

**THE MAIN CHARACTER'S CONFLICT IN KATHLEEN GLASGOW'S
*GIRL IN PIECES***

THESIS

By:

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DEPARTMENT OF ENGLISH LITERATURE

FACULTY OF HUMANITIES

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
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**THE MAIN CHARACTER'S CONFLICT IN KATHLEEN GLASGOW'S
*GIRL IN PIECES***

THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
In Partial Fulfillment of the Requirements for the Degree of Sarjana Sastra (S.S)

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**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

2023

STATEMENT OF AUTHORSHIP

I hereby declare that the thesis entitled “**The Main Character’s Conflict in Kathleen Glasgow’s *Girl in Pieces***” is my original work. I do not include any material that is previously written or published by other person, except those cited as references and listed in bibliography. If in the future there is a claim related to copyright or other matters, I am the only person who is responsible for it.

Malang, August 10, 2023

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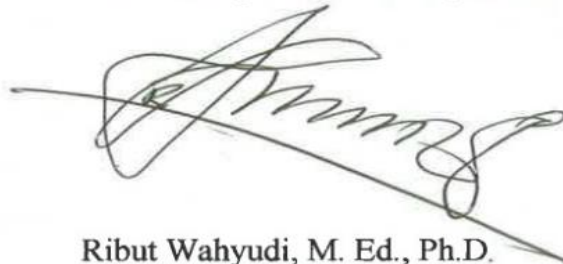
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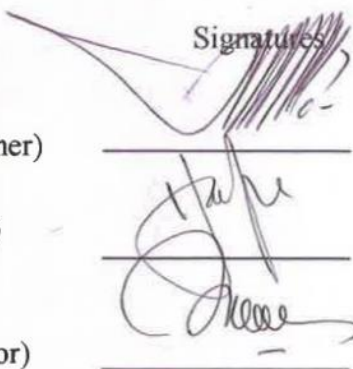
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MOTTO

“For each one there are successive angels before and behind, protecting them by Allah’s command. Indeed, Allah would never change people’s state ‘of favour’ until they change their own state ‘of faith’. And if it is Allah’s Will to torment people, it can never be averted, nor can they find a protector other than Him.”

(Q. S. Ar Rad 13: 11)

DEDICATION

I dedicate this to my parents, my beloved mother and father who always pray and support me. Also, to my brothers who always encourage me, and my dear friends who always cheering me to finish this thesis.

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Bismillahirohmanirrohim

Alhamdulillahillobbilalamin, thanks to Allah (Glory to Him, the Exalted) who has bestowed His grace so that I can complete my thesis entitled **The Main Character's Conflict in Kathleen Glasgow's *Girl in Pieces***. Sholawat and salam I also deliver to the Prophet Muhammad (Peace be Upon Him) who has brought mankind from the darkness to the bright days, may we are among his people who will get his help later on the last day, *amen*.

This thesis was successfully compiled with the help and support of great people around me. They are:

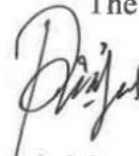
1. The Rector of UIN Malang, Mr. Prof. Dr. M. Zainuddin, M.A., and The Dean of The Faculty of Humanities. Dr. M. Faisol, M. Ag., and also The head of the Departement of English Literature, Mr. Ribut Wahyudi, M.Ed, Ph. D.
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Malang, August 10, 2023

The Researcher,



Puja Ananda Maratus Solichah

ABSTRACT

Solichah, Puja A. M. (2023) *The Main Character's Conflict in Kathleen Glasgow's Girl in Pieces*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Dr. Istiadah, M.A

Keywords: Conflict, Valence

Conflict has an important role in human life. At a certain level, conflict is needed as a means of human change as a member of society or personally so that they become better. This research is important and interesting to carry out because in everyday life there is always conflict, whether from within ourselves or from others. Conflict that is well managed can foster creativity, innovation in problem solving, and become a driving force in social dynamics or personal and change. In the *Girl in Pieces* by Kathleen Glasgow, a lot of conflicts occur to the main character, Charlie Davis, because she experienced a difficult and dark life to recovery from NSSI (*Non-Suicidal Self Injury*) suffered. This study aims to represent the types of conflicts suffered by the main character and how she overcomes it. This study uses the literary criticism with the novel as the object of this study. This study applies the psychological approach and the conflict theory proposed by Kurt Lewin (1935) that discussed the types of conflict and the resolution of it. The result of the study revealed that Charlie experience two type of conflict, avoidance-avoidance conflict and approach-avoidance conflict. Another result found is Charlie overcome her conflict with all the types of valence, positive valence where she achieve her goal and it gave her positive value, and negative valence that gave her negative impact.

ABSTRAK

Solichah, Puja A. M. (2023) *The Main Character's Conflict in Kathleen Glasgow's Girl in Pieces*. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. Istiadah, M.A

Keywords: Konflik, Valensi

Konflik memiliki peran penting dalam kehidupan manusia. Pada tataran tertentu, conflict dibutuhkan sebagai sarana perubahan bagi manusia sebagai anggota masyarakat atau pribadi untuk menjadi lebih baik. Penelitian ini penting dan menarik untuk dilakukan karena dalam kehidupan sehari-hari selalu terjadi konflik, baik dari dalam diri sendiri atau dari orang lain. Konflik yang dikelola dengan baik dapat menumbuhkan kreativitas, inovasi dalam pemecahan masalah, dan menjadi penggerak dinamika sosial atau pribadi dan perubahan. Dalam *Girl in Pieces* karya Kathleen Glasgow, banyak sekali konflik yang terjadi pada tokoh utama, Charlie Davis, karena ia mengalami kehidupan yang sulit dan kelam hingga pemulihan dari NSSI (*Non-Suicide Self Injury*) yang dideritanya. Studi ini bertujuan untuk menunjukkan tipe-tipe konflik yang dialami oleh karakter utama dan bagaimana ia mengatasinya. Studi ini menggunakan kritik sastra dengan novel sebagai objek dari studi ini. Studi ini menerapkan pendekatan psikologi dan teori konflik yang dikemukakan oleh Kurt Lewin (1935) yang membahas tentang tipe-tipe konflik dan penyelesaiannya. Hasil dari studi mengungkapkan bahwa Charlie mengalami dua tipe konflik, konflik menjauh-menjauh dan konflik mendekat-menjauh. Hasil lain yang ditemukan adalah Charlie mengatasi konfliknya dengan semua tipe valensi, Valensi positif dimana ia mencapai tujuannya dan hal tersebut memberikan nilai positif, dan valensi negatif yang memberikan efek negatif padanya.

مستخلص البحث

سوليتجاح ، بوجا أ.م. (2023) الصراع للشخصية الرئيسية في فناة كاتلين غلاسكو في القطع. أطروحة. جامعية قسم الأدب الإنجليزي ، كلية العلوم الإنسانية ، جامعة الإسلامية مولانا مالك إبراهيم مالانج. المستشار د. استيادة ، ماجستير.

الكلمات المفتاحية: الصراع, التكافؤ

للصراع دور مهم في حياة الإنسان. على مستوى معين، هناك حاجة إلى الصراع كوسيلة للتغيير البشري كعضو في المجتمع أو شخصيا حتى يصبحوا أفضل. يعد هذا البحث مهمًا ومثيرًا للاهتمام لأنه في الحياة اليومية يوجد دائمًا صراع، سواء من داخل أنفسنا أو من الآخرين. يمكن للصراع الذي تتم إدارته بشكل جيد أن يعزز الإبداع والابتكار في حل المشكلات، ويصبح قوة دافعة في الديناميكيات الاجتماعية أو الشخصية والتغيير. في فيلم *Girl in Pieces* لكاتلين جلاسكو، تحدث الكثير من الصراعات للشخصية الرئيسية، تشارلي ديفيس، لأنها عاشت حياة صعبة ومظلمة حتى تعافت من NSSI (إصابات ذاتية غير انتحارية). تهدف هذه الدراسة إلى عرض أنواع الصراعات التي تعاني منها الشخصية الرئيسية وكيفية التغلب عليها. تستخدم هذه الدراسة النقد الأدبي مع الرواية كموضوع لهذه الدراسة. تطبق هذه الدراسة المنهج النفسي ونظرية الصراع التي اقترحتها كيرت لوين (1935) والتي ناقشت أنواع الصراع وحله. أظهرت نتيجة الدراسة أن تشارلي يعاني من نوعين من الصراع، صراع التجنب والتجنب، وصراع تجنب الاقتراب. والنتيجة الأخرى التي تم التوصل إليها هي أن تشارلي تغلبت على صراعها مع جميع أنواع التكافؤ، التكافؤ الإيجابي حيث حققت هدفها وأعطتها قيمة إيجابية، والتكافؤ السلبي الذي أعطى لها تأثير سلبي.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher outlines the crucial components of the research. The components are divided into five subchapters, those are the background of the study, problem of the study, research significance, scope and limitations, and definitions of key terms.

A. Background of the Study

Without realizing it, conflict has an important role in human life. Conflict at a certain level is needed as a means of human change as a member of society or personally so that they becomes better. For example, when humans face natural disasters (nature), they will learn many lessons, starting from what to prioritize, how to act, and how to handle disasters in preparation for the future. Another example, when someone who regrets working as a criminal to provide for his family. Within this person, he experiences a conflict between his moral values and the economic pressures that must be fulfilled. The conflict faced by each person is certainly different, as is the resolution, but with a strong desire to resolve it, it can certainly be faced and resolved wisely. The actions taken by individuals can be good or bad for them, as well as the impact, could be positive or negative.

In everyday life there is always conflict, whether from within ourselves or from others. It makes this topic important and interesting to carry out according to researchers. Conflict that is well managed can foster creativity, innovation in

problem solving, and become a driving force in social dynamics or personal and change. Conflict also determines human development. Development is a process of change related to life the psyche of the individual that these changes usually give rise to observable behavior (Pustaka Setia, 2009, p. 130). Conflict causes those who experience it to understand themselves as individuals. Therefore, the researcher will reveal the conflict faced by the main character and how she overcomes it in the novel *Girl in Pieces* by Kathleen Glasgow.

Conflict is defined psychologically as the opposition of approximately equally strong field forces within an individual (Lewin, 1935, p. 88). Conflict when individual struggle against him/herself between emotions, thought, feeling, and so on, to determine the next behavior is called psychological conflict, such as when man make a decision in life. Whereas, the social conflict is when individual face social problems from a responds toward the social environment problem faced (Bruno, 2002). Kurt Lewin stated that, “there are three basic cases of conflict: approach-approach; avoidance-avoidance; and approach-avoidance.” (1935, p.88)

When facing conflict, individuals will instinctively resolve the conflict. The settlement will depend on the individual in the wants and needs (including desires or goals to be achieved), or conversely, things that are unwanted and avoided by the individual to resolve the conflicts they face. Lewin used the term ‘valence’ to refer to a purpose, a need, or a half-finished activity, or a certain object or event. Kurt Lewin divided the valence in to two types: “...positive

valence, those effecting approach, and negative valence, those producing withdrawal or retreat, and depicted with (+) and (-).” (Lewin, 1935, p. 81)

People underestimate the psychological conflict without even realizing the impact of it. Sometimes these conflicts have an unfavorable impact on the people who experience them, especially in mental health (Rahmah, 2017). Conflicts could be very stressful especially for sensitive people. It can ruin the mind’s meaning, and if it is going unresolved, can harm the soul and the mind that finally leading to anxiety, panic, distress, frustration, and depression. For instance people with NSSI (*Non-Suicidal Self Injury*), just like the main character in *Girl in Pieces*, where they conflict with themselves about getting rid of the burden and pressure they feel (Glasgow, 2016).

The phenomena mentioned earlier are related to the novel as the object of this research where the conflict occurs to the main character that suffered from mental illness, NSSI (*Non-Suicidal Self Injury*), in which emotions are unstable and difficult to control and tends to injure herself to release emotions, and the way she deals with all the problems in her life. Psychological conditions can be studied with a psychological approach. Dr. Saul McLeod (2018) demonstrated that Sigmund Freud (1856 to 1939), father of psychoanalysis, a method for treating mental illness and also a theory which explains human behavior. Freud believed that events in our childhood have a great influence on our adult lives, shaping our personality. For example, anxiety originating from traumatic

experiences in a person's past is hidden from consciousness, and may cause problems during adulthood (in the form of neuroses) (p.12).

In *The Handbook of Conflict Resolution* 2nd edition, stated that Lewin (1931, 1935) presented a comprehensive theoretical discussion of three basic types of conflict: approach-approach, in which the individual arises between two positive valences of generally comparable strength; avoidance-avoidance, where the individual arises between two negative valences of generally comparable strength; and approach-avoidance, meaning the individual is disclosed to opposing forces stemming from positive and negative valences (Deutsch, Coleman, & Marcus, 2006, p. 15).

The psychological condition can not only be seen in the surrounding social life, but can also be seen through the characters in a literary work. Most literary works are a reflection of life made by humans. The Compendium (2014) third edition book states that “A literary work is a nondramatic work that explains, describes, or narrates a particular subject, theme, or idea through the use of narrative, descriptive, or explanatory text, rather than dialog or dramatic action.” (ch. 700: 5) One of the nondramatic works is fiction, which includes novels. M.H. Abrams (1999) in his book *A Glossary of Literary Terms, seventh edition*, demonstrated that:

“the term ‘novel’ is now applied to a great range of writings that have in common only the characteristic of being lengthy works of fiction written in prose. Its significance consents a greater variation of characters, greater complexity of plots, broad development of surrounding, and more sustained

examination of character and motives than do the shorter, more concentrated styles (p.115).

Girl in Pieces (2016) is one of the novels that have a plot related to social life in reality. This is a Young Adult (upper young adult – 15 years +) fiction novel by Kathleen Glasgow which was released on 22 August 2016 published by Random House Children's Books and became a best-selling novel within three months. This novel won many awards such as Carnegie Medal, 2018, Long List, Children's Book; Great Lakes Great Books Award, 2017-2018, 2nd Place, Grades 9-12; and many more. This novel also gets a lot of appreciation from readers because the story is much related to real life and often happens but is often underestimated.

