

**FRIENDSHIP ROLE IN THE FULFILLMENT OF HUMAN  
NEEDS IN GREEN'S *TURTLES ALL THE WAY DOWN***

**THESIS**



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*GREEN'S TURTLES ALL THE WAY DOWN*

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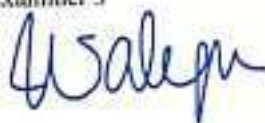
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## ABSTRACT

Agustine, N. (2023). *Friendship Role in the Fulfillment of Human Needs in Green's Turtles All the Way Down*. English Literature Department, Faculty of Adab and Humanities, UIN Sunan Ampel Surabaya. Advisors: (I) Sufi Ikrima Sa'adah, M.Hum, (II) Itsna Syahadatud Dinnuriyah, MA.

The study aims to examine friendship role in the fulfillment of human needs in Green's *Turtles All the Way Down* in Aza and Daisy's characters. In this study, the researcher answered the formulation of the problems in this study, that is (1) How are Aza and Daisy characterized in John Green's *Turtles All the Way Down*, (2) How are the friendship of Aza and Daisy depicted in John Green's *Turtles All the Way Down* and (3) How are Aza's human needs fulfilled in John Green's *Turtles All the Way Down*. This research used a descriptive qualitative approach to analyze quotations in the form of phrases, sentences and dialogue between characters, Aza and Daisy. This research also used the concept of friendship function from Hupp & Jewell and Abraham Maslow's hierarchy of human needs theory to help analyze the data.

The results show that both Aza and Daisy are round and dynamic characters. Aza is described as a character who has anxiety tendency, has a self-centered trait and has a hidden adventurous side. On the other hand, Daisy is described as a knowledgeable character, a fearless personality and a loyal friend. Aza's friendship with Daisy highlights the occurrence of two of the functions of friendship, namely validation and competence and morality. By applying these functions, Daisy can help Aza meet Aza's human needs, namely safety needs, love and belongingness needs, esteem needs, and self-actualization needs. In the relationship between friendship and human needs, the researcher concludes that friendship provides many benefits and contributes to human beings. Establishing friendships with other people can provide benefits, especially in fulfilling human needs that require the role of others. Fulfillment of human needs has an impact on quality of life if individuals succeed in fulfilling those needs.

**Keywords:** friendship, hierarchy of human needs, novel.

## ABSTRAK

Agustine, N. 2023. *Peran Persahabatan Terhadap Pemenuhan Kebutuhan Manusia dalam Novel Turtles All the Way Down*. Program Studi Sastra Inggris, Fakultas Adab dan Humaniora, UIN Sunan Ampel Surabaya. Pembimbing: (I) Sufi Ikrima Sa'adah, M.Hum, (II) Itsna Syahadatud Dinnuriyah, MA.

Penelitian bertujuan untuk meneliti peran persahabatan terhadap pemenuhan kebutuhan manusia dalam novel *Turtles All the Way Down* karya John Green pada karakter Aza dan Daisy. Dalam studi ini penulis akan menjawab rumusan masalah dalam penelitian ini yaitu (1) Bagaimana karakter Aza dan Daisy dalam novel *Turtles All the Way Down* karya John Green, (2) Bagaimana fungsi persahabatan digambarkan dalam tokoh Aza dan Daisy dalam novel *Turtles All the Way Down* karya John Green dan (3) Bagaimana kebutuhan manusia Aza terpenuhi dalam novel *Turtles All the Way Down* karya John Green. Penelitian ini menggunakan pendekatan deskriptif kualitatif untuk menganalisis kutipan-kutipan yang berupa frasa, kalimat singkat maupun dialog antar tokoh, yaitu Aza dan Daisy. Penelitian ini juga menggunakan konsep fungsi persahabatan dari Hupp & Jewell dan teori hierarki kebutuhan manusia dari Abraham Maslow untuk membantu menganalisis data.

Hasil penelitian menunjukkan baik Aza dan Daisy merupakan tokoh yang bulat dan dinamis. Aza dideskripsikan sebagai karakter yang memiliki kecenderungan kecemasan, memiliki sifat egois dan memiliki sisi petualang yang tersembunyi. Sedangkan Daisy dideskripsikan sebagai karakter yang berpengetahuan luas, berkepribadian yang tidak kenal takut dan teman yang setia. Persahabatan Aza dengan Daisy menyoroti terjadinya dua dari fungsi persahabatan, yaitu validasi dan kompetensi dan moralitas. Dengan menerapkan fungsi-fungsi tersebut, Daisy dapat membantu Aza memenuhi kebutuhan manusiawi Aza yang meliputi kebutuhan akan rasa aman (*safety*), kasih sayang dan kepemilikan (*love and belongingness*), penghargaan (*esteem*), dan aktualisasi diri (*self-actualization*). Dalam hubungan antara persahabatan dan kebutuhan manusia, peneliti menyimpulkan bahwa persahabatan memberikan banyak manfaat dan berkontribusi pada diri manusia. Menjalin persahabatan dengan orang lain dapat memberikan manfaat utamanya pada pemenuhan kebutuhan manusia yang membutuhkan peran dari orang lain. Pemenuhan kebutuhan manusia memiliki dampak pada kualitas hidup apabila individu berhasil memenuhinya.

**Kata Kunci:** persahabatan, hirarki kebutuhan manusia, novel.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents (1) the background of the study, (2) problems of the study, (3) significance of the study, (4) scope and limitation of the study, (5) definition of key terms.

### **1.1. Background of the Study**

God created living things such as animals, plants, and humans with different needs to sustain life. Humans have more complex needs compared to other living things. It is important to note that needs and wants are two different things. Needs are human conditions characterized by feelings of deprivation and the desire to obtain something manifested by action or effort (Wisnu, Sumasto, Suparji, & Santoso, 2011). Needs are also defined as something that is needed by humans and must be fulfilled to achieve physical and spiritual satisfaction for human survival. Human needs are not limited (Zainur, 2017). Humans can be prosperous if they can meet all their needs. Human needs are very important for the sustainability of life. There are a lot of risks that can occur if these human needs cannot be met. On the other hand, wants is someone's desire to have something that improves the quality of life but does not affect life. If the want is not fulfilled there might be a sense of disappointment but it does not impact the whole life.

Talking about human needs, Abraham Maslow put forward the hierarchy of human needs theory. Abraham Maslow is a psychologist known as the father of Humanistic Psychology. Abraham Maslow completed his college education at the University of Wisconsin-Madison and earned his BA in 1930, MA in 1931 and

Ph.D. in 1934 in psychology. From 1934 to 1937, Maslow worked as a research assistant in Social Psychology at Columbia University. In 1969 he received a scholarship at the Laughlin Foundation in California (Decarvalho, 1991). The hierarchy of human needs theory aims to explain that humans must fulfill their needs as humans consciously or unconsciously because of the urge or motivation that makes humans do anything to meet these needs. Although every human being has been equipped with their own needs since birth, they have their way of satisfying or fulfilling their needs which can vary from one person to another (Schultz & Schultz, 2017, p. 251). Human needs are tiered from the most urgent to needs that arise by themselves, and humans will try hard to fulfill them.

According to this theory, human needs are arranged hierarchically from the lowest level of needs to the highest level of needs. Human needs initiated by Maslow have five levels described like a pyramid. From the bottom to the top of the hierarchy, the lowest human needs are physiological needs and safety needs, which are included in basic needs. Meanwhile, love and belonging needs and esteem needs are included in psychological needs, and self-actualization needs are included in self-fulfillment needs (McLeod, 2018, p. 1). The hierarchical pyramid Maslow sets is equivalent to human nature, which begins with weak traits and then becomes strong along with growth. Humans are only motivated to fulfill other needs if their most basic needs, that is the physiological needs, have been fulfilled.

Anyone can fulfill human needs, bearing in mind that humans are living beings who still need other humans in every way, such as friends. Friendship is a close relationship that is important for humans. Every human being certainly has a

friendship relationship with others which shows that humans are social beings who need other humans. It can be said that friendship is a relationship run by two people who respect each other and manage to communicate facts well (Leibowitz, 2018). Moreover, friendship can also be made by two or more people who are shown to trust, be close, and accept each other. Friends can make people happy because they can share feelings, thoughts, experiences, and activities together.

Friends are people who have close relationships other than family. Friendships can occur in all ages, starting from children, young adults, and the elderly. Friendship is a long-lasting relationship that humans play and is significant in social life. (Blieszner, Ogletree, & Adams, 2019). They can learn about many things in every friendship, especially at a young age. Friendships in teenagers are usually obtained from the same school environment or friends from a close environment and then continue to be kept. Quoted by Wrzus et al. (2017), friendships at a young age have a higher function and complexity and lead to a switch of roles where friends are people who can be trusted and friends in leisure activities. Friendship is also often portrayed in literary works, as it happens to the young characters who become the objects of this study, Aza and Daisy.

In this study, the author aims to analyze the friendship role in fulfilling the hierarchy of human needs in Aza which Daisy fulfills. Aza is the main character in the novel *Turtles All the Way Down* by John Green. Aza has a friend named Daisy, who fulfills most of Aza's human needs. In fulfilling the hierarchy of human needs, it can be done by humans themselves or even by someone closest to us, such as friends. The hierarchy of human needs was developed by Abraham Maslow, who formulated a theory of motivation that contains human needs that

humans must meet. Hierarchical levels of human needs include physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs.

