she parted with her siblings. Therefore, she knew that the ideal way to deal with the problem was to try her best to hide the condition of her family. The situation where inferiority is covered by made up superiority is classified as a condition of superiority complex.

“We kids usually kept our hunger to ourselves, but we were always thinking of food and how to get our hands on it. During recess at school, I'd slip back into the classroom and find something in some other kid's lunch bag that wouldn't be missed—a package of crackers, an apple—and I'd gulp it down so quickly I would barely be able to taste it. If I was playing in a friend's yard, I'd ask if I could use the bathroom, and if no one was in the kitchen, I'd grab something out of the refrigerator or cupboard and take it into the bathroom and eat it there” (p.69).

The quotation above shows the moment where her family had a shortcoming on food supply because of lack of money. In response to that problem, Jeannette never complained to her parents. Instead, she tries her best to find a way to obtain food. However the way she obtain food isn't in a proper way. When there is a chance, she would deliberately steal some food from her friend's house. Of course this kind of action is not a striving towards a meaningful life. Therefore the situation can be classified as a superiority complex.

“But we always fought back, usually as a team. Our most spectacular fight, and our most audacious tactical victory—the Battle of Little Hobart Street—took place against Ernie Goad and his friends when I was ten and Brian was nine.” (p.168).

The quotation above shows the way Jeannette and her siblings deal with bullying. Feel disapproved of the bullying they always face, they always fight back. They fight back together because they feel deep belonging to each other. They cannot let one another get hurt by other kids. However this way of coping with violence isn't utterly right after all. Such coping can't be classified as a meaningful and better life. Therefore such action can be classified as a superiority complex.

"When we wanted money, we walked along the roadside picking up beer cans and bottles that we redeemed for two cents each. Brian and I also collected scrap metal that we sold to the junk dealer for a penny a pound – three cents a pound for copper." (p.62-63).

The quotation above proves Jeannette's plan to contribute something when her family was hit by a financial problems. She thinks that if she can't help with family financial problem, she shouldn't burden them even further. So, despite complaining because having no allowance from her parents, Jeannette stood up to find a way to make money for herself.

"I thought of discussing the fighting with Dad, but I didn't want to sound like a whiner. Also, he'd rarely been sober since we had arrived in Welch, and I was afraid that if I told him, he'd show up at school snock-ered and make things even worse." (p.143).

In the above quotation, it depicted the moment where Jeannette thought carefully about what she was about to decide. Those thoughts arose after she was faced with bullying problems that physically affected her body. She was thinking that maybe complaining to his father can relieve her feelings. However, after considering the consequences that might happen if she told her father, she decided that it was not the ideal

thing to let her father know about what she had been through. This occurrence implies the idea that Jeannette is not such a dependable individual and strong enough to deal with her problem without involving her parents.

“Which meant it was up to us kids to gather dead branches and logs from the forest.” (p.178).

In the above quotation, Jeannette thinks of the idea to make her family survive during a hard winter. At that point, Jeannette and her siblings had no choice but to try to collect dead branches and logs to fuel the stove. Her family had no money to afford coal. Her father was not in the house to keep the family warm. This occurrence reflects the optimistic Jeannette and her siblings to solve the problem although the problem can be said to be caused by her father just as depicted in the following quotation.

“Finding good, dry wood was a challenge. We trekked along the mountainside, looking for pieces that weren't waterlogged or rotten, shaking the snow off branches.” (p.178).

In the depiction from above quotation, Jeannette and her siblings were reflected searching for a fuel to make their stove burning. At that moment, Jeannette's family had no money to afford buying coal. Her father is also not at home to search for fuel to make the stove burn. So, they help each other to survive those harsh winters.

“The first was that I’d had my last whipping. No one was ever going to do that to me again. The second was that, like Lori, I was going to get out of Welch. The sooner, the better. Before I finished high school, if I could. I had no idea where I would go, but I did know I was going. I also knew it would not be easy. People got stuck in Welch. I had been counting on Mom and Dad to get us out, but I now knew I had to do it on my own. It would take saving and planning.” (p.234).