Kathleen Glasgow is the author of the New York Times best-selling novel, *Girl in Pieces*. She lives in Tucson, Arizona and is a researcher for The Writer's Almanac. *Girl in Pieces* has been named to "best of lists" by Goop, TeenVogue, BN Teen, Refinery29, EW.com, TeenReads, and more (Suzanne, 2016). She wrote the bulk of this book during arts fellowships and in all it took her eight years to complete. It is a powerful and personal novel which addresses the important theme of teen depression and making a life for yourself. Her other novels are no less popular like *The Agathas* which she wrote with Liz Lawson. Other novels such as *How to Make Friends with the Dark*, *You'd Be Home Now*, *The Night in Question*, *Game On: 15 Stories of Wins, Losses, and Everything in Between*, and *Up All Night: 13 Stories between Sunset & Sunrise*.

Related to the *Girl in Pieces* novel, the main character, Charlie Davis, has been through a lot in her life. Most of the novel focuses on Charlie's journey to recovery from her mental illness that it NSSI (*Non-Suicidal Self Injury*) and all of its ups and downs. How she faced her life by fighting a lot with herself because of the burden and pressure she received. With many conflicts she has experienced and the decisions she has taken, by the end she manages to overcome all her problems one by one slowly and finds what she wants to do. The reason the researcher chose the novel *Girl in Pieces* is because this novel is very interesting and relates to social life and the storyline is mostly about conflict which is in accordance with the theory used.

In the last ten years, Kathleen Glasgow's novel *Girl in Pieces* has been extensively researched in many disciplinary fields. There are several researches in psychology that found. The first, Nur Laili Putri (2023) conducted research entitled *Charlie Davis's anxiety in Kathleen Glasgow Girl in Pieces* that focuses on the main character anxiety, the causes and effects of anxiety and how overcome it. The second, Chrissy Oktaviani (2021) conducted research entitled *The Effect of Traumatic Experience to Personality Types in the Novel Girl in Pieces* that focuses on a form of traumatic experience that affects the personality type in the *Girl in Pieces*. The third, Roikhatul Nur Ilmi (2021) in her research entitled *Main Character's Neurosis in Kathleen Glasgow's Girl in Pieces* discussed the neurosis experienced by the main character in the *Girl in Pieces*. The fourth, Gatina Sitepu (2020) conducted research entitled *The Main Character's Non-Suicidal Self-Injury in Kathleen Glasgow's Girl in Pieces* that

discussing the non-suicidal self-injury (NSSI) of the *Girl in Pieces*' main character and found several types of NSSI, its causes and how the main character overcomes it.

In feminism, Imraini, Harianto, and Nurmala (2021) conducted research entitled *An Analysis of Women's Emancipation in the Novel Girl in Pieces in Obama's Era* that discusses women's issues in *Girl in Pieces* and focuses on women's emancipation in the Obama era and its impact. Furthermore, in morality, Sri Sola Gratia (2020) conducted a research entitled *An Analysis of Moral Value on The Girl in Pieces Novel Written by Kathleen Glasgow* that reveals the author's message and the purpose of writing through the novel by focusing on the moral values. Lastly, in linguistic, Wibowo and Nailufar (2018) conducted the research entitled *Deixis And Its Context Used In "Girl In Pieces" Novel By Kathleen Glasgow* that discuss the deixis and its used *Girl in Pieces*.

Based on the related theory, the researcher found this theory by Kurt Lewin has been used in many studies to date. The first, the research conducted by Auliya Amaliyah (2023) entitled *The Psychological Conflict of the Main Character in Lauren James's Novel "The Loneliest Girl in the Universe"* that discuss the main character's psychological conflict using Lewin's theory and its factors. It revealed the main character experience all the types of conflict and most of the conflict caused by basic needs. The second, a research conducted by Aveen Sarkawt A. Sami (2023) entitled *A Psychological Approach to Internal Conflict in J. K. Rowling's Harry Potter Series* that focus on the primary characters' internal

conflicts using Lewin's theory and the consequential impact on their decision-making processes, as well as the amplification of the central themes within the novels. It found that the characters in the study frequently encounter two primary types of conflicts: avoidance-avoidance conflict and double approach-avoidance conflict.

The third, Ayu, Rita and Endang (2016) conducted a research entitled *The Conflict of the Main Character in the Novel Entitled "Still Alice" By Lisa Genova*. The research is about the conflict that occurred to the main character using Lewin's theory and revealed the main character experienced all the conflict types and dominantly the approach-avoidance conflict. The fourth, a research conducted by Basid and Agustin (2019) entitled *The Psychological Conflict of Main Actor in The Suffragette Film by Sarah Gavron Based on Kurt Lewin's Perspective*. This research used a film as the object and Lewin's theory to investigate the main actor's psychological conflict types, causes and impacts. It revealed. The last, a study conducted by Anugrah Putri Amalia (2021) entitled *The Analysis of The Main Character's Internal Conflict in Chopin's Selected Stories* that discussed about the internal conflict of the main character and the influence of personality structure of it. The researcher found that main character experience two types of internal conflict based on Kurt Lewin concept and the personality influence the way conflict are resolved.

From the previous studies mentioned, the researcher regards that the topic is related with what the main character faces in the novel. Those conflicts occur

due to many reasons, such as from the previous external or internal conflict. The researcher wants to do further study on the topic of Kurt Lewin's conflict concept to continue the studies that have been conducted. The researcher wants to accompany the previous research on this novel by focusing on the main character, Charlie Davis. It is because Charlie faced a lot of problems in her life and most of them were caused by conflicts, moreover she suffered from a mental illness. The object has been researched a lot using psychoanalysis, but no one has used conflict theory, especially Kurt Lewin's, on the novel *Girl in Pieces*, so that this research can be new and still relevant research to do.

B. Problem of the Study

From the background deliberated in the prior subchapter, the researcher formulates two research questions as follows:

1. What are the types of conflicts faced by the main character in *Girl in Pieces*?
2. How does the main character overcome the conflicts that occur in *Girl in Pieces*?

C. Significances of the Study

The aims of the study are to continue the previous research of this novel and give utilities practically by adjusting the theory of Conflict by Kurt Lewin (1935) as a concept to analyze literary works.

This study is also expected to contribute in nourishing readers' knowledge about conflict according to Lewin. In conclusion, the researcher hopes this

research is having the capability to be used as additional reference and can be improved the information for the researcher who has the same interest, specifically in terms of conflict.

D. Scope and Limitation

Kathleen Glasgow's *Girl in Pieces* is a novel that relates to real life, so that there are many aspects that can be analyzed. Nevertheless, this study focuses only on the conflict and the how the main character of the novel overcomes the conflicts through the conflict theory according to Kurt Lewin's theory (1935) that needs to be revealed in *Girl in Pieces* (2016).

E. Definition of Key Terms

1. Conflict: the opposition of approximately equally strong field forces (Kurt Lewin, 1935: 88).
2. Valence: the subjective worth of an event, thing, person, or other creature in a person's life space, which might be positive or negative. (Kurt Lewin, 1936: 97)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the explanation of theories related to the research topic. The explanation starts from the prevalent to the specific. In the first place, there is an explanation of psychological literary approach, then followed by the theory of conflict by Kurt Lewin (1935), which is divided into three types of conflict. Those are approach-approach; avoidance-avoidance; and approach-avoidance. The last is the resolution of conflict which divided into two types: positive valence and negative valence.

A. Psychological Literary Approach

Literature and psychology are two things that are related to each other. Psychology is the study that talks about the arrangement of human's behavior that can be recognized and literature is demonstrated how human beings act in dealing with their problems and environment (Rose, 2012). According to Jung (Freud, Jung and Adler, 1981, p. 53), it is obvious that since psychology seeks mental processes it will also provide insights into literature; because the human mind is the source of all science and arts (Emir, 2016). Emir also demonstrated that "a literary work perquisites from psychology in terms of successfully displaying characters, compelling their moods, and bringing the reader into the psychological dimension of human reality. Psychology and study of literature meet in their focus on phantasies, emotions and human soul." (2016).

Literature is the representation of human interests in artistic prose or verse, and its resulting literary works (Charles W. Kent, 1895). The literary works result such as play, prose, short story, or novel that being an object of this study. M. H. Abrams (1999) in his book *A Glossary of Literary Terms, seventh edition*, demonstrated that:

“the term ‘novel’ is now applied to a great variety of writings that have in common only the attribute of being extended works of fiction written in prose. Its magnitude permits a greater variety of characters, greater complication of plot, ampler development of milieu, and more sustained exploration of character and motives than do the shorter, more concentrated modes.” (p.2)

Literary works can be studied in many fields and disciplines, such as psychology. Warren (1899-1986) characterized psychological analysis in a literary work as “analyzing the author’s personality, the way a certain literary work was made, the psychological types which are present in the literary works and the characteristics of their behavior, and finally the effect of literature on its readers” (Wellek ve Warren, 1983, p. 101). On the other hand, M. H. Abrams (1999) stated that “Psychological criticism deals with a work of literature primarily as an expression, in fictional form, of the state of mind and the structure of personality of the individual author.”

Wellek and Warren (1983) implied the term “psychology of literature” as (a) the psychological study of the writer as a type and an individual, (b) the study of the creative process, (c) the study of the types and laws that are present in literary works, and (d) the study of the effects of literature on the readers (in Meiliana, 2020, p. 20). According to the explanation above, it is acceptable if the

researcher wants to analyze a literature work by applying the theory of conflict proposed by Kurt Lewin (1935) in psychological approach especially when the researcher analyzing the conflict of the character in psychological perspective.

B. Kurt Lewin's Conflict Concept (1935)

Kurt Lewin was a psychologist who was born on September 9, 1890 in Mogilno, German. He studied at many universities such as Freiberg and Munich, and got his doctorate in Berlin in 1914. Kurt Lewin is examined as a part of the Gestalt school in the discipline of psychology. Lewin's theory is oriented to Gestalt ideas called Field Theory but at the same time differs from the orthodox Gestalt psychology because this theory puts concern on the needs, will, personality and social factors. Founders of Gestalt ideas focused on perception and less on learning. Lewin on the other hand focused on psychology as a social science. In their researches Lewin and his colleagues put concern on the study of the behavior as a function of total social and physical situations (Talwar, 2021).

During the 1920s, 1930s, and 1940s, aside from the work being carried out in the United States on cooperation-competition, Kurt Lewin and his students were theorizing and carried out research that extremely affected later work in many fields of social psychology. Lewin's field theory—with its dynamic concepts of tension systems, driving and restraining forces, own and induced forces, valences, levels of aspiration, power fields, interdependence, overlapping situations, and so on—establish a new vocabulary for thinking about conflict and cooperation-competition (Deutsch, Coleman, & Marcus, 2006, p. 15). he field

theory states that however and whenever a human is always living in a field. The field means field of physics and psychic power that always changes according to the situation of life (Basid and Agustin, 2019, p. 125).

Lewin's theory (Talwar, 2021) largely divided into two constructs:

1. Descriptive Constructs

The major concepts that influence an individual are:

- a. Life Space – Life space is their own psychological space that people have. It is genuinely interaction between the person and the environment. Life Space has numerous comprehended places of the activities, groups, classes, roles etc. related to the individual. As the child grows in life, the life space turns into more and more differentiated in distinct areas (Talwar, 2021).
- b. Locomotion – Locomotion is like the behavior of an individual. It is not relevant to any substantive progress of the individual but it means the transitions that occur in the life space. It can be and undisguised act like an attitude change or build new associations between two events. It is believed that locomotion occurs due to motivation (Talwar, 2021).

2. Dynamic Constructs

The major concepts that form up an individual's motivation are:

- a. Need – Any circumstances of motivation which can be due to physiological drive, environmental drive or desire to achieve a goal.

- b. Tensions – The emotions that are brought out along with a need, they act as a motivating force for an individual.
- c. Valence – Objects that are satisfying have a positive valence whereas objects which are not satisfying have a negative valence.
- d. Vector – The direction and strength of attraction towards objects. It can move in one or more directions. Conflicts occur when two equally attractive vectors operate.
- e. Barriers – The obstructions that prevent the individual from reaching the desired goals and getting in the way of their equilibrium.
- f. Equilibrium – Whenever a need is fulfilled the individual is able to get back to a state of balance between forces. Disequilibrium can be explained as a state of tension that exists due to the arousal of a need (Talwar, 2021).

Conflict is defined psychologically as the opposition of approximately equally strong field forces (Lewin, 1935, p. 88). As early as 1931, employing his analysis of force fields, Lewin (1931, 1935) presented a comprehensive theoretical discussion of three basic types of conflict: approach-approach conflict: the individual stands between two positive valences of approximately equal strength; avoidance-avoidance conflict: the individual stands between two negative valences of approximately equal strength; approach-avoidance conflict: the individual is exposed to opposing forces deriving from positive and negative valences (Deutsch, Coleman, & Marcus, 2006, p. 15).

Conflict is a thing that is definitely experienced by humans. Humans are born with diverse minds and thoughts and emotions, this can also affect humans to find themselves experiencing psychological conflicts. People who experience psychological conflict will fight with themselves, be it their ideas, thoughts, desires, feelings and even emotions. This conflict can only be resolved by themselves with various considerations in achieving the goals. Psychological conflict is caused within the individual. This conflict appears as an outcome of two or more motives or goals at one time that have to be achieved (Amalia, 2021).