In this study, the researcher uses a novel by John Green entitled *Turtles All the Way Down* (2017) as an object of research. John Green is an American author born on August 24, 1977, in Indianapolis, Indiana. John Green became the #1 New York Times bestselling author of such well-known works as *Looking for Alaska*, *Paper Towns*, *The Fault in Our Stars*, and *Turtles All the Way Down*. As reported through John Green's website, he has won many awards, including the Michael L. Printz Award 2006 and the Edgar Award 2009. John Green's books have been published in over 55 languages and 24 million copies have been printed. The novel *Turtles All the Way Down* has received many accolades and awards including #1 New York Times Bestseller, Southern Living Best Book of the Year, School Library Journal Best Book of the Year, Amazon Best Book of the Year, and many more. (Green, n.d.).

The novel *Turtles All the Way Down* tells of a teenage girl named Aza who is struggling with the anxiety of her mind and the mental illness she is currently facing. Aza is dealing with obsessive-compulsive disorder (OCD) and keeps thinking about the bacterium *Clostridium difficile*, which she believes can kill her. Aza has a best friend named Daisy. Aza thinks that Daisy is a person who never finds her weird when the whole world thinks of her like that. Aza and Daisy have a mission to find Mr. Russell Pickett, who disappeared all of a sudden in exchange for a gift. Mr. Russell Pickett is the father of Davis Pickett, Aza's childhood friend. Davis has had feelings for Aza since they were little, and the disappearance

of Davis' father reunites Davis with Aza, who has not seen each other for a long time. Even though Aza is struggling with her mental health, Azza is still on a mission and does not want to lose to the anxiety in her because she thinks of Davis' younger brother, Noah, because she is afraid that Noah will lose his father figure. The researcher is interested in using this novel as a research object because this novel describes a friendship that has a role in fulfilling human needs played by Aza and Daisy.

In conducting research, the existence of previous research helps this research have a gap from previous research to create renewal in research. Several studies have analyzed the novel *Turtles All the Way Down* by John Green. The first research was conducted by Ismail and Ibrahim (2021) in their journal article entitled "Mental health in John Green's *Turtles All the Way Down*." This study examines the mentally ill hero character in the novel, proving that she is open about her illness and fights it instead of running away from it. Further research was carried out by Khotimah (2019) in her thesis entitled "Aza's Mental Illness Reflected In *Turtles All the Way Down* Novel: A Psychoanalytic Perspective." The research examined the type of mental illness suffered by Azza Holmes and the causes of Azza experiencing mental illness by applying psychoanalytic theory from Sigmund Freud.

Then, Zuhro (2018), in her thesis entitled "The Character's Experience in John Green's *Turtle All The Way Down* Novel," discusses the experience of Aza and Daisy in the process of finding the missing Russell Pickett and discusses the effect of Russell Pickett's disappearance on their children using phenomenology theory. Lastly, the research conducted by Riono (2019) entitled "Intrusive thought

ended with anxiety on character Aza Holmes in John Green's novel *Turtles All the Way Down*" discusses intrusive thoughts that ended with anxiety in the main character and their relation to other intrinsic elements.

The aforementioned studies examined the same object which is John Green's *Turtles All the Way Down* novel. The difference is that the previous studies have yet to examine human needs. Therefore, to fill the gap, this study analyzes the friendship role in Aza and Daisy in fulfilling the hierarchy of human needs seen through Abraham Maslow's theory using the New Criticism approach.

### **1.2. Problems of the Study**

1. How are Aza and Daisy characterized in John Green's *Turtles All the Way Down*?
2. How are the functions of friendship depicted in Aza and Daisy in John Green's *Turtles All the Way Down*?
3. How are Aza's human needs fulfilled in John Green's *Turtles All the Way Down*?

### **1.3. Objective of the Study**

1. To find out the characterization of Aza and Daisy in John Green's *Turtles All the Way Down*
2. To describe Aza and Daisy's functions of friendship in the novel *Turtles All the Way Down*
3. To reveal Aza's fulfillment of human needs in *Turtles All the Way Down*

### **1.4. Significance of the Study**

The researcher hopes this research can be helpful for readers and researchers theoretically and practically, especially for English Literature students.

Theoretically, the researcher hopes this result will contribute to filling the gaps in previous studies and can be used as a reference, inspiration, or evaluation material for further research and to provide an understanding of the topic analyzed.

Practically, the researcher suggests that humans should know about human needs that must be met for life. Hence, if an individual can satisfy or fulfill their needs, that person has a good self-quality. Fulfilling these needs requires the role of other people, including friends. With this research, the researcher hopes that readers will have self-awareness of the fulfillment of the hierarchy of human needs in themselves and others, thus that they get to determine and continue living appropriately.

### **1.5. Scope and Delimitations of the Study**

Considering the research problems, the scope of this research is only focused on the two characters in the novel *Turtles All the Way Down*. The first is the main character, Aza, and the second is Daisy, Aza's best friend. Afterward, from these two characters, the researcher analyzes the friendship role in fulfilling human needs, as seen through Abraham Maslow's hierarchy of human needs theory. The hierarchy of human needs includes physiological needs, security needs, love and belonging needs, esteem needs, and self-actualization needs. The researcher also uses the New Criticism approach to analyze phrases, sentences, and dialogues in the novel *Turtles All the Way Down*.

### **1.6. Definition of Key Terms**

1. Character: A person who represents in a play or narrative work (Abrams, 1999, p. 32)



2. New Criticism: Close reading theory pays attention to the text itself  
(Parker, 2020, p. 11)
3. Hierarchy of human need: Motivation theory which states that five  
categories of human needs dictate individual behavior (Voss, 2021)



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## CHAPTER II

### THEORETICAL FRAMEWORK

This chapter presents theories that support the analysis of research problems formulated in chapter I.

#### 2.1. New Criticism

The term New Criticism was coined by John Crowe Ransom in 1941, and it dominated the study of literature from the 1940s to the 1960s (Aail & Wisal, 2019). Historically, the New Criticism approach emerged in the late 1930s when a group of Americans consisting of John Crowe Ransom who was a professor at Vanderbilt University in Tennessee and three of his former students, Robert Penn Warren, Allen Tate, and Cleanth Brooks, came together with one goal: to refresh the practice of literary criticism in an academic context. This New Criticism focused on aesthetics, which was also more concerned with the "work itself" rather than the author or historical background of a literary work (Hickman & McIntyre, 2012, pp. 6-7).

New Criticism is an approach to literary analysis that uses formulas to interpret the text itself without library research, study the author's background, and do not need other extratextual information (Bressler, 2011, pp. 52-53). New Criticism pays attention to close reading and every detail of the writing because using this criticism means the readers must 'squeeze' all information from the text.

Klarer, in his book entitled *An Introduction to Literary Studies*, explain that New Criticism concerns freeing literary criticism from extrinsic factors and thereby shifts the center of attention to the literary text itself (Klarer, 2004, p. 85). The statement means New Criticism is an analytical theory that puts aside factors from extrinsic elements in literature. Therefore, the researcher does not need to know the historical background of the story, the author's personal experience, the author's biography, the political issues at that time and other external factors. New Criticism focuses on intrinsic elements of literature. In this study, the researcher does not examine all of the intrinsic elements but limited to the theme and character and explained in the following part:

### **2.1.1. Theme: Friendship**

One of the important things in writing a novel is the existence of a main idea that underlies the thinking and drives the story. A story is considered well-structured if it has a strong theme and is delivered well, thus making it easier for the author to convey the message. Themes often found in stories such as ambition, family, heroism, love, and gender (McClinton-Temple, 2011, p. vii). A theme can also be an idea from the author that aims to address issues that are occurring in society.

Theme is the general idea conveyed through the work as a whole (Mays, 2018, p. 429). A theme in a story means the underlying meaning. The theme is often thought of as the moral of the story, but it also contains aesthetic understandings such as an appreciation of nature or a point of view on social issues. (Lynch-Brown, Tomlinson, & Short, 2014, p. 39). However, not all stories have a significant theme that the reader quickly understands. Thus, the theme can

be discovered and deduced through reading the whole story, not just certain parts. Although difficult to determine with certainty, the theme is neither intentionally hidden nor explicitly portrayed. The theme will 'hide' its meaning behind the story that backs it up.

Friendship is one of the themes often found in novels. The word "friend" or "friendship" is used to describe human relationships with a long-standing sense of attachment with great affection and loyalty (Hojjat & Moyer, 2017). Friendship is the most common social relationship that includes voluntary or unrestricted interaction and fulfills important personal needs such as inclusion, affection, identity affirmation (Bryant & Marmo, 2012). Friendships, especially in adolescents, contribute as a source of support when going through the transition from childhood to adulthood and can communicate properly in all situations. Friendships can occur due to several factors: neighborhood, attending the same school, having the same background or having similar hobbies. Adolescents often say best friends tell each other everything and reveal about their most private thoughts and feelings. Adolescents also say that best friends will stand up for each other, showing loyalty to the friendship (Berndt, 2002). Building quality friendships helps individuals explore everything including the work life, romance and self-realization.