The quotation above shows Jeannette’s decision after being confronted and punished by her father. It was clear that Jeannette had tired of living a miserable life for following her parents’ way of life. The idealization that she already made now is even stronger and more structured. At that moment, Jeannette was more than ready to leave her parents for a better life.

3. Social Interest

If individuals have developed social interest at an effective level, they are more likely to feel a deep sense of belonging to others. As a result, they can empathize with their fellow human beings by accepting both the comforts and discomforts of life.

The following depiction from the quotation below will portray the situation where Jeannette compensates for her inferiority with the proper way to strive for superiority.

“At lunch Brian and I sat together in the cafeteria. I was pretending to help him with his homework so that no one would ask us why we weren't eating” (p.80).

The quotation above portrays the effect of poverty her family had. Jeannette deliberately secluded herself from her school environment

because of shame. She is afraid of being mocked and not accepted by her friend. Therefore she pretends she is alright and just forgets to bring lunch that day while in fact her family has no food for her to bring for lunch. This condition where Jeannette hides her condition of food shortage can be classified as a superiority complex because she hides her inferiority with made up superiority.

“That year I started working for the school newspaper, The Maroon Wave.” (p.207).

“I had seen a help-wanted sign in the window of a jewelry store on McDowell Street called Becker's Jewel Box. I put on a lot of makeup, my best dress—it was purple, with tiny white dots and a sash that tied in the back—and a pair of Mom's high heels, since we wore the same size. Then I walked around the mountain to apply for the job.” (p.219).

“I made money babysitting and doing other kids' homework. I did book reports, science essays, and math. I charged a dollar per assignment and guaranteed at least an A- or the customer was entitled to a full refund. After school, I babysat for a dollar an hour and could usually do the homework then. I also tutored kids for two dollars an hour.” (p.229).

“So I started a column called "Birthday Corner," listing the names of the eighty or so people who had their birthday in the coming month. Most of these people had never appeared in the paper, and they were so excited to see their names in print, they bought several copies. Circulation doubled. Miss Bivens wondered aloud if "Birthday Corner" represented serious journalism. I told her I didn't care—it sold papers.” (p.238).

“The very next day, I landed a job at a hamburger joint on Fourteenth Street. After taxes and social security, I'd be taking home over eighty dollars a week.” (p.251).

“I had just turned eighteen. I quit my job at the hamburger joint the next day and became a full-time reporter for The Phoenix.” (p.253).

The list of quotations above prove Jeannette's determination to seek a better life and realize her dream. The first quotation happens when she reaches high school age. She began her career as a journalist in her

school magazine. The second quotation still happened during her high school age. That time the finances of her family were at their worst. So, instead of murmuring and complaining about the situation she was in, Jeannette looked for another job to earn additional income. The third quotation further reflected that Jeannette happened to do many jobs at the time. She deliberately battered herself to do that because she knew that no one could help her except for herself. The fourth quotation happened when her work at the school magazine was low on buyers. She strives to find a way so that people willingly buy her writings. The fifth quotation depicted her early life when she separated from her parents and lived in New York. She knew that she must seek a job as soon as she arrived in New York. The sixth quotation reflected Jeannette's early success in becoming a professional journalist. At that moment, she quickly seized the opportunity without hesitation and left her old job as a hamburger seller.

"You may not believe this, but there are better jobs out there than the one you've got now. You might get one of them one of these days. But not without a college degree." (p.254).

The quotation above proved that Jeannette was able to make a good friend during her effort to attain better living conditions. Behind the suggestion about the ideal plan for Jeannette that mentioned in the above quotation, there was a doubted Jeannette who was still confused about getting enrolled in university. Fortunately, the suggestion turned out to be a good thing such as the following quotation depicted.