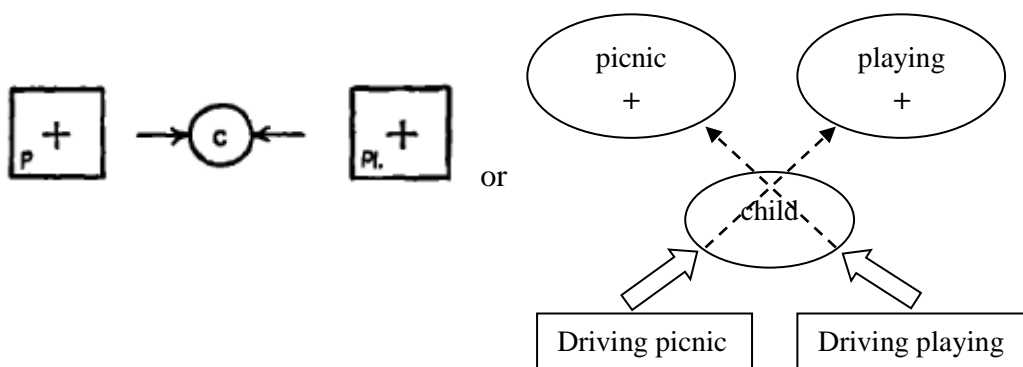
Conflict occurs for a reason. Lewin mentions that it is the so-called vectors that cause the conflict in a person. It divided into five types: driving force, restraining force, person needs force, induced force, and impersonal force. Then, valence as the object obtained after resolving the conflict in Lewin's theory. It is divided into two categories: positive valence and negative valence.

C. The Types of Conflict

A conflict is to be characterized psychologically as a situation in which oppositely directed, simultaneously acting forces of approximately equal strength work upon the individual (Lewin, 1935, p.122). Kurt Lewin stated that conflict appears as an outcome of two or more motives or goals at one time that have to be achieved and affect an individual. Kurt Lewin (1935) indentified the three fundamental types of conflict: approach-approach conflict, avoidance-avoidance conflict, and approach-avoidance conflict (p.88).

1. Approach-approach Conflict

Approach-approach conflict occurs when the individual stands between two positive valences of approximately equal strength. For example, the child has to choose perhaps between going on a picnic (*P*) and playing (*Pl*) with comrades. In general this type of conflict situation is solved with relative ease. As a result of the fact after the choice is made the goal chosen often seems inferior, oscillation does sometimes occur (Lewin, 1935, p. 89). The choice between two pleasant things is generally easier than that between two unpleasant unless questions are involved which cut deeply into the life of the individual (Lewin, 1935, p. 123). Both choices have no negative impact or negative consequence on the individual when taken because both have a positive value or good impact on the individual. Another example, when someone is faced with two options between taking a student exchange opportunity or taking a scholarship until graduation. Both options are equally profitable. The conflict can be illustrated.

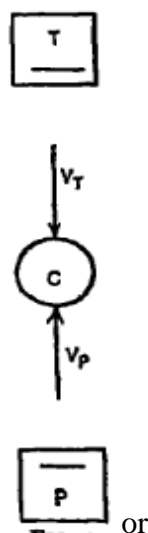


(Lewin, 1935, p. 89).

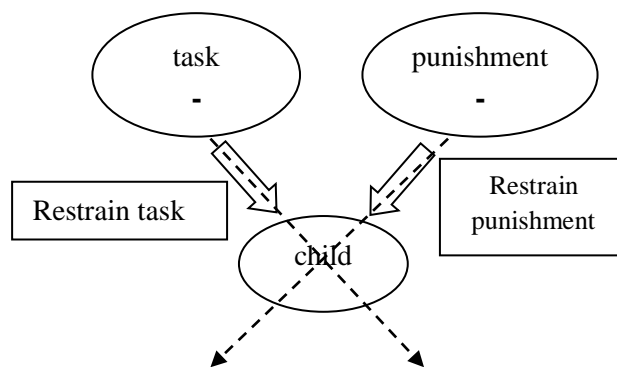
(Alwisol, 2019, p. 326)

2. Avoidance-avoidance Conflict

Avoidance-avoidance conflict occurs when the individual stands between two negative valences of approximately equal strength (Lewin, 1935, p. 123). For example, when it is sought by threat of punishment (P) to move a child to do a task (T) he does not want to do (p. 91). Both choices are avoided or unwanted from individual, it might have a negative impact or negative consequence on the individual and give an uncomfortable feeling to the individual. Another example, someone is playing truth or dare with his friends and he must then do an embarrassing dare. Another option is that he has to drink vinegar if he does not do the dare. Both options are eager to be avoided but must be chosen by him. The conflict can be illustrated.



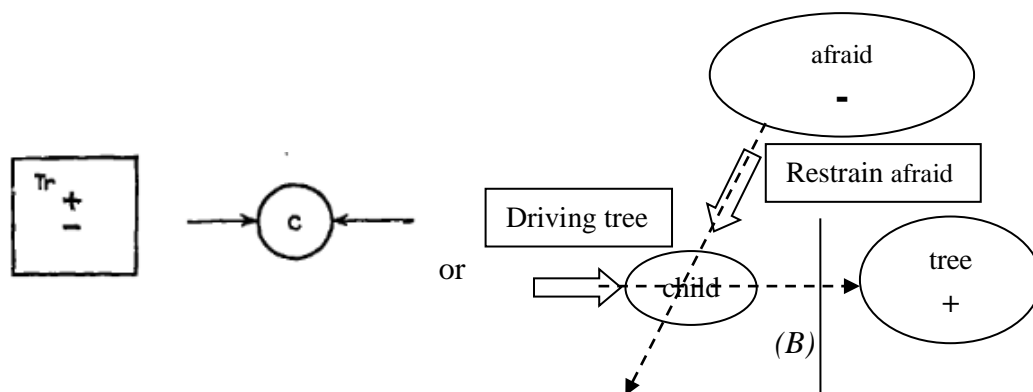
(Lewin, 1935, p. 91).



(Alwisol, 2019, p. 326)

3. Approach-avoidance Conflict

Approach-avoidance conflict is the possibility that of the two oppositely directed field vectors derives from a positive, the other from a negative valence. For example, the child wants to climb a tree (Tr), but is afraid (Lewin, 1935, p. 89). In this situation, the attainment of the goal is impeded by some barriers. At first the child sees a difficult barrier between himself and his goal, which hinders the completion of actions in the direction of the field forces. But after the child has run against the barrier (B) several times and perhaps hurt himself, or had the wounding experience of failure, the barrier itself acquires a negative valence (Lewin, 1935, p. 99). In this type conflict arises only when both positive and negative valences are in the same place. It occurs when a person is hesitant and unsure about achieving the goal or desired objective that has a contradictory outcome (Lewin, 1935, p. 123). The conflict can be illustrated.



(Lewin, 1935, p. 89).

(Alwisol, 2019, p. 326)

An example of a person wants to do something, but fears the consequences, such as, when someone really wants to see the view from the top of

the mountain, but she does not want to climb the mountain because she is lazy and it makes her tired. Another example, someone with an average economy is accepted to study abroad but the costs must be borne by him. This means that when individuals want to take the positive choices, they will also be weighed down by the negative impact.

D. The Resolution of Conflict

Valence is the subjective worth of an event, thing, person, or other creature in a person's life space, which might be good or negative. (Lewin, 1936: 97). The term “*valence*” is used to represent the resolution of conflict in Lewin’s concept. Valence is in charge of providing direction movement in the psychological environment in persons so that valence does not provide encouragement personal to be able to move from the psychological environment (Mayangsari, 2013, p. 255). Lewin stated that:

“The direction which the valence imparts to the individual’s behavior varies extremely, according to the content of the wants and needs. Nevertheless, one may distinguish two large group of valence according to the sort of initial behavior they elicit: the positive valence (+), those effecting approach; and negative valence (-), or those producing withdrawal or retreat.” (1935, p. 81)

The *action* in the direction of the valence may have the form of uncontrolled impulsive behavior or of direct voluntary activity; they may be “appropriate” or “inappropriate”. Those processes which make an especially goal-striving impression are usually characterized dynamically by a reference to a positive valence (Lewin, 1935, p. 81). It is important to note that valence may be

possessed by any psychological object—a concrete physical object, a social idea, an activity, a way of acting, a state (sleeping), or any kind of goal (Lewin, 1935, p. 118).

1. Positive Valence

The resolution of conflict can be positive valence if the decision has a positive value for the individual. Decisions are taken by considering the desires for the goal and positive impact that will be obtained after the goal is achieved. Positive valence can be considered if the objects are satisfied to individual. The positive valence (+) is those effecting approach. It may give the “appropriate” voluntary activity (Lewin, 1935, p. 81). For example, a person can go for college and doing part-time jobs to offset tuition or living expenses. This movement can help with financial difficulties so that a person can continue studying until he finish.

2. Negative Valence

The resolution of conflict can be negative valence if the decision has a negative impact or negative value for the individual. The object of the option might be something that avert or avoided by individual. Negative valence frequently gives individual uncomfortable feeling, such unsatisfied, guilty or anxiety. The negative valence (-) is those producing withdrawal or retreat. It may give the “inappropriate” voluntary activity (Lewin, 1935, p. 81). For example, when helping someone, but you help him do the badness or crime. Whether it intentionally or unintentionally it would give you uncomfortable feeling or guilty.

CHAPTER III

RESEARCH METHODOLOGY

This chapter will discuss the method used by the researcher for the study conducted. Research methodology makes it easier for researchers to get the results and conclusions of the study. This chapter includes the research design, data source, data collection and data analysis used for study.

A. Research Design

This research was carried out using a literary criticism design because using a novel (literary work) as the object of the study and using psychological approach, to analyze the characters in literary works. As explained in the previous chapter, which is the topic of discussion of this research focused on the main character in *Girl in Pieces* novel, Charlie Davis. This research observed and described the conflicts and its resolution of Charlie Davis through the conflict theory proposed by Kurt Lewin (1935).

B. Data and Data Source

The data used is Kathleen Glasgow's e-novel *Girl in Pieces*, published by Random House Children's Books, New York, 2016. The novel *Girl in Pieces* itself consists of around four hundred pages, divided into three parts. Part one contains forty six chapters, part two contains forty eight chapters, and part three contains twenty four chapters. The data are taken from all of the words, dialogues, phrases, and sentences occurring in the novel related to the topic which can be

discovered in narrations or dialogues in the form of statements, actions, attitudes, behavior, and thought.

C. Data Collection

To collect the data, the researcher follows a set of processes. First, the researcher reads the novel *Girl in Pieces* multiple times to comprehend the story and plot of the novel. Then, the researcher identifies the topic of the study to get the data with marking and highlighting the evidence found. The second, the researcher categorizes the data found according to the theory applied. For the conflict include avoidance-avoidance and approach-avoidance, for the resolution includes positive valence and negative valence. And finally, the researcher quoting the evidence found to analyze it as the data.

D. Data Analysis

To analysis the data that have been found, first, the researcher classified the data based on the theory by Kurt Lewin (1935) into types of conflict and the resolution. Second, the researcher interprets the data that have been classified by explaining it according to the theory used. Third, the researcher makes the conclusion of the study to wrap all the results in short.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher provides the findings and analysis on the main character's conflict. This chapter provides the analysis of Charlie's conflict and the resolution of Charlie's conflict using Kurt Lewin's theory (1935). In Charlie's conflict, the researcher found three two of conflict. There are avoidance-avoidance conflict, and approach-avoidance conflict. After analyzing the data, the researcher found that Charlie's used two types of conflict resolution. There are positive valence and negative valence.

A. The Main Character's Conflict

In this subchapter, the researcher discusses the type of conflict experienced by Charlie Davis as the main character in Kathleen Glasgow's *Girl in Pieces*. In the novel, the main character, Charlie, is a teenage girl from Minnesota who has experienced many difficulties and darkness in her life until she suffer from mental illness, NSSI (*Non-Suicidal Self Injury*), and must be treated to recovery. She wants to be better than before. She loved music and drawing, and discovered her talent in art and painting. However, it turns out that she has to fall to the darkness and face that difficulties again after meeting Riley, where she has to put together again the pieces that were once broken. There are a lot of conflicts that Charlie faces in dealing with all the problems that keep coming.

This study found the types of conflicts based on Lewin's theory (1935) that faced by the main character are avoidance-avoidance conflict and approach-avoidance conflict.

1. Avoidance-avoidance Conflict

In-depth and repeated reading of the novel text represents that the conflicts experienced by the main character are found in *Girl in Pieces*. The researcher found that Charlie experience three conflict of avoidance-avoidance conflict type. She faced two negative options that unwanted or avoid or dangerous for her.

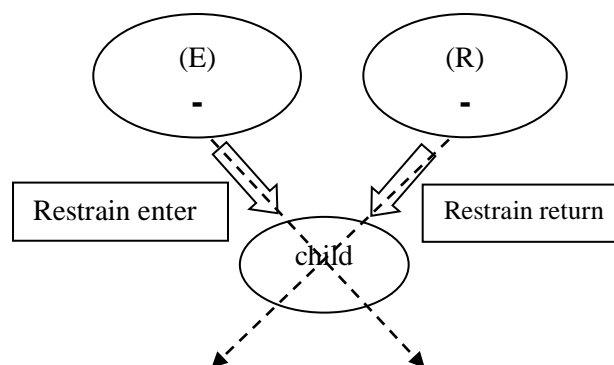
The first, the researcher found avoidance-avoidance conflict after Charlie moved to Tucson and she got a job, which she got from Riley, as washing dishes at a cafe. One day, Riley was late for work, and Linus, one of the employees at the cafe, asked Charlie to pick Riley up at his house. When Charlie arrived at Riley's place, she knocked the door and called Riley, but there was no answer from him. So Charlie decided to push the door. In this situation, Charlie faced the conflict within herself. It stated in the datum found below:

Datum 1:

"No answer. I debate for a few seconds, peeking through the crack in the doorway. I don't want to find him naked in a bed with some chick, but I don't want to have to go back to Linus without even trying. And I'm kind of curious, too, about what Riley is doing, exactly. What his life is like, this person who was once in a band and now slings hash." (Glasgow, 2016, part two, ch. 7: 138)

Based on the datum 1 found above, Charlie was hesitant to enter Riley's house and only peeked from the doorway. Because she did not want to find Riley naked in his bed with some chick if she came in, but she also did not want to have

to go back to Linus without trying to pick Riley up. According to Lewin (1935, p. 123), Charlie faced avoidance-avoidance conflict because she stands between two negative valences and it was unwanted or avoided valence.