According to Hupp and Jewell (2020, p. 2), in identifying the characteristics of friendship, one is focused on the level of interaction or the level of relationship, assuming that the most basic friendship feature of friendly interaction is the existence of a strong affective bond between two friends. The important point of

friendship is seen from the interaction that defines the friendship. Hupp and Jewell (2020) also divide the functions of friendship into four different domains:

### **1. Validation & Competence**

Children seek support when establishing relationships with others. The support sought includes six basic social provisions such as attachment (affection, security, and intimate disclosure), reliable alliance (a lasting, dependable bond), enhancement of the worth, companionship, guidance, and nurturance—have been identified as critical features of friendship (Bukowski & Hoza 1989 in Hupp & Jewell, 2020, p. 4). Regarding its effects, the support of friends also means that children with many friends are better at academics and feel less lonely (Ladd, Kochenderfer, & Coleman, 1996). As explained beforehand, validation in friendships helps individuals have good self-confidence. This is because humans need reciprocity when doing something that calms them down.

### **2. Protection from Family Risk**

Protection is one of the many functions of friendship. A study by Lansford et al. (2003) found that high levels of friendship quality and peer group relationships weakened the relationship between unilateral parental decision-making and adolescents' externalizing behavior, especially when adolescents were peers with low antisocial behavior. Peer association also acts as a protective factor for adolescents who lack parental supervision and awareness. The research suggests that friendships and peer groups can offset the risk implications of problematic family environments.

### **3. Protection from Peer Risk**

Friendship is also seen as a factor that protects friends who are at risk of peer victimization. Children can be at risk because they tend to be aggressive and withdrawn and by having a friend, they will avoid victimization. Hence, the personal relationships gained from friendships provide the capacity to enhance a friend's sense of welfare and protect adolescents from risks and problems among family and peers.

#### **4. Morality**

A function of friendship can be a moral relationship. The relationship between morality and friendship can be seen in another way. According to Piaget (1932), recognizing the importance of interactive relationships between friends and believing that interaction and mutual respect in friendship will lead to the cooperation necessary for morality judgments. Morality in friendship refers to the attachment felt to a friend. This attachment that then develops and leads to a higher sensitivity to the perspectives and needs of the friend.

##### **2.1.2. Character and Characterization**

A reader of fiction, especially a novel, is concerned about what happens and how it happens to someone. Not having this person in the story makes it impossible for events to happen. The person is known as a character. A character in a story hypnotizes the reader and could feel as if living in the story. A fictional character acts, appears, and performs a dialogue to play a role.

Character is one of the intrinsic elements of the novel, along with plot, setting, and theme, which becomes the key to the success of how a literary work is formed and well-organized and attracts readers to read. Characters also have the power to dominate the whole story to convey ideas and thoughts from the author.

In the book *A Glossary Literary Terms*, Abrams defines characters as people who represent dramatic or narrative works who can channel particular moral, intellectual, and emotional qualities through dialogue or action (1999, pp. 32-33).

A definition that resembles the conditions or characteristics of real people in the actual world. Another definition by Bennett and Royle (2004, p. 60) states that characters are the life of literature: they are the objects of our curiosity and fascination, affection and dislike, admiration and condemnation. From the previous explanations, characters are fiction written by authors in various ways to convey moral messages by adjusting human conditions in the real world played by humans or living beings.

#### **a. Types of Character**

In reading a novel, usually the reader will meet several characters presented by the author. However, the role of each character in the overall story is different. The characters in the story can be defined into several types or categories based on the point of view of how the character is written. Based on personalities, characters are divided into four categories: round character, flat character, dynamic character and static character.

##### **1. Round Character**

In fiction, a round character is the main character who faces a conflict. Round characters also develop throughout the story and tend to be inconsistent, making them more realistic. Round characters are characterized by unique characters that are neither black nor white. The reader cannot interpret round characters quickly because the portrayal of characters needs to be more complex. Round characters

act based on motives and impulses and have strong desires (Bennett & Royle, Introduction to literature, criticism and theory | Third edition, 2004, p. 214). With elusive characters and unpredictable behavior, round characters resemble real people.

## **2. Flat Character**

Compared to round characters who are complex, flat characters are depicted as flat, monotonous and only having one or two specific traits. A flat character is described as a character that lacks development. While flat characters may not exist in real life, they are necessary for the story to support the plot (Lynch-Brown, Tomlinson, & Short, 2014). Thus, the reader will quickly understand the character and behavior of the flat character.

## **3. Dynamic Character**

Dynamic characters are character whose personalities change throughout the flow of the story because of changes in the situation or plot. The change is an internal decision the character makes based on what happens during the story. As a result, dynamic characters undergo changes or developments in personality to become sadder, wiser, happier and more confident (Petrie & Boggs, 2011, p. 56). Character development and change in the story can occur at the beginning, middle, or end of the story, depending on the coherence of the whole story.

## **4. Static Character**

A static character is a minor character who, throughout the events in the story, does not change anything about this character. The actions of static characters have no significant impact on the story, or perhaps they are senseless to the 'meaning' of their actions; hence there is no character development (Petrie &



Boggs, 2011, p. 57). The static character is saved for the initial introduction since nothing can be learned from this character.

Characterization in a literary work is attached to a character. Characteristics are the way a writer expresses or shows personality. Each author has their characteristics to describe how the characters they create affect the whole story and can play a role well through dialogue or character actions so that the reader can understand the message conveyed well. Abrams stated that characterizing characters can be done through showing and telling. In showing, the writer can display the words and actions of the characters, as well as thoughts, feelings, and the character's inner response to an event in the story. In telling, the author authoritatively intervenes to describe the quality of the character's disposition. It relies on the character's exposure to the exposition and direct commentary from the author. Reams (2015) divided characteristics into several categories:

### **1. Characterization Through Physical Description**

Physical description is important when creating a character. Appearance is often used as a way for someone to judge the characteristics of others. This is because each individual has their characteristics in appearance, which becomes the main marker or clue about the characteristics of the individual (Reams, 2015, p. 4). The description of how a character uses the character's hair colour or brand of shoes explains how the character plays a role in a story.

### **2. Characterization Through Actions**

The actions taken by the individual show what the individual's character looks like, both in the real world and the story. The action in question is defined as whatever the character does, and the action the character performs is the cause,

not the effect (Reams, 2015, p. 5). The characters' actions give an overview of characteristics, such as whether the character is selfish or grumpy in the story.

### **3. Characterization Through Reactions**

For every action, there must be a reaction. Physical and emotional reactions shown by characters to a conflict or something communicate information to the reader (Reams, 2015, p. 8). The reaction said or felt by one character towards another gives the reader an understanding of the relationship between characters.

### **4. Characterization Through Thoughts**

Thought becomes a varied method of characterization that focuses on the story and point of view. Some stories use a single character's mind; others use multiple characters. In the end, this influences the reader's relationship with the character to access the inner thoughts and emotions of the character (Reams, 2015, p. 10). Whatever the character thinks reveals the personality or characterization of the character about their feelings and helps to understand the character further.

### **5. Characterization Through Speech**

Dialogue or speech between characters forms a medium between their actions and thoughts. The way the characters speak shapes their characterizations, such as speaking in a low tone and full of smiles, indicating that the character has a gentle and friendly nature. The role of accent also serves as a characteristic, just like a physical trait (Reams, 2015, p. 13). Dialogue that channels the character's thoughts help a writer to develop the character organically in the story.

Characterization is an important aspect in the formation of a story because it makes the story look realistic and it attracts readers. Good characterization described by the author makes the character remembered in the reader's mind.

## **2.2. Maslow's Hierarchy of Human Needs**

Abraham Maslow is known as the originator or father of the psychological motivation theory, which consists of a model of five levels of human needs: physiological needs, safety needs, love and belongingness needs, esteem needs, and self-actualization (Cherry, 2022). The Hierarchy of Human Needs theory states that humans fulfil basic needs that occupy a predetermined hierarchy. Understanding this human need theory is like understanding ourselves and what we need and want.

Humans as social beings mean that humans need help from others to fulfill their needs. For example, love and belongingness needs. Love and belongingness needs are related to the interaction relationship between humans. To fulfill these needs, humans need other people such as friends, family, or lovers. Therefore, humans need the role of others to fulfill their needs. Through this theory, Maslow concludes that human beings are born with the same instinctive needs that require humans to grow, develop, and fulfill their potential.