“I applied to its sister college, Barnard, and was accepted. I received grants and loans to cover most of the tuition, which was steep, and I'd saved a little money while working at The Phoenix. But to pay for the rest, I had to spend a year answering phones at a Wall Street firm.”
(p.255).

In the above quotation, it was proved that Jeannette did enroll in a college by the advice of her friend. From the quotation above it also cleared that Jeannette received a help from scholarship for her college. However, it didn't cover all her tuition expenses. So, she also undergoes a side job to cover her tuition. In the end, the fact that Jeannette was given a suggestion by her friend is a proof of her succession of becoming a part of society in New York.

CHAPTER IV

CONCLUSION AND SUGGESTION

In this chapter, the researcher will draw conclusions from the analysis that have been conducted in the previous chapter. The conclusion from this chapter will also provide an answer to the problem statement that was mentioned in chapter one. Also, the suggestion is provided for further study related to the topic of individual psychology.

A. Conclusion

Inferiority feeling is a situation that occurs when a series of impulses, drives, or stimuli causes an individual to experience mental imbalance if not handled properly. In contrast, it can also be a drive to motivate individuals to attain a better and useful life. Therefore, based on how to deal with inferiority, individuals can obtain an increased quality of life or decrease quality of life. From that fact, the worst possibility that could happen is that an inferior feeling will make an individual fall under an unhealthy mental state or even the state of neurosis. Otherwise, if an individual can cope with the inferiority, inferiority might become a ladder into a better version of that individual because inferiority feelings provides individuals with an experience that can be useful in a future situation.

To cope or even overcome inferior feelings of inferiority complex, Alfred Adler introduced the term that he called strive for superiority. There are many different ways that individuals can take to cope or even overcome inferiority. However, the essence of strive for superiority is the way to adapt in the present

condition. Individuals may think of a plan as the embodiment of an idea to provide the individuals with an abstract solutions. Subsequently, to set those ideas in motion in the actual action that is decided by the individual, individuals need to take action and behave based on that planning. Finally, all of that striving is meant to make the individual successfully adjust with the surrounding environment.

Jeannette Walls' *The Glass Castle* reflect many aspect of both inferiority feeling and inferiority complex that mainly caused by physical deficiency, social and economic status, sex, family constellation and education. Jeannette as the main character goes through several problems that cause inferiority feelings in terms of physical deficiency where Jeannette is bullied and feels excluded. In terms of social and economic status Jeannette lives in poverty which causes her to have a social gap with her schoolmates. In terms of sex, when Jeannette's boyfriend, she was abused by her own boyfriend causing trauma to the opposite sex. In terms of family constellation, her unemployed father and a drunkard caused economic hardship to his family. In terms of education, Jeannette can't bring food to school because the money spent by her father was only drunk and caused Jeannette to be isolated by her friends.

And striving for superiority from within Jeannette, she makes decisions that build her up from the little things to the big things. from the side of his former family, and he wants to improve his whole life by making good decisions. Ultimately, Jeannette becomes an individual who brings positive contribution to her society. This leads to a conclusion that even if the individual comes from such a messed up family, there still a chance to be better with a proper way to strive.

B. Suggestion

In the end, the researcher expected that this study would enrich the reader's knowledge about individual psychology as a part of psychological literary criticism. The writer also hoped that this study also contributed a new insight about individual development, particularly individual development from an individual psychology perspective. However, this research only focused on inferiority and striving for superiority or success whereas there's a lot of terms in the individual psychology which are still not used such as creative-self, sibling relation within family constellation, masculine protest and many more. Therefore, the researcher hoped that the next research will explore more about individual psychology in order to utilize a broad methodology of psychological criticism.

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CURRICULUM VITAE



Khalid Ilham Akbar Basuki was born in Lumajang on November 26th 1996. He graduated from 01 Lumajang Senior High School in 2015. He started her higher education in 2015 at Department of English Literature of UIN Maulana Malik Ibrahim Malang and finished in 2021.