From the situation above, Charlie was faced avoidance-avoidance conflict between: enter (*E*) the house with the risk find Riley naked with some chicks, or returning (*R*) to Linus without trying because Riley did not respond Charlie. Both options have negative valences because Charlie unwanted it and avoid it, so the conflict is avoidance-avoidance conflict type.

The second avoidance-avoidance conflict found by researcher is when Charlie in Tucson. She could not stay at Mikey's place for more than two weeks, so she had to find a place to live in. She started looking around for a rental house and faced a conflict. It stated in the datum found below:

Datum 2:

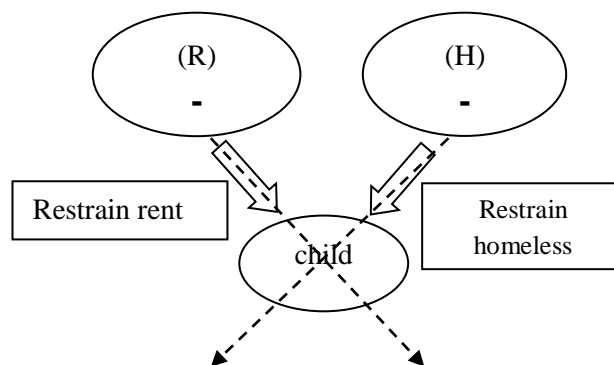
“...I lived in some crappy places with my mother, where mice ate through cupboards. I lived outside with rain and icy snow. I lived in Seed House. These shitty, broken walls and crappy paint and this old, old man: it all falls somewhere in between. After what I’m used to, it’s not paradise, but it isn’t hell, either.

I don’t know how to do any of this. I don’t know if this is a good place, or a bad place, or what I should ask about. All I know is that this is the place I have money for right now, and that this man seems nice, and he’s not asking

for an application fee or a credit check or anything like that. I've been in worse places, and I feel scared, but I look up at him anyway and nod. I can't find my words, and my hands are trembling. I don't want to think about what might happen if this turns out to be a horrible place.

But I do have a room of my own, at last. I'm not in an alley, or an underpass, or a leaky, cold van, or a red room in a horrifying house. I'm here." (Glasgow, 2016, part two, ch. 10-11: 156-161)

From the datum 2 above, Charlie felt confused about rent a house because she never done it. Charlie did not know if the place is good or bad either. But it was the only place Charlie could afford at the time and the landlord seemed kind too. Charlie had lived in worse places, such as an alley, an underpass, or a leaky, cold van, or a red room in a horrifying house, so she can say that this place is not paradise, but it is not hell. According to Lewin (1935, p. 123), Charlie faced avoidance-avoidance conflict because she stands between two negative valences and it was unwanted or avoided valence.



Based on the situation above, Charlie was faced avoidance-avoidance conflict between: rent (*R*) a suspicious house, or being homeless (*H*). Both of the options have negative valences because she still felt unsafe about the rented house, and she did not want to end up in an alley, an underpass, or a leaky, cold van, or a red room in a horrifying house, which were she hate and avoid, so the conflict is avoidance-avoidance conflict type.

Then, the third avoidance-avoidance conflict also found when Charlie helped Riley to take his drugs. After delivering the drugs, Charlie felt good at first. However Charlie realized that she was getting really far and all of a sudden she was flooded with despair. Charlie tried the breathing exercises, but she just gasped and cannot slow down. The tornado comes on her. Charlie remembered her tender kit, but she did not want to use it, so she ran the blade of the knife lightly across her forearms, for testing. But she still felt like her emotions were not over. In this situation Charlie faced a conflict within herself. It stated in the datum found below:

Datum 3:

“My tender kit is still wedged far back under the claw-foot tub, hidden inside Louisa’s suitcase. I don’t want that, I don’t. I run the blade of the knife lightly across my forearm, testing. My skin prickles and longing fills me up; my eyes grow wet.

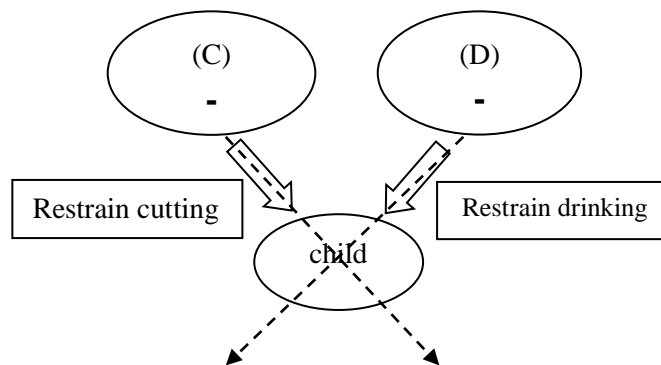
‘Hey,’ I say, before I chicken out. ‘You got anything to drink in there? I’ll pay you.’ I pull out a five-dollar bill from my pocket.

When she comes out, she shoves a cheap bottle of wine, a screw-top, at me and then takes off down the hall. Her flip-flops thwack down the sixteen steps to the first floor.

I don’t even wait to eat something. I unscrew the cap and take long pulls until I start to gag a little, then I pour the rest down the sink before I drink any more. It hits me quickly, the dizziness, the warmth followed by the little feeling of elation in my stomach. It’s enough to tamp down my anxiety. I feel bad, but I made a choice. Cutting or drinking, and I chose drinking.”
(Glasgow, 2016, part two, ch. 28: 223)

Based on the datum 3 found above, Charlie was still trying to release her emotions and looked for a drink to her neighbor and she would be paid for it. Then she just drank a sip and then threw the rest into the sink, and it managed to

tamp down her anxiety. According to Lewin (1935, p. 123), Charlie faced avoidance-avoidance conflict because she stands between two negative valences and it was unwanted or avoided valence.



The avoidance-avoidance conflict faced by Charlie in this situation with the options that she needs to choose between: cutting (*C*), or drinking (*D*) to release her emotions and she chose to drink. Both of the options have negative valences because Charlie wanted to avoid them, and moreover, they had a negative impact for Charlie, so the conflict is an avoidance-avoidance conflict type.

2. Approach-avoidance Conflict

After reading and comprehending the novel, the researcher found that Charlie faced eleven approach-avoidance conflict types. She faced two options that have positive and negative valences for her.

The first, the researcher found the approach-avoidance conflict when Charlie recalled her past, where her best friend, Ellis, tried to kill herself. She remembered every detail of memories with Ellis and how Ellis' suicide attempt was failed because she lost too much blood and suffered anoxic brain injury after hemorrhagic shock which made Ellis end up in a coma. These memories made

Charlie's mental illness relapse which made her have to release her emotions by hurting herself due to her NSSI (*Non-Suicidal Self Injury*) suffer. In this situation Charlie faced a conflict within herself. It stated in the datum found below:

Datum 4:

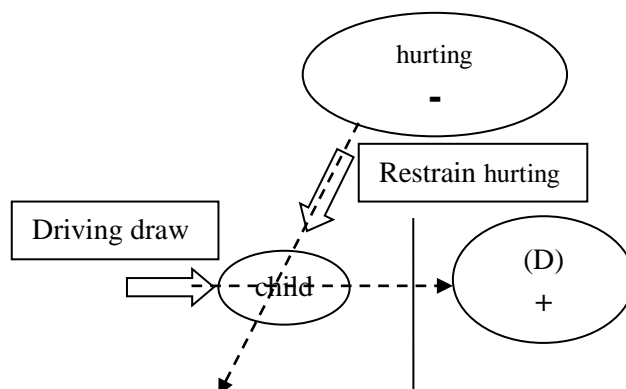
"I have to do something or I will explode.

Talking to Evan, finding Mikey, waiting for him to come visit me, thinking of Ellis, I miss miss miss so much.

They still hurt. But today when Miss Joni says, 'Dr. Stinson and I had a little chat,' and slides me a beautiful, blank pad of all-purpose newsprint paper and a brand-new stick of charcoal, I greedily clutch the stick in my fingers. Little sparks of pain shoot up and down my forearm. My scars are still tender and tight and will be for a long, long time, but I don't care. I breathe hard. I work hard. My fingers take care of me. It's been so long, but they know what to do.

I draw her. I draw them. I fill my paper with Ellis and Mikey, Evan and Dump, even DannyBoy. I fill every last piece of paper until I have a whole world of missing." (Glasgow, 2016, part one, ch. 40: 79)

Based on the datum 4 found above, Charlie is no longer able to hold back her emotions so she has to do something. At that time, Miss Joni slides her, a beautiful, blank pad of all-purpose newsprint paper and a brand-new stick of charcoal, and Charlie immediately drew frantically, not caring about her wound, which was still sore. According to Lewin (1935, p. 123), Charlie was faced approach-avoidance conflict because she stands between two valences that one of the two oppositely directed field vectors derives from a positive, the other from a negative valences.



From the situation above, she faced approach-avoidance conflict between: hurting (*H*) herself again, or drawing (*D*), because drawing is one of Charlie's ways of conveying her words and feelings. Drawing becomes the need of Charlie because she tried to recovery and avoiding to injure. The action to hurting herself is a negative valence to release her emotions and drawing is positive valence, so the conflict is approach-avoidance conflict type.

The second, similar approach-avoidance conflict is found again by the researcher. Mikey was Charlie's old friend along with Ellis and DannyBoy. At that time, Charlie had feelings for Mikey until Charlie moved to Tucson. However, when Mikey asked Charlie to go to a party, Mikey told Charlie that he had a girlfriend and Charlie cannot think straight. She thought all this time Mikey's care was what she was thinking. Then Charlie grabbed a cup and drank. When she got home, her mind began to wrestle and she faced an conflict within herself. It stated in the datum found below:

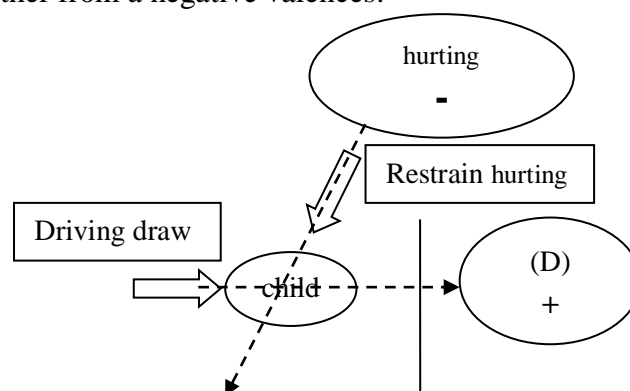
Datum 5:

"I've already broken one of Casper's rules: I drank. And I want to break another, but I don't want to, I don't don't don't don't, and so I get my tender kit from under a pile of clothes, and cover it with the plaid blanket, and then

cover it with a bunch of shirts, and then my boots, and then I shove it into Louisa's suitcase and wedge the whole thing way back under the claw-foot tub, where I can't see it.

I practice those fucking stupid breath balloons for as long as I can, until I'm practically wheezing, and then I find my sketchbook, because drawing is my words, it's the things I can't say, and I let loose in the pages with a story about a girl who thought a boy liked her, and maybe could save her from herself, but in the end she was just stupid, stupid, because she's a fucking freak, but if she could just make it through the night, there was going to be another chance, another day." (Glasgow, 2016, part two, ch. 15: 182-183)

According to the datum 5 found above, Charlie was too out of her mind so she decided to drink to release her emotions. Because she can easily broke one rule from her doctor, she wanted to break another one, hurting herself using the tender kit that she always prepared just in case. But also she did not want to. Then Charlie did balloon breathing as she learned at the Creeley Center to calm herself, then she found her sketchbook and started to draw. According to Lewin (1935, p. 123), Charlie was faced approach-avoidance conflict because she stands between two valences that one of the two oppositely directed field vectors derives from a positive, the other from a negative valences.



From the situation above, she faced approach-avoidance conflict between: hurting (*H*) herself again, or doing something else and she chose drawing (*D*), because drawing is one of Charlie's ways of conveying her words and feelings.

Drawing is Charlie's goal because she wanted to recovery. The action to hurting herself to release her emotions is a negative valence and drawing is positive valence, so the conflict is approach-avoidance conflict type.

The third another approach-avoidance conflict found is when Charlie was released from the Creeley Center due to financial problems and had to live with her mother before getting a room at the halfway house. However, Charlie's relationship with her mother is not very good. In this situation, Charlie faced a conflict within herself. It stated in the datum found below:

Datum 6:

“Your friend Mike came by late last night. We all know it's not gonna work out, you with me, or you in some freaking teen halfway house. That's not you, Charlotte. I don't know what is you, but I'm not it, and I'm pretty sure some curfewed house isn't it. Mike's mom bought you a bus ticket to Arizona. You'll stay in his apartment down there. He says he'll help you.”

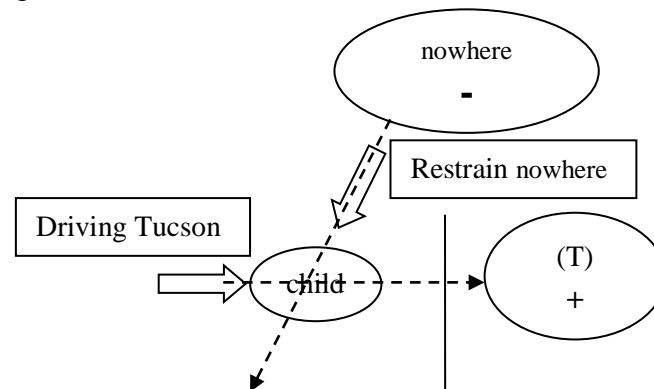
So Mikey did do something after he got my message. I'm not going to live with my mother. I'm getting on a goddamn bus. To the goddamn desert. Far, far away from Fucking Frank, from the goddamn river, from all of this.