The hierarchy of human needs theory states that humans fulfill basic needs that occupy a predetermined hierarchy in order, from the strongest at the bottom to the weakest at the top. The needs at the bottom must be satisfied first, at least before the needs at the top are affected. It is described like this: if a person feels hungry, then that person will try to fulfill their needs, which is to eat and not be

motivated to fulfill higher needs such as safety needs (Schultz & Schultz, 2017, p. 250). From this depiction, humans do not fulfill all needs simultaneously, and they focus on the prioritized needs at that time. The needs that humans must meet start from the strongest needs. First, that is physiological needs, and then other needs will follow. Maslow (1954) in his book entitled *Motivation and Personality* describes the five levels of human needs as follows:

### **2.2.1. Physiological Needs**

Physiological needs play a role in the majority of human life and have an impact as a driving force in a person's personality to pay attention to daily survival (Schultz & Schultz, 2017, p. 252). Human needs at the lowest level are physiological needs, including needs vital for human life. Physiological needs cannot be stopped or postponed for a while. Physiological needs include the need to eat, drink, rest, breathe, and others. If this need is not met, it will have a bad impact on the human body, which cannot work optimally. Quoted by Feist and Feist (2008, p. 281), physiological needs have two important things that distinguish them from other needs. First, physiological needs are the only needs that can be fully and excessively satisfied. For example, a person who has just finished overeating will feel nauseous if they think of more food. Second, physiological needs are repetitive. For example, someone who finishes eating will eat again when they feel hungry. Likewise, when they feel thirsty, they will drink, and so on.

### **2.2.2. Safety Needs**

After physiological needs have been fulfilled, people will be motivated to fulfill their following needs, that is safety needs. Maslow stated that safety and

security are important for all humans (Schultz & Schultz, 2017, p. 252) in infants, children, and adults. At this level, the needs start to become complex and very important. Humans need to feel safe and secure. These security needs include financial security, freedom from fear, and health security. If this need has been met, then humans can feel emotionally healthy.

Emotionally healthy adults can mostly fulfill their safety needs from a condition that requires security and freedom from fear. Safety needs in adults are related to the psychological fear of losing their jobs, property, natural disasters. Adults want safety and security through protection from physical harm, pensions for old age, insurance protection for life and others (Trivedi, 2019). Safety needs in adults are more complex to fulfill than safety needs in infants and children.

Infants and children need guidance from adults regarding any threats as they still cannot see any indication of danger that could threaten them (Schultz & Schultz, 2017, p. 253). Protection in infants can be seen in the reaction of their bodies which are easily infected with various kinds of diseases which sometimes make children feel uncomfortable. Therefore, a baby who is sick can be ascertained because they do not get food that is not suitable for consumption and experiencing fear and nightmares indicates that their safety needs have not been fulfilled properly by their parents. (Yahaya, 2008). Through this explanation, in fulfilling security needs, humans need the help of others to help fulfill them.

### **2.2.3. Love and Belongingness Needs**

After the physiological needs and safety needs are met, the needs that occupy the third level are love and belongingness needs. This need relates to interactions

between humans, such as family relationships, friendship, lover or social relationships in a group. Good relations with other people happen anywhere and anytime. In this need, Maslow does not equate love with sex. However, sex can also be one way of expressing love (Schultz & Schultz, 2017, p. 253).

Failure at this level can have an impact on emotional instability. People who have never felt a sense of love and belonging tend not to be able to give love to others either. Maslow believed such individuals would underestimate love and not consider its existence (Feist & Feist, 2008, p. 282). Infants and adults fulfill their sense of love and belonging for different purposes. Infants who successfully fulfill these needs will grow well psychologically with the help of adults, especially parents. Adults who successfully fulfill these needs will not feel empty.

#### **2.2.4. Esteem Needs**

Furthermore, after humans feel they have obtained the need for love is the need for self-esteem. Esteem needs are the needs for honour and respect driven by the ego. The need for self-esteem also highlights the reputation that requires recognition from others for the achievements one has successfully accomplished. The main point of this need is self-esteem. Maslow wrote that esteem is divided into two types: esteem obtained from the recognition and respect of others and esteem obtained from self-assessment. Every human needs esteem and respect for themselves through recognition from others or ourselves to make ourselves feel valuable and strong, making us more competent and productive (Schultz & Schultz, 2017, p. 253). Regardless of one's contribution to a community, humans still need validation from others.

### 2.2.5. Self-actualization Needs

Finally, the human needs at the highest level of the hierarchy of human needs are self-actualization. This highest level of need refers to realizing one's potential, talent or ability. The process of self-actualization in humans emphasizes humans managing to do whatever they want in line with their passions. These needs include education and skills development. Maslow describes this level as the level where the desire to achieve everything that humans can be, becomes perfect. Maslow believed that the process of self-actualization could maximize one's abilities and personal development regardless of what one's job is (Schultz & Schultz, 2017, p. 253).

Every human is capable of achieving this level of self-actualization needs if they have the motivation to fulfill them. Unfortunately, the fulfillment process is often hampered by a condition that is at a lower level of need. Bad experiences, divorce, poverty and other factors can cause people to be unstable in their hierarchy of human needs (Trivedi, 2019, p. 40).

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## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the methods the researcher uses including research design, data collection, research data, data source/population and sample/subject of the study, instrument(s), data collection technique and data analysis technique.

#### **3.1. Research Design**

In conducting research, the researcher used the descriptive-qualitative method. The descriptive-qualitative method is commonly used in research because it focuses on describing data naturally. As stated by Johnson and Christensen (2014), qualitative research relies on qualitative non-numeric data such as words or pictures. Descriptive-qualitative is often used by researchers who take novels as a source of data, whereby the data from the novel is presented descriptively.

Descriptive-qualitative research is responsible for answers that have questions preceded by: Why? How? In what way? Moreover, it relates to the individuals' opinions, experiences and feelings to provide subjective data (Hancock, 1998, p. 2). Objects of this method are written texts or oral communications obtained from books, essays, interviews, and group approaches. This method is focused on identifying and inferring from text because the data is non-numeric. Related to the mentioned statement, the descriptive-qualitative method is suitable for analyzing friendship role in fulfilling human needs through phrases, sentences, or dialogues in the novel *Turtles All the Way Down*.



### 3.2. Data Source

This research used two data sources, primary data and secondary data. Primary data is the main data that provides most of the data and is most important for analysis. Primary data were obtained from the novel analyzed: *Turtles All the Way Down* by John Green. At the same time secondary data serves as a complement and supporter of primary data taken from e-books, books in libraries, journals, and research related to the research topic by downloading via the internet.

### 3.3. Data Collection Technique

The researcher used the descriptive-qualitative method to collect the data.

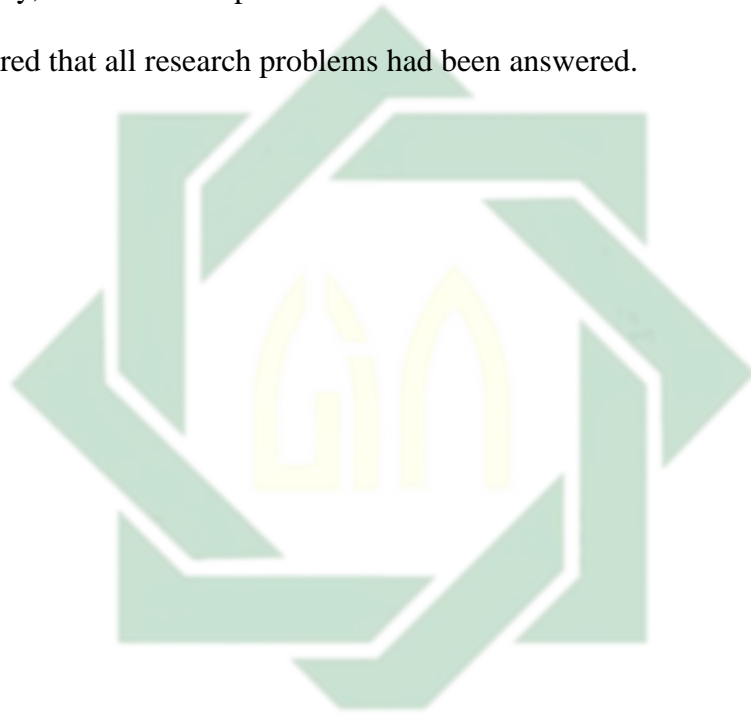
1. The researcher reads the whole novel carefully to get an understanding of the novel.
2. Using the chosen theory, the researcher looked for data by highlighting quotations in phrases, sentences, or dialogue in the novel that related to the research problem.
3. In the last step, the researcher made a table of data collected from the novel and then identified and classified the data based on the type according to the theory used to answer research problems.

### 3.4. Data Analysis Technique

The data that had been obtained were then analyzed and presented to answer research problems. In presenting the analysis, the researcher applied the following steps:

1. The researcher analyzed the characterization of Aza and Daisy in John Green's *Turtle All the Way Down*.

2. The researcher described the friendship of Aza and Daisy through the text using the theory of New Criticism.
3. The researcher described how Aza's human needs are fulfilled, seen through Abraham Maslow's theory of the hierarchy of human needs which could conclude the friendship role between Aza and Daisy.
4. Finally, the researcher provided conclusions on the results of the analysis and ensured that all research problems had been answered.



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## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents a discussion regarding the friendship role in fulfilling human needs in Green's *Turtles All the Way Down*. The researcher analyzed the novel through the theory proposed by Abraham Maslow. The discussion in this chapter is divided into three parts. First, the researcher describes the characterization of Aza and Daisy. Second, the researcher explores the depiction of friendship in the characters Aza and Daisy. Third, based on the friendship, the researcher analyzes how Daisy helps Aza fulfill her human needs.

To help the readers understand the context, the researcher believes providing a brief synopsis about the novel is important. *Turtles All the Way Down* highlights the friendship between Aza and Daisy. Aza and Daisy have been friends since childhood. Aza is a character who suffers from anxiety and spiraling thoughts, making her think that the bacteria in her body will kill her.

On the other hand, Daisy is Aza's best and most fearless friend. As a friend, Daisy can understand Aza's condition well and establish a sincere friendship. Their friendship like any other friendship involving bickering, to talking about unique things. Their friendship grew even closer when they try to help find Davis' father who suddenly disappeared. This makes them spend much time together.

#### 4.1. Aza and Daisy's Characterization

The analysis of Aza and Daisy's characterization is to help the reader to understand the context of their friendship and how Daisy helps Aza meet her needs.

##### 4.1.1. Aza's Characterization

###### a. Aza Has Anxiety Disorder Tendency

Aza is a teenager who is struggling with mental health issues, precisely anxiety disorder. As someone who has anxiety, Aza often thinks about something that makes her feel anxious.

I felt my stomach begin to work on the sandwich, and even over everybody's talking, I could *hear* it digesting, all the bacteria chewing the slime of peanut butter—the students inside of me eating at my internal cafeteria. A shiver convulsed through me. (Green, 2017, p. 2)

The above quote is the part that shows the beginning of Aza's anxious mind, which will also dictate Aza's actions throughout the novel. Normal people have bacteria, yet the bacteria do not interfere as long as they can keep themselves and the environment in a healthy condition. Therefore, normal people do not have the urgency to think too much about what bacteria do to their bodies. In contrast, Aza's understanding of the bacteria in her body leads her to excessive illusions. Aza's anxious thoughts make her feel the bacteria in her stomach eating what she eats. Aza's anxious thoughts show Aza's overthinking, where the feeling of bacteria is only an illusion that arises due to her mental illness. The quote shows how Aza's anxiety arises.

Aza also realizes that she has problems with her mental health as shown in the quote below.

“I wiped my sweaty palms on my jeans and tried to control my breathing. Admittedly, I have some anxiety problems, but I would argue it isn’t irrational to be concerned about the fact that you are a skin-encased bacterial colony.” (Green, 2017, p. 2)

Aza’s confession that she has mental health issues reveals the fact that the sweat on her palms is a response to her anxiety. Aza understands that her mental state also tends to make her think irrationally. However, she still believes that her fear of bacteria can still be considered rational because bacteria can harm the body's health and even cause death.

I could feel sweat sprouting from my forehead, and once I begin to sweat, it’s impossible to stop. I’ll keep sweating for hours, and not just my face or my armpits. My neck sweats. My boobs sweat. My calves sweat. Maybe I did have a fever. (Green, 2017, p. 4)

As quoted by Cherney and Raypole (2023), sweating is one of the reactions of anxiety. Like sweat in general, sweat caused by anxiety can appear all over the body but most often appears in the armpits, palms, soles of the feet, and face. Aza explains in the quote above that she sweats profusely and finds it difficult to stop. Aza’s sweat appears not only on her face or armpits but also on other body parts, such as her neck, breasts, and calves. This reaction shows that Aza’s anxiety is at a severe level.

Ever since I was little, I’ve pressed my right thumbnail into the finger pad of my middle finger, and so now there’s this weird callus over my fingerprint. After so many years of doing this, I can open up a crack in the skin really easily, so I cover it up with a Band-Aid to try to prevent infection. But sometimes I get worried that there already is an infection, and so I need to drain it, and the only way to do that is to reopen the wound and press out any blood that will come. (Green, 2017, p. 3)

Aza’s feelings of anxiety lead her to do things that aimed to reduce her worries, even though it has to be done repeatedly. Aza’s actions mentioned above

show that Aza fears her finger possibly becoming infected. The strange callus that appears makes Aza have to check it as often as possible. This action will only burden Aza herself.

I was pretty sure I had actually changed the Band-Aid right after waking up, just before I brushed my teeth, but the thought was insistent. *I don't think you changed it. I think this is last night's Band-Aid.* Well, it's not last night's Band-Aid because I definitely changed it at lunch. *Did you, though?* I think so. *You THINK so?* I'm pretty sure. *And the wound is open.* Which was true. It hadn't yet scabbed over. *And you left the same Band-Aid on for—God—probably thirtyseven hours by now, just letting it fester inside that warm, moist old Band-Aid.* I glanced down at the Band-Aid. It looked new. *You didn't.* I think I did. *Are you sure?* No, but that's actually progress if I'm not checking it every five minutes. *Yeah, progress toward an infection.* I'll do it at the bank. *It's probably already too late.* That's ridiculous. *Once the infection is in your bloodstream—Stop that makes no sense it's not even red or swollen. You know it doesn't have to be—* Please just stop I will change it at the bank—*YOU KNOW I'M RIGHT.* (Green, 2017, pp. 75-76)

Aza's anxiety about the bacteria bothers her all the time. Aza even argues with her own thoughts. The italicized part of the quote shows Aza's anxious thoughts, while the normalized part shows Aza's normal thoughts or the 'real' Aza. The quote above shows how strong Aza's thoughts are that she cannot control them properly.

But that stuff has alcohol in it that my damaged liver will have to process *DO YOU WANT TO DIE OF C. DIFF* no but this is not rational *THEN GET UP AND WHEEL YOUR IV CART TO THE CONTAINER OF HAND SANITIZER MOUNTED ON THE GODDAMNED WALL YOU IDIOT.*

I pulled myself to standing. For a moment, I thought I might faint as the pain blazed through me. I grabbed hold of the IV pole and took a few shuffling steps.

I heard my mom stirring. I didn't care. Pressed the dispenser, rubbed the foam all through my hands. Pressed it again, and shoved a scoop of it into my mouth. (Green, 2017, pp. 137-138)

Aza's anxiety thoughts get worse and triggers Aza to harm herself. Aza's mind tells her to drink hand sanitizer to cure the bacteria from the inside, but

Aza's normal mind wants to stop. Aza can no longer control her thoughts, and the quote illustrates how she seems 'separated' from herself.

b. Aza Has a Self-centered Trait

A self-centered person is the attitude of someone who puts themselves as the 'axis' and puts themselves first. As explained by Dambrun (2011), a self-centered person considers their condition more important and a priority that takes precedence over others. Characteristics of a self-centered person include biased self-interest, egoism, egocentrism, and egotism. Aza is described as the type of character who thinks she is the center of attention. Aza also does not care how her best friend, Daisy, feels.

Aza's self-centeredness is seen when she feels that she is the inspiration for the character Daisy wrote and makes everything about her as in the following quote, "Aza, she's not you. But you are . . . extremely self-centered. Like, I know you have the mental problems and whatever, but they do make you . . . you know." (Green, 2017, p. 129). Aza reveals what has been bothering her for the past few days about the fictional character Ayala that Daisy wrote in her fanfiction. Aza says that the character has the same personality as her, and she is afraid that everyone, including Mychal, Davis, and her friends at school, knows what Daisy thinks about Aza. However, Daisy denies that the character had anything to do with Aza. Daisy confronts Aza for being too self-centered which sometimes makes Daisy uncomfortable.

“. . . like you're spoiled, kinda. Like, you've had this all along, and you can't even know how much easier it makes everything, because you don't ever think about anybody else's life."

Aza's statement above expresses that Aza's mental illness sometimes gives her the privilege of being self-centered. The point of Daisy's statement is that Aza thinks that her mental health problems should be prioritized and that others should be able to understand that, making her think that other people's interests are unimportant. Aza's actions also illustrate her lack of empathy as a self-centered person.

c. Aza Has a Hidden Adventurous Side

Aza's severe anxiety or mental illness tendency in general hinders her chance to embrace her adventurous and curious sides. Aza agrees to Daisy's idea of becoming a detective to find Russell Pickett, the father of Aza's little friend, Davis, for a prize. Therefore, the first step they take as detectives is to find out about Davis' father, Russell Pickett.

So I did. The *Indianapolis Star* wrote about Russell Pickett a lot because his company was one of Indiana's biggest employers, but also because he was constantly getting sued. He had some huge real estate deal downtown that devolved into multiple lawsuits; his former executive assistant and Pickett Engineering's chief marketing officer had both sued him for sexual harassment; he'd been sued by a gardener on his estate for violating the Americans with Disabilities Act; the list went on and on. (Green, 2017, p. 36).

Aza reports her search results about Russell Pickett, where she found information from The *Indianapolis Star*, which wrote extensively about Russell Pickett. The report that Aza found states how bad Russell Pickett was, and from the report, it is no wonder Russell Pickett became a fugitive and suddenly disappeared. The information Aza gets can guide Aza and Daisy's future investigative steps. The situation shows that Aza manages to do her job well.



“I don’t understand how you can be so inhumanly calm down here, fifteen feet below downtown Indianapolis, ankle deep in rat shit, but you have a panic attack when you think your finger is infected.”

“I don’t know,” I said. “This just isn’t scary.”

“It objectively is,” she said.

I reached up and clicked off my headlamp. “Turn off your light,” I said.