I'm so happy and so scared and so confused I don't know what to do.

I'm going to the desert. I'm going to ride a bus alone across God-knows-how-many-states to be with Mikey when I've never been anywhere my entire life. And how am I supposed to get to the bus station? What time is it? I look back at the hospital and wonder if I should go back in, but then realize I can't. They think I left with my mother. And what am I going to do when I get there? How long will Mikey be gone? How long will I be alone down there? (Glasgow, 2016, part one, ch. 46: 99-101)

Based on the datum 6 found above, Charlie's mother gave her an envelope and important files and a ticket to Tucson, Arizona. Charlie was conflicted with many complicated thoughts. It stated that Charlie was so happy and so scared and

so confused and do not know what to do. She was happy that she will not be living with her mother, and will be far, far away from the Fucking Frank who abused her. However, on the other hand, she is scared and confused because she was going to ride a bus alone across many states to be with Mikey when she has never been anywhere her entire life. She did not know how she would get to the station, what she would do when she got there, how long Mikey would be gone and how long she would be alone in there.



According to Lewin (1935, p. 123), Charlie was faced approach-avoidance conflict because she stands between two valences that one of the two oppositely directed field vectors derives from a positive, the other from a negative valences. Based on the situation, Charlie faced approach-avoidance conflict between: nowhere (*N*) to go in Minnesota, or go to Mikey in Tucson (*T*). So, one of the option is positive because make Charlie so happy to meet Mikey and the other is negative valence because she make her so scared and confused to go all alone, so the conflict is approach-avoidance conflict type.

The fourth, the researcher also found the approach-avoidance conflict when Charlie picked up Riley and went into his house. Riley playfully grabbed Charlie's hand and pulled her into his knees. That made Charlie shocked and

panicked because she remembered Fucking Frank who had abused her in flash. She was very mad at Riley and immediately delivered Linus's message then left the house by her bike. During the ride she faced an conflict. It stated in the datum found below:

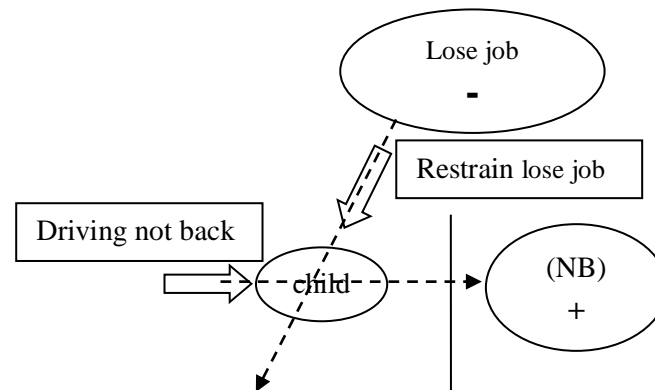
Datum 7:

“He wasn’t sleeping at all. He was waiting for me. I thought he was a nice person and now I remind myself: People aren’t nice, people aren’t nice, you should know that by now.

I stop my bike. I could just turn back, go back to Mikey’s, shut the door, push the trunk in front of it, rescue my kit. Not go back to Grit. Not have to see him. Not have to deal.

But then I will lose what little I’ve gained. I take deep breaths, close my eyes. Blue comes back to me. Was what happened cereal?” (Glasgow, 2016, part two, ch. 7: 141)

Based on the datum 7 found above, Charlie knew that Riley did it on purpose even though Riley thinks it was a joke. It was making Charlie more distrustful of other people. Charlie wanted to go back to Mikey and not back to the cafe, so not have to see Riley, and not have to deal with him. However, she would lose what she had got until now, the place to live, the job, and the recovery that Charlie is still working on. According to Lewin (1935, p. 123), Charlie was faced approach-avoidance conflict because she stands between two valences that one of the two oppositely directed field vectors derives from a positive, the other from a negative valences.



From the situation above, Charlie faced approach-avoidance conflict between: back (*B*) to the café but keep meeting Riley, or not go back (*NB*) to the café but losing the job she had gotten. Both of the options have the positive and negative valences that equal strength like giving advantage and disadvantage at the same time. If Charlie did not want to see Riley anymore then she has to lose her job, if he still wanted to work then she has to keep seeing Riley at work, so the conflict is approach-avoidance conflict type.

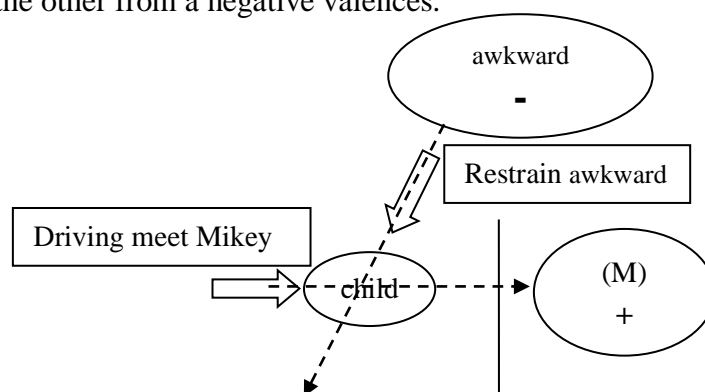
The fifth another approach-avoidance conflict found after an incident at a party, where Charlie finds out that Mikey already has a girlfriend and she drank. Mikey asked Charlie to meet him at the gallery downtown after finishing his work. Charlie considered to not going there due to problems at a previous party. In this situation, Charlie faced the conflict within herself. It stated in the datum found below:

Datum 8:

“I’ve agreed to meet Mikey at a gallery downtown after he gets off work. He’s drawn a map to a place not far from my building. At first, I consider not going. I’ll just feel awkward, and Bunny will probably be there, too, but then I decide to go. I only have one friend here, and he’s it, and maybe sometime I won’t feel like such a jerk around him. Casper would probably

be proud of me for that. I change into another pair of overalls and a long-sleeved jersey shirt and slide my key and the lapis stone into my pocket.”
(Glasgow, 2016, part two, ch. 17: 188)

Based on the datum 8 found above, Charlie considered not going as she felt it would be awkward and also Bunny, Mikey's girlfriend, might be there which would hurt Charlie more. However, Charlie only has one friend in Tucson, that is Mikey. And Charlie felt good around Mikey. According to Lewin (1935, p. 123), Charlie was faced approach-avoidance conflict because she stands between two valences that one of the two oppositely directed field vectors derives from a positive, the other from a negative valences.



From the situation above, Charlie was faced approach-avoidance conflict between: going to the gallery with the possibility of meeting Bunny and being awkward (*A*) or meet (*M*) the only friend she has, Mikey. The option she would be awkward is a negative valence and meet with Mikey is positive valence, so the conflict is approach-avoidance conflict type.

The sixth approach-avoidance conflict also found when Charlie was already working on True Grit coffeehouse. Linus asked Charlie to keep an eye on Riley while at the cafe, because Riley was always made a mess. Whether it is smoking, drinking, or using, and Charlie agreed. Just then Riley was working after

getting drunk and Charlie hears a choking sound and the rush-jumble of vomit, and she found Riley behind her, hunched over the trash bin. Then he went to the fridge and got some beer and drank it, again. After seeing Riley she faced an conflict. It stated in the datum found below:

Datum 9:

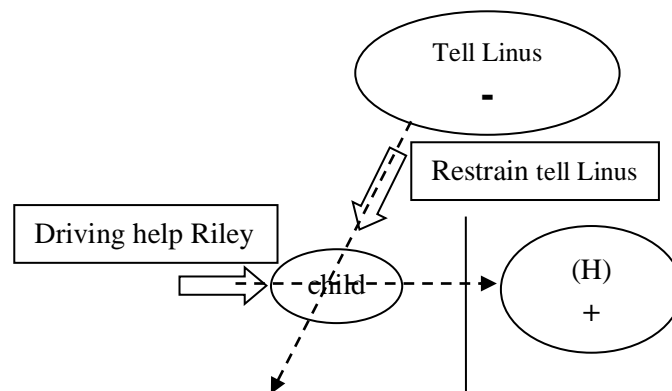
“Shhhh, he mouths. He nudges the trash bin in my direction. I look over at Linus, who’s ringing someone up at the register. She told me to tell her if stuff like this happened.

Riley’s eyes plead with me. I’m not sure what to do.

And then Ellis’s texts flash in my brain. Smthing hurts. U never sd hurt like this. 2 much. My stomach churns with shame. I didn’t help her and I lost her.

Quickly, I pull the bag from the trash bin, tie it, and take it out back to the Dumpster. He did get me a job, after all.” (Glasgow, 2016, part two, ch. 18: 198)

Based on the datum 9 found above, Charlie remembered having to tell Linus if stuff likes this happened. However, Charlie suddenly remembered Ellis' text where Ellis asked Charlie for help, but Charlie did not help her and Charlie lost her. Riley did get her a job, after all. According to Lewin (1935, p. 123), Charlie was faced approach-avoidance conflict because she stands between two valences that one of the two oppositely directed field vectors derives from a positive, the other from a negative valences.



In this situation, Charlie was faced approach-avoidance conflict between: telling (*T*) Linus about Riley or, helping (*H*) Riley because Riley also gave her the job, anyway. In the action telling Linus is negative valence because Charlie would feel guilty for Riley, and the positive valence in not telling Linus because Charlie had a thank to Riley, so the conflict is approach-avoidance conflict type.

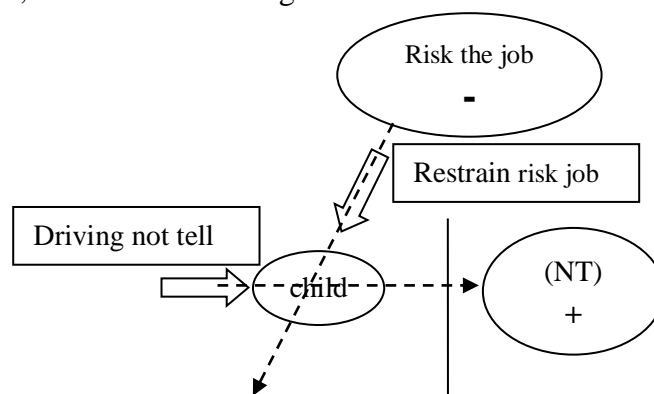
The seventh is the same conflict that happened again in the different time when Charlie saw that Riley had had a few beers and had to tell Linus about it. However, Charlie runs into a conflict. It stated in the datum found below:

Datum 10:

“I hesitate when I hear him open a fresh beer. I should go outside and tell Linus this has gone too far, but my feet are rooted to the spot as I listen to him take a large gulp. I mean, what will it matter? She’ll send him home, but he’ll be back tomorrow. Like Julie said, she’ll protect him forever. And what if I do tell Linus? What if I’m the one who gets in trouble and loses my job?”

Instead, I help him. When his hands start getting too loose and slices of bread start slipping to the floor, I just pick them up and throw them away, and he starts over. When the orders come faster and he gets overwhelmed, I help him do plates, flip home fries on the grill, dish out scrambled tofu, and toast bagels. Be nice, right? He did give me this job. Not a cold fish.”
(Glasgow, 2016, part two, ch. 23: 211)

Based on the datum 10 found above, Charlie felt she should tell Linus about Riley because he is going too far. However, Charlie thought what would matter if she told Linus, Riley was just told to go home and he would come back the next day. But if Charlie tells Linus, what if she gets into trouble and loses her job because Riley was the one who gave her the job. According to Lewin (1935, p. 123), Charlie was faced approach-avoidance conflict because she stands between two valences that one of the two oppositely directed field vectors derives from a positive, the other from a negative valences.



Based on this situation, Charlie was faced approach-avoidance conflict between: telling (*T*) Linus and risking her job, or not telling (*NT*) Linus to play it safe. In the action telling Linus is negative valence because Charlie would feel guilty for Riley, and the positive valence in not telling Linus because Charlie had a thank to Riley, so the conflict is approach-avoidance conflict type.

The eighth, the researcher found another approach-avoidance conflict when Charlie was going to the library and found out about Ariel Lavertoff, Mikey's landlord who is also an artist, about her son who died of a drug overdose and was found on the street. Charlie realized that all this time Ariel's kindness was also because she remembered about her son. Charlie suddenly remembered her

mother. Wondering if her mom was worried about her or was it just like normal days where Charlie was gone and not a problem for her and if she was relieved to hear Charlie released of the hospital. Charlie then opened her email and typed in her mother's address to at least let her know she was okay. However, Charlie was conflicted about sending it. It stated in the datum found below:

Datum 11:

“Is my mother at all frantic, wondering about me? Or is it just another day for her, every day, one where I’m gone and not her problem anymore? Was she relieved to hear from the hospital, even if she didn’t come right away? Does she ever think about the times she hit me?”

Before I can stop myself, I’m opening up my email and I’m typing in her address, or at least the last one I know she had. I write: I’m okay.

My finger hovers over Send. She would want to know, right? That I’m at least alive out here?

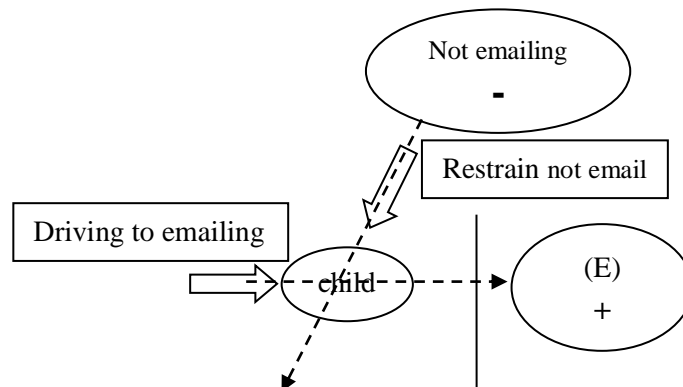
She knows Mikey’s number. They talked in Minnesota. But she hasn’t called him, or anything, to see how I am.