“Hell, no.”

“Turn it off. Nothing bad will happen.” (Green, 2017, p. 159)

Daisy is confused when Aza behaves differently when she is always worried about the infection in her finger, but she seems calm when she is at Pogue’s Run fifteen feet below downtown. Aza’s mindset subconsciously changes when she becomes a detective trying to investigate something. Her anxiety does not stop her from exploring the jogger’s mouth with Daisy. This brings out the hidden adventurous side of Aza Holmes that has been overshadowed by her anxiety tendency.

“Listen,” I said. “Davis, your dad. I know where the jogger’s mouth is. It’s the mouth of Pogue’s Run, where the company had that unfinished project.”

He winced, then nodded. “You’re sure?”

“Pretty sure,” I said. “I think he might be down there. Daisy and I were there last night, and . . .”

“Did you see him?”

I shook my head. “No. But the run’s mouth, the jogger’s mouth. It makes sense.”

“It’s just a note from his phone, though. You think he’s just been down there this whole time? Hiding in a sewer?”

“Maybe,” I said. “But . . . well, I don’t know.”

“But?”

“I don’t want to worry you, but there was a bad smell. A really bad smell down there.” (Green, 2017, p. 166)

After Aza realized that she and Daisy might have found Pickett’s body, she calls Davis and wants to talk to him the next day. When Aza and Davis meet, she reports that she and Daisy managed to find the place where Pickett probably hid

and died there. Aza also confirms her certainty of her report to Davis. This leads Aza and Daisy manages to reach the final stage of the investigation.

From the characterization analysis of Aza's character, it can be concluded that Aza Holmes is a round and dynamic character. It can be seen how her mental disorder does not prevent her from becoming a detective and solving the problems she is facing. Her personality improves as the story progresses, although sometimes it is not smooth because of her anxiety.

#### **4.1.2. Daisy's Characterization**

##### **a. Daisy is a Knowledgeable Person**

A knowledgeable person shows a high understanding of facts about the world as well as about a particular subject (Collinsdictionary, Collins, n.d.). Daisy's character is described as someone who knows many things and the knowledge that she gets from her parents. Daisy is also described as someone who is perceptive in reading situations. Daisy's knowledge enables her to think critically and rationally.

"You know this river is the only reason Indianapolis even exists?" Daisy said. She turned around in the canoe to face me. "So, like, Indiana had just become a state, and they wanted to build a new city for the state capital, so everybody's debating where it should be. The obvious compromise is to put it in the middle. So these dudes are looking at a map of their new state and they notice there is a river right here, smack in the center of the state, and they're like—boom—perfect place for our capital, because it's 1819 or whatever, and you need water to be a real city for shipping and stuff.

"So they announce, we're gonna build a new city! On a river! And we're gonna be clever and call it Indiana-polis! And it's only after they make the announcement that they notice the White River is, like, six inches deep, and you can't float a kayak down it, let alone a steamship. For a while, Indianapolis was the largest city in the world not on a navigable waterway." (Green, 2017, pp. 13-14)

Daisy is Aza's best friend who has much knowledge about the world. The quote above shows evidence that Daisy knows about Indianapolis's history. Daisy got this knowledge from her father, who was a big fan of history. From Daisy's explanation of how Indianapolis was formed, Daisy's knowledge can also provide new knowledge for Aza.

Daisy has also shown her information-gathering skill as presented in this part of the novel. Aza does not believe the information conveyed by Daisy when the two of them are talking about who will inherit Russell Pickett's entire wealth.

“Alas, no, which is so unjust. I'm such a billionaire without the billions, Holmesy. I have the soul of a private jet owner, and the life of a public transportation rider. It's a real tragedy. But no, not me. Not Davis. Not the zoologist. The tuatara.”

“Wait, what?”

“The tua-fucking-tara, Holmesy. Malik told me it was a matter of public record and it totally is. Listen.” She held up her phone. “Indianapolis Star article from last year.” (Green, 2017, p. 26)

In the quote above, it can be seen that Aza was still determining who would receive Russell Pickett's wealth. Daisy shows an article written by the *Indianapolis Star*, which says that when Russell Pickett was interviewed about who would have his wealth, he replied that all his wealth would go to Tua, his pets, and would be donated to a foundation for all tuatara everywhere. How Daisy proves what she is talking about shows how well-informed she is. Daisy has properly done her research regarding the Russell Pickett issue which helps a lot in solving the problem.

Another occasion of Daisy's portrayal as a knowledgeable person can be seen when Daisy is able to see things from a different perspective.

“And now the scientist is frustrated, and he says, ‘Well, then what is *that* turtle standing upon?’

“And the old woman says, ‘Sir, you don’t understand. It’s turtles all the way down.’”

I laughed. “It’s turtles all the way down.”

“It’s turtles all the way fucking down, Holmesy. You’re trying to find the turtle at the bottom of the pile, but that’s not how it works.”

(Green, 2017, p. 148)

Daisy’s mother tells her the story of Turtles All the Way Down. The story is about the problem of how the earth is solidly formed. The old woman states that the earth stands on a turtle, and the turtle stands on another turtle, and after that, it is just turtles, turtles all the way down. Daisy connects the story to Aza’s actions of trying to find herself. Aza is trying to find her true self. She feels like a nesting doll, unable to know which one is real. Daisy says that is not how it works. Aza would rather embrace self-improvement than keep searching. Daisy does not only have broad scope of knowledge, but is also capable of synthesizing the information she has to Show Aza a whole new perspective on life.

#### b. Daisy Has a Fearless Personality

A fearless person dares to face anything. Fearless person has fear, but they can manage it in their way (Tsaousides, 2015). Fearless people usually have confident characteristics, plan things thoughtfully, and are willing to take responsibility. Daisy is the type of character who is unafraid of facing confrontations and taking actions. Her fearlessness can be shown by her tendency to express herself freely through her appearances as well as her decisiveness and her quick actions despite the consequences that might occur.

“We’re almost through lunch and you haven’t even mentioned my hair.” She shook out her hair, with so-red-they were-pink highlights. Right. She’d dyed her hair. (Green, 2017, p. 3)

Daisy is a fearless person. Daisy's dyeing her hair with such a color shows that she is not ashamed to appear flashy. This also indicates that Daisy is bold enough to be different in order to express herself authentically instead of trying to repress her identity to follow the standard of normality in the society.

“We've got no choice but to damsel-in-distress this situation, Holmesy,” she said, and then brought the rock down with all her force onto the hull of the canoe, splintering the green paint and revealing the fiberglass below. She flipped the canoe back over; it immediately started taking on water. (Green, 2017, p. 17)

In an urgent situation, Daisy dared to make decisions quickly. Daisy does this to keep her and Aza safe and avoid making Davis's house security suspicious. Daisy knows that the security might grow suspicion towards their movement and find out their scheme, but her spontaneity eliminates such possibility out of her mind and drives her to directly take the action.

As we drove, Daisy struck up a wholly unsubtle conversation. “So, you head up security here?”  
 “I am security here,” he answered.  
 “How long have you worked for Mr. Pickett?”  
 “Long enough to know you're not friends with Davis,” he answered. Daisy, who lacked the capacity to experience embarrassment, was not discouraged. “Holmesy here is the friend. Were you working the day Pickett disappeared?”  
 “Mr. Pickett doesn't like staff on the property after dark or before dawn,” he answered.  
 “How many staff are there exactly?”  
 Lyle stopped the golf cart. “Y'all best know Davis, or else I'm taking you downtown and having you booked for trespassing.” (Green, 2017, p. 18)

Daisy is young enough to ask a sensitive question to Russell Pickett's home security. Moreover, this is the first time Daisy and the security have met. Daisy is fearless in asking questions to get information about Russell Pickett despite being aware of the risk that the security might report them to the police downtown.

Another occasion of Daisy's fearlessness is shown in the scene where she hacks into a computer as in the following quote, "Welcome to the future, Holmesy. It's not about hacking computers anymore; it's about hacking human souls. The file is in your email." (Green, 2017, p. 38). Daisy's fearlessness is not only about hacking computers but also about "hacking the human soul." Daisy acts bravely by creating an email that is exactly the same as Sandra Olivanders' email, the reporter of the first article about Pickett's disappearance referring to the police report obtained by the Indianapolis Star. Daisy then emails a man named Adam Bitterley, Sandra's partner at the time, to send her a copy of the police report. At first, Adam refuses to send it because the file is on the office computer and it is late at night already. However, Daisy insists on forcing him to go to the office and copy the file. Daisy threatens that Adam will lose his job if he does not follow her orders. Finally, Adam does what Daisy ordered without realizing that Daisy has deceived him. Daisy finally attains the report she wants and send it to Aza's email. This is what Daisy means about "hacking human soul." She easily manipulates Adam Bitterley into doing what she wants without letting him know that he has been scammed by a stranger. Generally, hacking and scamming are considered crimes. However, just like the previous quotation, Daisy is not afraid of breaking the law and being reported as a criminal for committing such actions.

c. Daisy is a Loyal Friend

A loyal person is described as someone who is loyal and remains firm in friendship and support for someone or something. (Collinsdictionary, n.d.). A loyal person is characterized as not leaving someone under any circumstances and being consistent, reliable, and honest. (Gupta, 2022). Daisy is the type of loyal

friend who often puts others before herself and stays by Aza's side through thick and thin. Daisy's loyalty is seen in the quote below, where she pays attention to Aza's condition first rather than her own. Daisy's loyalty is seen in the quote below, where she pays attention to Aza's condition first rather than her own.