My mother hasn’t called Mikey. Or Casper. Or done anything. Mikey’s leaving. Ellis is a ghost. Evan is all the way up in Portland. I delete the email to my mother.

I’m utterly alone.” (Glasgow, 2016, part two, ch. 24: 213)

According to the datum 11 found above, Charlie wanted to tell her mother about her condition. About that she is okay. Charlie thought her mother wanted to know that at least she is still alive out here. However, her mother already knew Mikey's number because they had spoken in Minnesota, but she has not called him or Casper, or done anything, to see how Charlie was. This made Charlie wonder if her mother really did not want to know anything about Charlie anymore or anything. According to Lewin (1935, p. 123), Charlie was faced approach-

avoidance conflict because she stands between two valences that one of the two oppositely directed field vectors derives from a positive, the other from a negative valences.



In this situation, Charlie was faced approach-avoidance conflict between: emailing (*E*) her mother, or not sending the email (*NE*) because her mother did not care to her even though she can ask about her through Mikey. These options have positive and negative valences in the action, so the conflict is approach-avoidance conflict type.

The ninth approach-avoidance conflict also occurred when Riley asked Charlie something, and that something makes the air around them heavy. Riley asks Charlie to help get the drugs from the dealer. Riley begged and said he would pay Charlie. Charlie was conflicted in this situation. It stated in the datum found below:

Datum 12:

“It’s a bad day in the kitchen: Riley has asked me something, and that something is floating in the air between us, becoming heavier and heavier by the second.

Riley is staring at me, waiting for me to answer his question.

‘Please.’ A hoarse echo in his throat, just like Evan when he got needy. ‘Your shift’s almost over anyway. I’ll pay you.’

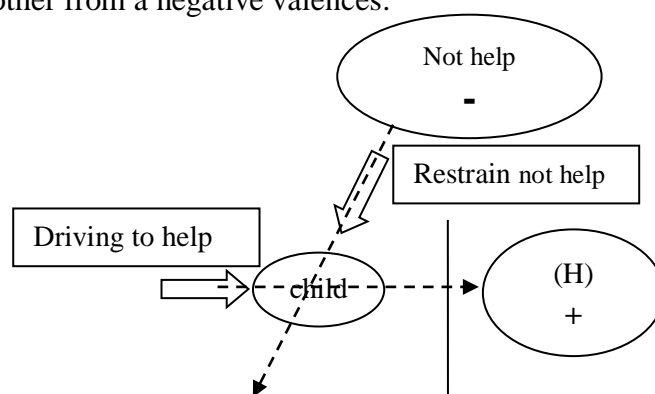
I remember Ellis, tugging on my arm, her face frantic with need. Please, she begged. Just tell my mom I’m in the bathroom if she calls. I told her I’m

staying over. Please, Charlie. I just need to be with him. Help me, Charlie, please?

He reminds me of Evan, too, when he needed a fix, just something, he'd say, to stop the motherfucking abyss threatening to eat my fucking soul, and I would steel myself, and wash up in a bathroom somewhere, enough so my face wasn't too dirty, and stand on a corner a few blocks from Mears Park in St. Paul just after dark, waiting for a man to show up, and to lead him to the park, where Evan and Dump would be waiting.

But Ellis needed that boy, and I needed her. And Evan had helped me, saved me, so I helped him. And now Riley is asking for help. And he said he'd pay me. I need that extra money. (Glasgow, 2016, part two, ch. 28: 219-220)

According to the datum 12 found above, Charlie faced conflict when she remembered her past. When her best friend, Ellis, begged Charlie to help her and when Evan desperately needed drugs. Evan once helped and saved Charlie so Charlie helped Evan. And at this time Riley asked for help. Moreover Riley would pay Charlie, moreover Charlie needed extra money. According to Lewin (1935, p. 123), Charlie was faced approach-avoidance conflict because she stands between two valences that one of the two oppositely directed field vectors derives from a positive, the other from a negative valences.



From the situation above, Charlie was faced approach-avoidance conflict between: helping (*H*) Riley and getting extra money or not helping (*NH*) and makes her anxious because he keeps thinking about his friends and wants to help

Riley. The options in this situation have positive and negative valences in action, because it gave her advantage by getting extra money and guilty for not helping Riley, so the conflict is approach-avoidance conflict type.

The tenth, the researcher found another approach-avoidance conflict when Charlie was invited to join Ariel's summer art class, but she did not immediately say whether she was going or not. But, finally Charlie decided not to join Ariel's art class. Charlie faced conflict and it stated in the datum found below:

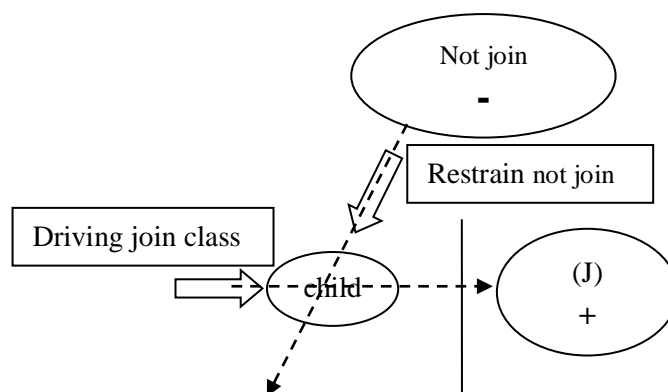
Datum 13:

"...Her workshop is starting next month. I still haven't decided if I will go. Art School Tools, that's what Linus called a tableful of kids in paint-spattered pants and horn-rimmed glasses... I have to buy some soap and toilet paper, tampons, and underwear. The soles of my boots are thinning; I can feel the bumps in the pavement on my feet as I walk and it's so hot outside, maybe I should just get some sneakers or something instead, a lighter, cooler shoe. I have to pay Leonard rent, ... (part two, chapter 21: 204)

I didn't tell Riley I was coming here, either. Seeing him happy about that girl at the open mic, the way he talked about her on our walk home and how beautiful her voice was, and thinking of the way I never went to Ariel's class because I didn't want to spend any time away from him, made something wake up inside me, a spiteful, angry thing." (Glasgow, 2016, part two, ch. 44: 275)

Based on the datum 13 found above, previously Charlie was still considering joining the class because even though Ariel made classes free for Charlie due to Charlie could sharpen her talents and add friends for her, Charlie still did not have enough money to buy items to take classes. She had a lot of needs to buy and also paid rent, moreover she did not want to spend her time away from Riley. According to Lewin (1935, p. 123), Charlie was faced approach-

avoidance conflict because she stands between two valences that one of the two oppositely directed field vectors derives from a positive, the other from a negative valences.



So, Charlie was faced approach-avoidance conflict between: joining (*J*) Ariel's summer class and makes friends or not join (*NJ*) spending her time with Riley. And from the datum above, it mentioned clearly that Charlie chose being with Riley. The both options have positive and negative valences. Joining the class gave the positive impact and spending time with Riley is Charlie goal but it had negative impact for her because she felt regret after that, so the conflict is approach-avoidance conflict type.

The last approach-avoidance conflict found when Charlie's condition had started getting better after she moved to Linus' grandfather place, Felix Arneson, in Santa Fe, New Mexico. Linus' grandfather was also an artist so he helped Charlie a lot. After recovering, Charlie returned to Tucson, where she was living at the time. Not long after that, Felix called Charlie and offered Charlie a job as his assistant. Charlie faced a conflict for a second when she thought about it. It stated in the datum found below:

Datum 14:

“‘Oh, my dear Charlotte.’ An old man’s voice, soft and crackly. ‘How would you like to come and work for me for a while?’

‘I don’t...what?’ I lean closer to the phone, unsure if I heard correctly. ‘You want me to work for you? Me?’

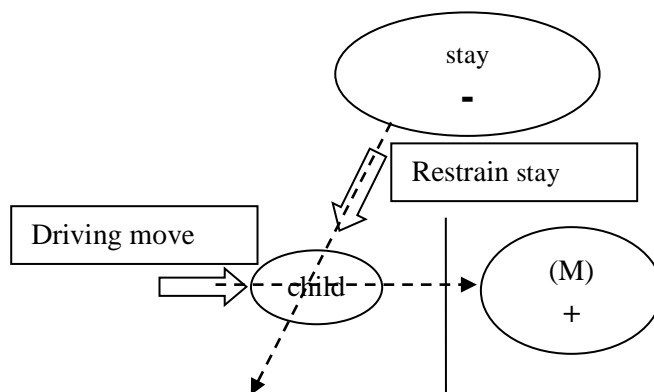
Felix chuckles. “...It’s room and board and just a little money. What do you say? I think you rather liked it out there.’

I don’t think about it all that long. It hurts here, I’m okay, but it hurts here, and I want to be somewhere quiet, where the ghost of Riley isn’t everywhere.

There was such a stillness in the land around Felix’s house.

‘Yes,’ I say. ‘Yes, I do want to work for you.’” (Glasgow, 2016, part three, ch. 19: 352)

Based on the datum 14 found above, it can be seen that Charlie had no problem with the place or the money she would earn. However, it was because she was in Tucson, a place where she was hurt by Riley. Charlie felt hurt being in Tucson, even though she was okay, but it hurts because the place keeps reminding her of the ghost of Riley. According to Lewin (1935, p. 123), Charlie was faced approach-avoidance conflict because she stands between two valences that one of the two oppositely directed field vectors derives from a positive, the other from a negative valences.



Charlie was faced approach-avoidance conflict between: working for Felix move (*M*) far away from Tucson and heal herself, or staying (*S*) in Tucson but make her hurt. It is clear the first option has a positive valence and the second one has negative valences, so the conflict is approach-avoidance conflict type.

B. The Resolution of the Main Character's Conflict

In overcoming the problem of conflict, there are many factors that must be considered in solving it. Whether it is a preferred choice or not, avoided or not, liked or not, giving positive or negative impact and so on. All the goals, objects and actions taken by individual as a resolution to the conflict called valence. The resolution of conflict in Kurt Lewin theory (1935) divided in two types; those are positive valence and negative valence. In this subchapter, the researcher will provide the data and present the analysis of the Charlie Davis in overcoming her conflict with Lewin's concept theory.

1. Positive Valence

Positive valence is taken as a solution if the choice to be taken is a goals or close to the desired goal and wants to be achieved, or has a positive impact and positive value on the individual.

The researcher found five positive valences as a resolution in Charlie's conflict. The first, when she struggled with her emotions control that she was going to injure herself or doing something else because she suffered from NSSI

(*Non-Suicidal Self Injury*) where she has to injure herself to express her emotions in the datum found below:

Datum 15:

“I have to do something or I will explode.

... I greedily clutch the stick in my fingers. I breathe hard. I work hard. My fingers take care of me. It’s been so long, but they know what to do.

I draw her. I draw them. I fill my paper with Ellis and Mikey, Evan and Dump, even DannyBoy. I fill every last piece of paper until I have a whole world of missing.

She looks up and smiles. She says, ‘Better?’

I nod. ‘Better.’

Today I’m excited to meet with Casper. I want to tell her about Crafts, and what I drew and what drawing means to me. I think that will make her happy...” (Glasgow, 2016, part one, ch. 40-41: 79-80)

The positive valence in the datum 15 above is when Charlie decided to draw while she felt like she wanted to explode which means she would hurt herself. It is also written in the quotation that she felt better after drawing and expressing her emotions. According to Lewin (1935), this identified as a positive valence resolution because it fulfills the wants and needs (goal or desire) and gives the positive value and impact to the character (p.89). The actions taken by Charlie succeeded in achieving her goal to recovery and gave a positive impact on her which helped in the recovery process that Charlie was undergoing in the hospital and made her excited (positive emotions) to tell Casper.

The second, the positive valence in resolving the conflict also found in the conflict where Charlie needed to get Riley for work and debating to go inside or just go back to Linus because Riley did not respond Charlie.

Datum 16:

"No answer. I debate for a few seconds, peeking through the crack in the doorway. I don't want to find him naked in a bed with some chick, but I don't want to have to go back to Linus without even trying. And I'm kind of curious, too, about what Riley is doing, exactly. What his life is like, this person who was once in a band and now slings hash.

I push open the door the rest of the way and walk in, nudging aside a pair of faded black Converse. The front room is filled with books—piled on the floor and jammed into a glassed-in oak bookcase that rises from the floor to the ceiling. A sagging burgundy velvet couch is up against the far wall, beneath an open, curtainless window.

'Linus...Linus says get your ass to work.' I turn and run out of his room. I'm out of the house, slamming the door behind me, and then peeling away on my bicycle as fast as I can." (Glasgow, 2016, part two, ch. 7: 138)

In this conflict, Charlie decided to enter and look for Riley. It is also seen in the quotation that Charlie was a kind of curious about how Riley's life was going. According to Lewin (1935), this identified as a positive valence resolution because it fulfills the wants and needs (goal or desire) and gives the positive value and impact to the character (p.89). Charlie's decision have positive valence because Charlie succeeded in achieving her goal of going in and picking up Riley as Linus requested, Charlie also succeeded in fulfilling her desire to go in and see how Riley's life is going and gives satisfaction to Charlie.

The third, other decision with positive valence that Charlie took to resolver her conflict, was when she found out Mikey was having a girlfriend and that made

her broken heart and emotional. Due to her control emotion's problem, she had to find way to expressed it. The researcher found that Charlie solved the conflict with the positive valence in datum found below:

Datum 17:

" I've already broken one of Casper's rules: I drank. And I want to break another, but I don't want to, I don't don't don't don't, and so I get my tender kit from under a pile of clothes, and cover it with the plaid blanket, and then cover it with a bunch of shirts, and then my boots, and then I shove it into Louisa's suitcase and wedge the whole thing way back under the claw-foot tub, where I can't see it.

I practice those fucking stupid breath balloons for as long as I can, until I'm practically wheezing, and then I find my sketchbook, because drawing is my words, it's the things I can't say, and I let loose in the pages with a story about a girl who thought a boy liked her, and maybe could save her from herself, but in the end she was just stupid, stupid, because she's a fucking freak, but if she could just make it through the night, there was going to be another chance, another day." (Glasgow, 2016, part two, ch.15: 182-183)

Charlie's emotional control problems make her suffer from NSSI (*Non-Suicidal Self Injury*) where she has to injure herself to express her emotions. The positive valence in the quotation above is when Charlie practice the breath balloons then found her sketchbook and started drawing. According to Lewin (1935), this identified as a positive valence resolution because it fulfills the wants and needs (goal or desire) and gives the positive value and impact to the character (p.89). This action have positive valence because Charlie managed to fulfill her desire to not broke another Casper's rules and kept her tender kit away, which had a positive impact that Charlie did not have to injure herself to express the emotions she bears by choosing drawing.

The fourth, resolution with positive valence also found in Charlie's conflict when Charlie had a deal with Linus to keep an eye on Riley in café. Charlie conflicted whether to tell Linus or not. The resolution is stated in the datum found below:

Datum 18:

"Riley's eyes plead with me. I'm not sure what to do.

And then Ellis's texts flash in my brain. Smthing hurts. U never sd hurt like this. 2 much. My stomach churns with shame. I didn't help her and I lost her.

Quickly, I pull the bag from the trash bin, tie it, and take it out back to the Dumpster. He did get me a job, after all. (Glasgow, 2016, part two, ch. 18: 197-198)

I hesitate when I hear him open a fresh beer. I should go outside and tell Linus this has gone too far, but my feet are rooted to the spot as I listen to him take a large gulp. I mean, what will it matter? She'll send him home, but he'll be back tomorrow. Like Julie said, she'll protect him forever. And what if I do tell Linus? What if I'm the one who gets in trouble and loses my job?

Instead, I help him... Be nice, right? He did give me this job..." (Glasgow, 2016, part two, ch. 23: 211)

This conflict occurs twice, and Charlie also solves this problem with the same decision. Charlie decided not to tell Linus about Riley. According to Lewin (1935), this identified as a positive valence resolution because it fulfills the wants and needs (goal or desire) and gives the positive value and impact to the character (p.89). The action in datum has a positive valence because Charlie succeeded in fulfilling her desire to help Riley out of pity by remembering her old friends and gratitude for the work Riley had given to her. The positive impact is that Charlie managed to keep her job and feels satisfied and relieved after helping Riley.

The fifth, another conflict also found with the resolution of positive valence. This happened when Felix, called Charlie and offered her a job as his assistant. Meanwhile Charlie had back to Tucson and with her old job. The resolution is stated in the datum found below:

Datum 19:

“... ‘How would you like to come and work for me for a while?’

‘I don’t...what?’ I lean closer to the phone, unsure if I heard correctly. ‘You want me to work for you? Me?’

Felix chuckles. “...It’s room and board and just a little money. What do you say? I think you rather liked it out there.’

I don’t think about it all that long. It hurts here, I’m okay, but it hurts here, and I want to be somewhere quiet, where the ghost of Riley isn’t everywhere.

There was such a stillness in the land around Felix’s house.

‘Yes,’ I say. ‘Yes, I do want to work for you.’” (Glasgow, 2016, part three, ch. 19: 352)

In this conflict, Charlie overcame the conflict with the positive valence of resolution. Charlie decided to accept the job offered from Felix. Charlie did not care about the money but how she felt while in Tucson where she would constantly think about Riley and it would make her hurt. Whereas working with Felix will keep her away from Tucson. According to Lewin (1935), this identified as a positive valence resolution because it fulfills the wants and needs (goal or desire) and gives the positive value and impact to the character (p.89). The decision was closer to Charlie's desire and gave a positive impact on Charlie in the future. The action taken by Charlie managed to fulfill her desire to forget Riley

and was able to recover from her wounds, physically and mentally, by moving away from Tucson.

2. Negative Valence

Negative valence is a solution if the choice is the object that avoids or unwanted and has the negative impact for the individual. This action is usually accompanied by discomfort or unsatisfied feeling for the individual. The researcher found three evidences that Charlie have overcome her conflict with positive valence.

The first, conflict when Riley begged Charlie to help get the drugs from the dealer and said he would pay Charlie, was solved with the negative valence to Charlie. The researcher found it in the datum found below:

Datum 20:

“But I also realize that I’m getting really far down the ladder of Casper’s rules and all of a sudden I’m flooded with despair. I get up and pace around the room. I try the breathing exercises, but I just gasp, I can’t slow down. I’m too keyed up. Mikey said move forward and I went backward big-time and oh, fuck, here comes the tornado.

My tender kit is still wedged far back under the claw-foot tub, hidden inside Louisa’s suitcase. I don’t want that, I don’t. I run the blade of the knife lightly across my forearm, testing. My skin prickles and longing fills me up; my eyes grow wet.

I’m so close to feeling better, feeling release, right here, with this stubby little blade. But I turn my arms over, force myself to look at the rough red lines ridging my soft skin.” (Glasgow, 2016, part two, ch. 28: 222)

At this conflict, Charlie decided to help Riley take drugs. And according to the quote, after that Charlie was flooded with despair and regret, where she had

break the rules of her doctor. As a result, Charlie's emotions overflowed and she had to release it by injuring herself. Charlie tried to scratch her forearm with a knife she had in her kitchen. According to Lewin (1935), this identified as negative valence because the resolution was unwanted or avoided and gave the negative value and impact is a resolution with a negative valence (p.89). The actions have a negative valence because the emotions felt by Charlie were negative emotions such as despair and regret which then gave a negative impact where Charlie started to want to injure herself due to her overwhelming emotions and it made her recovery would be agitated.

The second, another conflict with the negative valence was occurred after the incident above, where Charlie has not felt calm from her emotions, so she was looking for other ways to feel better. The solution Charlie taken stated in the datum found below:

Datum 21:

“I don't even wait to eat something. I unscrew the cap and take long pulls until I start to gag a little, then I pour the rest down the sink before I drink any more. It hits me quickly, the dizziness, the warmth followed by the little feeling of elation in my stomach. It's enough to tamp down my anxiety. I feel bad, but I made a choice. Cutting or drinking, and I chose drinking.”
(Glasgow, 2016, part two, ch. 28: 223)

Charlie overcame this conflict by chose to drink. According to Lewin (1935), this identified as negative valence because the resolution was unwanted or avoided and gave the negative value and impact is a resolution with a negative valence (p.89). Both options have a negative valence because they are unwanted and avoided by Charlie, but she has to choose one of them so she did not explode.

Charlie chose to drink because the impact was less than when she did cutting. Even though drinking did not really have an impact on calming her emotions, but it can tamped down her anxiety. Nonetheless, it gave the negative impact on Charlie.

The last, the researcher also found that there was another negative valence in conflict resolve taken by Charlie. It was when Charlie considered taking Ariel's summer classes or spending time with Riley. The solution Charlie taken stated in the datum found below:

Datum 22:

“I didn’t tell Riley I was coming here, either. Seeing him happy about that girl at the open mic, the way he talked about her on our walk home and how beautiful her voice was, and thinking of the way I never went to Ariel’s class because I didn’t want to spend any time away from him, made something wake up inside me, a spiteful, angry thing.” (Glasgow, 2016, part two, ch. 44: 275)

In the quotation above, Charlie chose not to take Ariel's summer classes because she did not want to spend time away from Riley. This choice was Charlie's desire but instead had a negative impact on her because she regretted it. According to Lewin (1935), this identified as a negative valence resolution because gives the negative impact or negative feeling towards the character (p.89). So, this action made Charlie’s desire fulfilled where she spend time with Riley but has a negative impact afterward that she felt regret because Riley did not appreciate her efforts that Charlie did not even take Ariel’s classes that are useful to her.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing the data, the researcher will present the conclusion and suggestion of this study related to the previous chapter, it dedicated to contribute to the further researches in the future.

A. Conclusion

This study was conducted for two objectives. First, to find out what conflicts the main character of *Girl in Pieces* faces according to Kurt Lewin's theory (1935), the second, to find valence in resolving the conflicts experienced by the main character. After reading, comprehending and analyzing the novel *Girl in Pieces*, the researcher concluded that there are a lot of conflicts that occur to Charlie Davis as the main character in the Novel *Girl in Pieces*. The types of conflict according to Lewin's theory (1935) are divided into three types: approach-approach conflict, avoidance-avoidance conflict, and approach-avoidance conflict (p.123). And for the resolution of the conflict, Lewin divided it into two types: positive valence and negative valence (p.81).

The researcher did not find the approach-approach conflict faced by the main character. The researcher regards that the story of the novel also made the approach-approach conflict does not exist. The story of this novel depicts a teenage girl's life that full of darkness. She got abused, suffers from a mental illness where she continues to injure herself and falls into the world of drugs.

Even when she tried to recover, she instead fell back into things as before. This makes the action in the story mostly have the negative valences. However, the researcher found a several conflicts in avoidance-avoidance conflict and many conflicts in approach-avoidance conflict.

One of the avoidance-avoidance conflict found when Charlie had to choose cutting or drinking to release her emotion because she had control emotion's problem and suffer from NSSI (*Non-Suicidal Self Injury*) that made her injure herself to release her emotion. All the options in these conflicts are avoided by Charlie and have negative valence and negative impact on her. One of the approach-avoidance conflicts faced by Charlie in the novel found when she had to choose doing something or she will explode– injure herself, and she chose drawing that give positive impact. Another conflict found when Charlie had to choose did not want to see Riley anymore then she has to lose her job, or if she still wanted to work then she has to keep seeing Riley at work. Those options gave her both positive and negative solution.

The resolution of conflict Charlie faced found by the researcher that all of the types: positive valence and negative valence are taken as a resolution of Charlie's conflict. One of the positive valences found in the action where Charlie decided to accept Felix's job offer as his assistant. The action she took fulfills the desire she want to achieve and gave her positive impact. The negative valence resolution found in the action where Charlie chose to drink instead cutting. Both of the options are negative valences and would give negative impact on her.

B. Suggestion

Literary works can be studied in various disciplines, approaches, theories, and aspects. The types of conflict found in *Girl in Pieces* based on psychological approach in conflict theory by Kurt Lewin (1935). The limitation of the study only focuses on the conflict faced by the main character, Charlie Davis, and its resolutions. So the future research can be analyzed the conflicts based on the other discipline or another aspect such as, the external conflict with minor characters or environment. The researcher also suggests to analyze this novel from the others point of view, such as structure of literature, chronological stories, or else. This research also expected can be used as a reference and guidance to the other researchers who want to know to analyze a novel.

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CURRICULUM VITAE



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APPENDIX

A. Types of Conflict Faced by the Main Character

No.	Types of Conflict	Datum from The Novel <i>Girl in Pieces</i>
1.	Avoidance-avoidance conflict	<p>Datum 1 <i>"No answer. I debate for a few seconds, peeking through the crack in the doorway. I don't want to find him naked in a bed with some chick, but I don't want to have to go back to Linus without even trying. And I'm kind of curious, too, about what Riley is doing, exactly. What his life is like, this person who was once in a band and now slings hash."</i> (Glasgow, 2016, part two, ch. 7: 138)</p> <p>Datum 2 <i>"...I lived in some crappy places with my mother, where mice ate through cupboards. I lived outside with rain and icy snow. I lived in Seed House. These shitty, broken walls and crappy paint and this old, old man: it all falls somewhere in between. After what I'm used to, it's not paradise, but it isn't hell, either.</i></p> <p><i>I don't know how to do any of this. I don't know if this is a good place, or a bad place, or what I should ask about. All I know is that this is the place I have money for right now, and that this man seems nice, and he's not asking for an application fee or a credit check or anything like that. I've been in worse places, and I feel scared, but I look up at him anyway and nod. I can't find my words, and my hands are trembling. I don't want to think about what might happen if this turns out to be a horrible place.</i></p> <p><i>But I do have a room of my own, at last. I'm not in an alley, or an underpass, or a leaky, cold van, or a red room in a horrifying house. I'm here."</i> (Glasgow, 2016, part two, ch. 10-11: 156-161)</p> <p>Datum 3 <i>"My tender kit is still wedged far back under the claw-foot tub, hidden inside Louisa's suitcase. I don't want that, I don't. I run the blade of the knife lightly across my forearm, testing. My skin prickles</i></p>

		<p><i>and longing fills me up; my eyes grow wet.</i></p> <p><i>'Hey,' I say, before I chicken out. 'You got anything to drink in there? I'll pay you.' I pull out a five-dollar bill from my pocket.</i></p> <p><i>When she comes out, she shoves a cheap bottle of wine, a screw-top, at me and then takes off down the hall. Her flip-flops thwack down the sixteen steps to the first floor.</i></p> <p><i>I don't even wait to eat something. I unscrew the cap and take long pulls until I start to gag a little, then I pour the rest down the sink before I drink any more. It hits me quickly, the dizziness, the warmth followed by the little feeling of elation in my stomach. It's enough to tamp down my anxiety. I feel bad, but I made a choice. Cutting or drinking, and I chose drinking." (Glasgow, 2016, part two, ch. 28: 223)</i></p>
2.	Approach-avoidance conflict	<p>Datum 4</p> <p><i>"I have to do something or I will explode.</i></p> <p><i>Talking to Evan, finding Mikey, waiting for him to come visit me, thinking of Ellis, I miss miss miss so much.</i></p> <p><i>They still hurt. But today when Miss Joni says, 'Dr. Stinson and I had a little chat,' and slides me a beautiful, blank pad of all-purpose newsprint paper and a brand-new stick of charcoal, I greedily clutch the stick in my fingers. Little sparks of pain shoot up and down my forearm. My scars are still tender and tight and will be for a long, long time, but I don't care. I breathe hard. I work hard. My fingers take care of me. It's been so long, but they know what to do.</i></p> <p><i>I draw her. I draw them. I fill my paper with Ellis and Mikey, Evan and Dump, even DannyBoy. I fill every last piece of paper until I have a whole world of missing." (Glasgow, 2016, part one, ch. 40: 79)</i></p> <p>Datum 5</p> <p><i>"I've already broken one of Casper's rules: I drank. And I want to break another, but I don't</i></p>