I looked over at Daisy, who was looking back at me. "Are you okay!" she shouted. I realized I was groaning with each exhalation. My ears were ringing. "Yeah," I said. "You?" The pain made me feel dizzy. Darkness encroached at the edge of my vision. "I think so," she said. The world narrowed into a tunnel as I struggled for breath. "Stay in the car, Holmesy. You're hurt. Do you have your phone? We gotta call 911." (Green, 2017, p. 131)

As Aza's best friend, Daisy is very loyal to her best friend. The above quote happens when Daisy and Aza are involved in an accident. Instead of worrying about herself, she is worried more about Aza's condition. She checks on Aza to see if she is okay and immediately tries to call 911 to save them.

Daisy's loyalty is also portrayed when she waits for Aza to arrive back at school after an accident that threatened their friendship.

Daisy was waiting on the front steps.

Daisy looked different. Her face brighter somehow. It took me a second to realize she'd gotten a haircut, a just-under-the-chin bob that looked really good.

"Can I hug you without lacerating your liver?"

"I like the new hairstyle," I said as we hugged.

"You're sweet, but we both know it's a disaster."

"Listen," I said. "I'm really sorry."

"Me too, but we have forgiven each other and now we will live happily ever after." (Green, 2017, p. 144)

Daisy's character portrayal as a loyal person can be seen in the quote above, where Daisy has been waiting for Aza's arrival after being out of school for two weeks due to focusing on her health recovery. Previously, Daisy and Aza were involved in a big fight in a car that caused an accident. Two weeks later, Daisy

chose to remain friends with Aza. They both apologized to each other and fix their broken friendship. Daisy's waiting her at school represents how she will always come back to Aza whatever happens and Aza will always have Daisy to wait for her.

From Daisy's characterization analysis, it can be concluded that Daisy Ramirez is a rounded and dynamic character. It can be seen from her having a different personality, and her personality can balance Aza's personality.

#### **4.2. Aza and Daisy's Friendship in John Green's *Turtle All the Way Down***

Aza and Daisy's friendship started when they were in elementary school and lasted until they were in high school at the same school. In friendship, there are certain roles in each other's lives. The roles shown are the result of relationship interactions that occur in a friendship group. The roles of friendship include validation and competence, protection from family risk, protection from peer risk, and morality (Hupp & Jewell, 2020).

##### **4.2.1. Daisy's Support and Attention towards Aza**

In the novel *Turtles All the Way Down*, Daisy is a friend who gives a lot of support and attention to her best friend, Aza.

Daisy turned back to Mychal, and I to my thoughts. The stomach grumbling had grown, if anything, louder. I felt like I might vomit. For someone who actively dislikes bodily fluids, I throw up quite a lot.

"Holmesy, you okay?" Daisy asked me. (Green, 2017, p. 4)

Shortly after Aza and Daisy chatted briefly at lunch, Daisy talks to another friend, and Aza returns to daydreaming. Her spiral thoughts keep her trapped in unreal fears. Aza struggles with anxiety and fears about the fluid inside her body that makes her nauseous. Anxiety is a mental disorder in the form of feelings of



worry or discomfort that affect mood or emotions (Adwas et al., 2019). The quote “Holmesy, are you okay?” shows a form of attention from Daisy, who recognizes the uncomfortableness felt by Aza by asking about Aza’s condition to ensure that Aza is fine. Holmesy is Aza’s surname. Daisy mostly calls Aza by her surname, and few call Aza as Holmesy. Daisy’s concern also shows her ability to respond to Aza. Daisy consistently shows her concern toward Aza’s condition throughout the novel.

Another occasion that show Daisy’s supports is when Daisy tries to boost Aza’s mood with a joke.

“Maybe you’re gonna get superpowers from his microbes. She was a normal girl until she kissed a billionaire and became . . . MICROBIANCA, Queen of the Microbes.” I just looked at her. “I’m sorry, is that not helpful?” (Green, 2017, p. 103).

Aza feels anxious after she and Davis kissed and started thinking about the eight million microbes that might be transferred to her body. Daisy wants her friend to worry less and tells her a little humor about the disgust of kissing, yet it does not seem to help. Seeing that Aza does not respond to Daisy’s words, she immediately responds by apologizing, which shows Daisy’s awareness of Aza’s emotional state to provide support and validation. Daisy’s spontaneous apology also highlights the importance of being attuned and responsive to others’ feelings. The situation shows Daisy’s attention to Aza, which reflects Hupp & Jewell’s concept about the validation and competence function in friendship.

Daisy’s support and attention in her friendship with Aza fulfill love and belongingness needs in Aza, “Daisy was the only person I’d trusted with a key to Harold. Mom didn’t even have her own Harold key, but Daisy did” (Green, 2017, p. 7). The quote shows Aza’s trust in Daisy. Trust is an important aspect of

friendship. The trust built from long-standing friendships falls under Abraham Maslow's concept of love and belongingness needs. Supported by their close relationship, Aza trusts Daisy to keep Harold's keys. Harold is a memorable car because it is one of the things left by Aza's father that can still be saved. The fact that Aza's father gave the car a name proves how important the car is. Her mother does not keep the key because her mother does not want to. Hence Aza gave Daisy the key to Harold. Giving Daisy something precious from Aza and only Daisy that Aza trusts show that Daisy has a special place closest to Aza's life and Daisy has proven to Aza that she is a trustworthy person. Furthermore, Daisy's being a reliable friend reflects Hupp & Jewell's concept of validation and competence functions in friendship.

As a good friend, even though they are long-distance, Daisy still pays attention to Aza when things do not go smoothly. This can be seen in the quote below.

Her: How'd it go?  
 Me: Not great  
 Her: Want me to come over?  
 Me: Yeah.  
 Her: On my way

In the quotation, Aza sends a message to Daisy that things are not going well. Daisy offers to meet with Aza and Aza agrees. Although Aza and Daisy are in their own lives, they can rely on each other. Daisy becomes a friend who is always there for Aza. This situation reflects the reliable friend in Hupp & Jewell's concept of validation and competence in friendship.

As Aza's best friend, Daisy's supports also come in the form of affection as presented in the following quotation.

“He probably wouldn’t even remember me.”  
 “Everyone remembers you, Holmesy,” she said.  
 “That’s not—”  
 “It’s not a value judgment. I’m not saying you’re good or generous or kind or whatever. I’m just saying you’re memorable.” (Green, 2017, p. 9)

From the dialogue, Aza sees herself as a person who is easily forgotten by people who have been in her life and feels her presence is unimportant. Aza’s statement is a sign of her desire for recognition. Her assessment of herself lowers her esteem. Daisy reassures Aza and says she is someone memorable and not easily forgotten as a supportive response by assuring that Aza leaves an impression on someone she has met. The way Daisy gives her affection to Aza reflects one of the functions of friendship, which is validation and competence. While seeing from the concept coined by Abraham Maslow, everything that Daisy does is intended to help Aza to increase her confidence. Therefore, it helps Aza to fulfill her esteem needs. It is proven that Davis still remembers Aza when they meets Davis at his house.

In Chapter 4, when Aza and Daisy are at Davis’ place, Davis offers to get them drinks, “Can I get you guys anything? Water? Dr. Pepper?” (Green, 2017, p. 19). Davis’s question catches Aza off guard because Dr Pepper is her favorite soda and Davis, whom she thinks has forgotten her, suddenly offers her favorite drink. To answer Aza’s confusion, Davis confirms in the following dialogue, “Wasn’t that your favorites soda?” (Green, 2017, p. 19) because, as far as he recalls, Dr Pepper is Aza’s favorite drink. The little things about Aza that Davis still remembers clearly indicate that she is memorable to Davis.

Daisy also notices that Aza is not in a good condition. As a response to this, she directs her attention to Aza's unwell condition.

She put her arm around me. "I mean, you're still gorgeous, of course. You can't ungorgeous yourself, Holmesy, no matter how hard you try. I'm just saying you need some sleep. Do some self-care, you know?" I nodded and shrugged off her embrace. (Green, 2017, p. 118)

Daisy always shows concern and notices small changes in her best friend, Aza. Daisy feels that Aza is feeling something and Aza simply said that she is tired. Daisy gives a supportive response by praising Aza. Aza says that she is just tired. Hearing Aza's words, Daisy suggests that her best friend get enough sleep to look fresh. The suggestion provides evidence that Daisy cares about the well-being of her best friend and sleep is the right advice given by Daisy so that Aza's physical health is maintained.

Finally, the friendship between Aza and Daisy also contribute to Aza's self-actualization need fulfillment.