	<p>want to, I don't I don't I don't I don't, and so I get my tender kit from under a pile of clothes, and cover it with the plaid blanket, and then cover it with a bunch of shirts, and then my boots, and then I shove it into Louisa's suitcase and wedge the whole thing way back under the claw-foot tub, where I can't see it.</p> <p>I practice those fucking stupid breath balloons for as long as I can, until I'm practically wheezing, and then I find my sketchbook, because drawing is my words, it's the things I can't say, and I let loose in the pages with a story about a girl who thought a boy liked her, and maybe could save her from herself, but in the end she was just stupid, stupid, because she's a fucking freak, but if she could just make it through the night, there was going to be another chance, another day." (Glasgow, 2016, part two, ch. 15: 182-183)</p> <p>Datum 6</p> <p>"Your friend Mike came by late last night. We all know it's not gonna work out, you with me, or you in some freaking teen halfway house. That's not you, Charlotte. I don't know what is you, but I'm not it, and I'm pretty sure some curfewed house isn't it. Mike's mom bought you a bus ticket to Arizona. You'll stay in his apartment down there. He says he'll help you.'</p> <p>So Mikey did do something after he got my message. I'm not going to live with my mother. I'm getting on a goddamn bus. To the goddamn desert. Far, far away from Fucking Frank, from the goddamn river, from all of this.</p> <p>I'm so happy and so scared and so confused I don't know what to do.</p> <p>I'm going to the desert. I'm going to ride a bus alone across God-knows-how-many-states to be with Mikey when I've never been anywhere my entire life. And how am I supposed to get to the bus station? What time is it? I look back at the hospital and wonder if I should go back in, but then realize I can't. They think I left with my mother. And what</p>
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am I going to do when I get there? How long will Mikey be gone? How long will I be alone down there? (Glasgow, 2016, part one, ch. 46: 99-101)

Datum 7

“He wasn’t sleeping at all. He was waiting for me. I thought he was a nice person and now I remind myself: People aren’t nice, people aren’t nice, you should know that by now.

I stop my bike. I could just turn back, go back to Mikey’s, shut the door, push the trunk in front of it, rescue my kit. Not go back to Grit. Not have to see him. Not have to deal.

But then I will lose what little I’ve gained. I take deep breaths, close my eyes. Blue comes back to me. Was what happened cereal?” (Glasgow, 2016, part two, ch. 7: 141)

Datum 8

“I’ve agreed to meet Mikey at a gallery downtown after he gets off work. He’s drawn a map to a place not far from my building. At first, I consider not going. I’ll just feel awkward, and Bunny will probably be there, too, but then I decide to go. I only have one friend here, and he’s it, and maybe sometime I won’t feel like such a jerk around him. Casper would probably be proud of me for that. I change into another pair of overalls and a long-sleeved jersey shirt and slide my key and the lapis stone into my pocket.” (Glasgow, 2016, part two, ch. 17: 188)

Datum 9

“Shhhh, he mouths. He nudges the trash bin in my direction. I look over at Linus, who’s ringing someone up at the register. She told me to tell her if stuff like this happened.

Riley’s eyes plead with me. I’m not sure what to do.

And then Ellis’s texts flash in my brain. Smthng hurts. U never sd hurt like this. 2 much. My stomach churns with shame. I didn’t help her and I lost her.

Quickly, I pull the bag from the trash bin, tie it, and take it out back to the Dumpster. He did get me a job, after all.” (Glasgow, 2016, part two, ch. 18: 198)

Datum 10

“I hesitate when I hear him open a fresh beer. I should go outside and tell Linus this has gone too far, but my feet are rooted to the spot as I listen to him take a large gulp. I mean, what will it matter? She’ll send him home, but he’ll be back tomorrow. Like Julie said, she’ll protect him forever. And what if I do tell Linus? What if I’m the one who gets in trouble and loses my job?

Instead, I help him. When his hands start getting too loose and slices of bread start slipping to the floor, I just pick them up and throw them away, and he starts over. When the orders come faster and he gets overwhelmed, I help him do plates, flip home fries on the grill, dish out scrambled tofu, and toast bagels. Be nice, right? He did give me this job. Not a cold fish.” (Glasgow, 2016, part two, ch. 23: 211)

Datum 11

“Is my mother at all frantic, wondering about me? Or is it just another day for her, every day, one where I’m gone and not her problem anymore? Was she relieved to hear from the hospital, even if she didn’t come right away? Does she ever think about the times she hit me?

Before I can stop myself, I’m opening up my email and I’m typing in her address, or at least the last one I know she had. I write: I’m okay.

My finger hovers over Send. She would want to know, right? That I’m at least alive out here?

She knows Mikey’s number. They talked in Minnesota. But she hasn’t called him, or anything, to see how I am.

My mother hasn’t called Mikey. Or Casper. Or

done anything. Mikey's leaving. Ellis is a ghost. Evan is all the way up in Portland. I delete the email to my mother. I'm utterly alone." (Glasgow, 2016, part two, ch. 24: 213)

Datum 12

"It's a bad day in the kitchen: Riley has asked me something, and that something is floating in the air between us, becoming heavier and heavier by the second.

Riley is staring at me, waiting for me to answer his question.

'Please.' A hoarse echo in his throat, just like Evan when he got needy. 'Your shift's almost over anyway. I'll pay you.'

I remember Ellis, tugging on my arm, her face frantic with need. Please, she begged. Just tell my mom I'm in the bathroom if she calls. I told her I'm staying over. Please, Charlie. I just need to be with him. Help me, Charlie, please?

He reminds me of Evan, too, when he needed a fix, just something, he'd say, to stop the motherfucking abyss threatening to eat my fucking soul, and I would steel myself, and wash up in a bathroom somewhere, enough so my face wasn't too dirty, and stand on a corner a few blocks from Mears Park in St. Paul just after dark, waiting for a man to show up, and to lead him to the park, where Evan and Dump would be waiting.

But Ellis needed that boy, and I needed her. And Evan had helped me, saved me, so I helped him. And now Riley is asking for help. And he said he'd pay me. I need that extra money. (Glasgow, 2016, part two, ch. 28: 219-220)

Datum 13

"...Her workshop is starting next month. I still haven't decided if I will go. Art School Tools, that's what Linus called a tableful of kids in paint-spattered pants and horn-rimmed glasses... I have to buy some soap and toilet paper, tampons, and

	<p><i>underwear. The soles of my boots are thinning; I can feel the bumps in the pavement on my feet as I walk and it's so hot outside, maybe I should just get some sneakers or something instead, a lighter, cooler shoe. I have to pay Leonard rent, ... (part two, chapter 21: 204)</i></p> <p><i>I didn't tell Riley I was coming here, either. Seeing him happy about that girl at the open mic, the way he talked about her on our walk home and how beautiful her voice was, and thinking of the way I never went to Ariel's class because I didn't want to spend any time away from him, made something wake up inside me, a spiteful, angry thing.” (Glasgow, 2016, part two, ch. 44: 275)</i></p> <p>Datum 14</p> <p><i>“‘Oh, my dear Charlotte.’ An old man’s voice, soft and crackly. ‘How would you like to come and work for me for a while?’</i></p> <p><i>‘I don’t...what?’ I lean closer to the phone, unsure if I heard correctly. ‘You want me to work for you? Me?’</i></p> <p><i>Felix chuckles. “...It’s room and board and just a little money. What do you say? I think you rather liked it out there.’</i></p> <p><i>I don’t think about it all that long. It hurts here, I’m okay, but it hurts here, and I want to be somewhere quiet, where the ghost of Riley isn’t everywhere.</i></p> <p><i>There was such a stillness in the land around Felix’s house.</i></p> <p><i>‘Yes,’ I say. ‘Yes, I do want to work for you.’” (Glasgow, 2016, part three, ch. 19: 352)</i></p>
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B. Types of Conflict's Resolution Taken by the Main Character

No.	Types of Resolution	Datum from The Novel <i>Girl in Pieces</i>
1.	Positive	<p>Datum 15</p> <p><i>"I have to do something or I will explode.</i></p> <p><i>... I greedily clutch the stick in my fingers. I breathe hard. I work hard. My fingers take care of me. It's been so long, but they know what to do.</i></p> <p><i>I draw her. I draw them. I fill my paper with Ellis and Mikey, Evan and Dump, even DannyBoy. I fill every last piece of paper until I have a whole world of missing.</i></p> <p><i>She looks up and smiles. She says, 'Better?'</i></p> <p><i>I nod. 'Better.'</i></p> <p><i>Today I'm excited to meet with Casper. I want to tell her about Crafts, and what I drew and what drawing means to me. I think that will make her happy..." (Glasgow, 2016, part one, ch. 40-41: 79-80)</i></p> <p>Datum 16</p> <p><i>"No answer. I debate for a few seconds, peeking through the crack in the doorway. I don't want to find him naked in a bed with some chick, but I don't want to have to go back to Linus without even trying. And I'm kind of curious, too, about what Riley is doing, exactly. What his life is like, this person who was once in a band and now slings hash.</i></p> <p><i>I push open the door the rest of the way and walk in, nudging aside a pair of faded black Converse. The front room is filled with books—piled on the floor and jammed into a glassed-in oak bookcase that rises from the floor to the ceiling. A sagging burgundy velvet couch is up against the far wall, beneath an open, curtainless window.</i></p> <p><i>'Linus...Linus says get your ass to work.'</i> I turn and run out of his room. I'm out of the house, slamming the door behind me, and then peeling</p>

	<p><i>away on my bicycle as fast as I can.” (Glasgow, 2016, part two, ch. 7: 138)</i></p> <p>Datum 17 <i>“I practice those fucking stupid breath balloons for as long as I can, until I’m practically wheezing, and then I find my sketchbook, because drawing is my words, it’s the things I can’t say, and I let loose in the pages with a story about a girl who thought a boy liked her, and maybe could save her from herself, but in the end she was just stupid, stupid, because she’s a fucking freak, but if she could just make it through the night, there was going to be another chance, another day.” (Glasgow, 2016, part two, ch.15: 182-183)</i></p> <p>Datum 18 <i>“Riley’s eyes plead with me. I’m not sure what to do.</i></p> <p><i>And then Ellis’s texts flash in my brain. Smthing hurts. U never sd hurt like this. 2 much. My stomach churns with shame. I didn’t help her and I lost her.</i></p> <p><i>Quickly, I pull the bag from the trash bin, tie it, and take it out back to the Dumpster. He did get me a job, after all. (Glasgow, 2016, part two, ch. 18: 197-198)</i></p> <p><i>I hesitate when I hear him open a fresh beer. I should go outside and tell Linus this has gone too far, but my feet are rooted to the spot as I listen to him take a large gulp. I mean, what will it matter? She’ll send him home, but he’ll be back tomorrow. Like Julie said, she’ll protect him forever. And what if I do tell Linus? What if I’m the one who gets in trouble and loses my job?</i></p> <p><i>Instead, I help him... Be nice, right? He did give me this job...” (Glasgow, 2016, part two, ch. 23: 211)</i></p> <p>Datum 19 <i>“... ‘How would you like to come and work for me for a while?’</i></p>
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		<p><i>'I don't...what?' I lean closer to the phone, unsure if I heard correctly. 'You want me to work for you? Me?'</i></p> <p><i>Felix chuckles. "...It's room and board and just a little money. What do you say? I think you rather liked it out there.'</i></p> <p><i>I don't think about it all that long. It hurts here, I'm okay, but it hurts here, and I want to be somewhere quiet, where the ghost of Riley isn't everywhere.</i></p> <p><i>There was such a stillness in the land around Felix's house.</i></p> <p><i>'Yes,' I say. 'Yes, I do want to work for you.'"</i> (Glasgow, 2016, part three, ch. 19: 352)</p>
2.	Negative	<p>Datum 20</p> <p><i>"...Doing that for Riley, it felt good... But I also realize that I'm getting really far down the ladder of Casper's rules and all of a sudden I'm flooded with despair. I get up and pace around the room. I try the breathing exercises, but I just gasp, I can't slow down. I'm too keyed up. Mikey said move forward and I went backward big-time and oh, fuck, here comes the tornado.</i></p> <p><i>My tender kit is still wedged far back under the claw-foot tub, hidden inside Louisa's suitcase. I don't want that, I don't. I run the blade of the knife lightly across my forearm, testing. My skin prickles and longing fills me up; my eyes grow wet.</i></p> <p><i>I'm so close to feeling better, feeling release, right here, with this stubby little blade. But I turn my arms over, force myself to look at the rough red lines ridging my soft skin."</i> (Glasgow, 2016, part two, ch. 28: 222)</p> <p>Datum 21</p> <p><i>"I don't even wait to eat something. I unscrew the cap and take long pulls until I start to gag a little, then I pour the rest down the sink before I drink any more. It hits me quickly, the dizziness, the warmth followed by the little feeling of elation in</i></p>

		<p><i>my stomach. It's enough to tamp down my anxiety. I feel bad, but I made a choice. Cutting or drinking, and I chose drinking." (Glasgow, 2016, part two, ch. 28: 223)</i></p> <p>Datum 22</p> <p><i>"I didn't tell Riley I was coming here, either. Seeing him happy about that girl at the open mic, the way he talked about her on our walk home and how beautiful her voice was, and thinking of the way I never went to Ariel's class because I didn't want to spend any time away from him, made something wake up inside me, a spiteful, angry thing." (Glasgow, 2016, part two, ch. 44: 275)</i></p>
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