Over the next few months, I kept going. I got better without ever quite getting well. Daisy and I started a Mental Health Alliance and a Fan-Fiction Workshop so that we could list some proper extracurriculars on next year's college applications, even though we were the only two members of both clubs. (Green, 2017, p. 170)

After all that happened, Aza is gradually getting better. Although her spiral thinking is still present and has not been completely been cured, she can control it well. Aza is also increasingly focused on her future by building relationships with others through the many activities she does with Daisy. Doing many activities together and supporting each other's interests and endeavors reflects companionship in validation and competence in friendship. Aza's character

development by engaging in activities to express herself and develop her potential shows that Aza has successfully reached the self-actualization stage.

#### **4.2.2. Aza and Daisy's Moral Relationship**

The morality in the friendship between Aza and Daisy is shown when Daisy shows her mutual respect for Aza's condition, "Hey," Daisy said. She put a hand on my knee. "Don't let Aza be cruel to Holmesy, okay?" (Green, 2017, p. 77). Aza's anxiety and spiraling thoughts are getting worse. The quote, "Don't let Aza be cruel to Holmesy, okay?" states that Aza and Holmesy are two different people when they are the same person. Daisy does not want Aza to be hard on herself. The quote also expresses Daisy's thoughts about morals to Aza to love herself and want to protect her best friend, Aza. Daisy's hand on Aza's knee also hints at comfort in the context of safety needs and emotional support that helps provide a sense of security. Aza's thoughts turned gloomy when she talks about the bacteria on her finger. Aza keeps saying that her finger is infected, and Daisy keeps reassuring her that it is not. Daisy's insistence on not being cruel to herself aims to calm Aza down so as not to make herself even more muddled over her unreal thoughts. Daisy's attitude reflects her mutual respect for Aza by being a friend who can understand her friend's condition.

Aza and Daisy show morality in their friendship, where they could make up for the awkward atmosphere of a small debate over different perspectives and thoughts. Daisy, an assertive person, expresses her thoughts to Aza.

"You're so stuck in your head," she continued. "It's like you genuinely can't think about anyone else."

"I'm sorry, Holmesy, I shouldn't say that. It's just frustrating sometimes." When I didn't respond, she kept talking. "I don't mean that you're a bad friend or anything. But you're slightly tortured, and

the way you're tortured is sometimes also painful for, like, everyone around you." (Green, 2017, p. 83)

Aza gets exasperated with Daisy for overusing Davis' rewards, and Daisy rolls her eyes in response. Daisy is aware that she and Aza are very different regarding social status. Daisy reprimands Aza and gave her an understanding of the concept of give-and-take in a friendly relationship. The statement "It's like you genuinely can't think about anyone else" shows a moral lesson implying that Aza is always self-centered and ignores other people's perspectives. In a friendship, Aza cannot only be the 'taking' or 'receiving' party. These two things must be balanced. She further tells Aza that when she relates to others, Aza cannot be someone who wants to be understood, but she must also be someone who can understand and relate to the feelings of others.

"Listen," I said. "I'm really sorry."

"Me too, but we have forgiven each other and now we will live happily ever after." (Green, 2017, p. 144)

The quote shows that the bond of friendship between Aza and Daisy is very close. They put aside all the negative things that had happened. After a big fight and no communication for a few weeks, they decides to apologize to each other and continue their lives happily as best friends. Their act of being able to forgive each other to repair their friendship shows that they respect each other. This action is in line with Hupp & Jewell's concept of morality.

Daisy also shows her role as a wise mentor for her best friend, who shows her mutual respect toward Aza.

"I think maybe I'm like the White River. Non-navigable."

“But that’s not the point of the story, Holmesy. The point of the story is they built the city anyway, you know? You work with what you have. They had this shit river, and they managed to build an okay city around it. Not a great city, maybe. But not bad. You’re not the river. You’re the city.”

“So, I’m not bad?”

“Correct...” (Green, 2017, p. 147).

Aza needs clarification about what she is really like. The analogy of herself as an unnavigable river shows that Aza sees herself with doubt and distrust of herself. Daisy responds to Aza’s analogy of the White River by saying that Aza is the city, not the river. White River is Aza and Daisy’s residence built along the river. The city analogy represents personal growth and the ability to improve oneself despite limitations. Daisy’s words highlight that Aza can be meaningful and valuable despite her imperfect beginning, just like a city built on a river. The dialogue implies that Daisy encourages self-actualization and belief in Aza by making the best of herself despite the difficult path. The situation shows that Daisy can be a wise mentor who teaches Aza about morals.

Through the analysis described above, among the four functions of friendship proposed by Hupp & Jewell, two functions of friendship were found between Aza and Daisy: validation & competence and morality. The other two functions, protection from family risk and protection from peer risk, were not found in the friendship because Aza does not have any problems with her family or friends in general.

#### **4.3. The Fulfillment of Aza’s Human Needs**

The functions of friendship that Daisy and Aza exhibit in their relationship provide some significant impacts on Aza’s fulfilment of needs. The hierarchy of

human needs proposed by Maslow refers to physiological needs, security needs, love and belongingness needs, esteem needs and self-actualization needs. The following discusses how Aza fulfills her human needs and how Daisy helps her.

#### **4.3.1. Daisy does not Fulfills Aza's Physiological Needs**

In this analysis, the researcher does not include how Aza fulfills her physiological needs because the fulfillment of these needs does not involve the construction of her friendship with Daisy. Daisy does not play much role in fulfilling Aza's physiological needs. Aza's physiological needs were met by her mother as a family member. Providing a decent life for a child is also a parental obligation by ensuring they provide their child with food, shelter and clothing (Xu, 2021). Since Aza's family can fulfill her primary needs adequately, she does not need any additional help from outside the family. However, as a human being, Aza cannot spend her time only with her family. Aza must go outside to school and do other activities, which indirectly means she needs support beyond her family to fulfill her other needs. This is where her friendship with Daisy plays its role.

#### **4.3.2. Daisy Fulfills Aza's Safety Needs**

Aza's safety needs come in the form of protection from feelings of fear. According to Abraham Maslow's theory, protection from fear in Aza falls into the freedom of fear category. Aza's biggest fear lies in her thoughts about infection of the wound on her finger.

“Doesn't matter now; it's infected,” I said.

“No, it's not.”

“You see this red?” I pointed at the inflamed skin on either side of the wound. “That's infection. That's a big problem.”



“It looks like your finger has looked every single time you’ve ever worried about it.” (Green, 2017, p. 76)

The conversation above shows that Aza’s thoughts about the infection on her finger are getting worse. Aza cannot control her thoughts. If only she had followed Dr. Singh’s advice, the psychiatrist helping Aza with her health treatment, to take pills regularly, the infection would gradually improve and heal. Thus, Aza would not have had to hurt herself. Daisy, who sees the wound on Aza, responds that Aza’s finger does not look bad.

I squeezed some hand sanitizer onto the cut, felt a deep, stinging burn, unwrapped a new Band-Aid, and wrapped it around my finger. I sat there for a while, embarrassed, wishing I were alone, but also terrified. Couldn’t get the redness and the swelling out of my mind, my skin responding to the invasion of parasitic bacteria. Hated myself. Hated this.

“Hey,” Daisy said. She put a hand on my knee. “Don’t let Aza be cruel to Holmesy, okay?” (Green, 2017, p. 77)

Aza’s obsessive thoughts about her fear of infection of the wound on her finger causes her to do the activity repeatedly. Every time she has to take off her old band-aid, drip hand sanitizer on the wound, and take off a new band-aid and wrap it around the wounded finger. These behaviors indicate that Aza has OCD or obsessive-compulsive disorder. OCD is a form of mental health that makes the sufferer have thoughts that cannot be controlled (obsessive), followed by repetitive (compulsive) behavior (Makarim, 2023). Daisy tries to comfort Aza, who looks like she is hurting herself, and turns Aza’s attention to Daisy. Daisy’s actions reflect that although she cannot completely remove Aza’s fear of infection, at least she manages to reduce Aza’s feelings of fear.

Another occasion seen when Daisy shows a side where she tries to make her friend feel safe, which is shown in the following quote, “... And if he does find

me, I'll say you had no idea what I was doing, and I'll go to prison for you..." (Green, 2017, p. 39). Aza is worried when Daisy tries to hack into the computer to get data help them find Davis' missing father in their mission. Aza is worried that the police will catch Daisy. However, Daisy assures Aza that everything will be fine and will protect Aza's identity if unexpected things happen, even if Daisy has to be imprisoned. Daisy said this as a form that she would protect Aza and be responsible for Aza's safety. The quote highlights the actions of a friend who sacrifices themselves for the safety of their loved ones from possible danger. From this analysis, it can be seen that Daisy tries to reduce the fear Aza feels.

Aza's worries about their safety still persist. However, Daisy was able to reassure Aza that she would protect her as seen in this quote, "Daisy didn't look up from her phone, but said, "“Seriously, Holmesy. I won't let anything happen. I promise.”" (Green, 2017, p. 39). Daisy continues to reassure Aza that what she does will not threaten or harm anyone, including Aza. This is evident because after Daisy hacked the computer, none of the police tries to find them or receives reports that someone has hacked the computer. This situation depicts that Daisy keeps her word and ensures Aza's safety so that there is no more fear felt by Aza, which is in accordance with Abraham Maslow's safety needs theory.

Protection from fear is also shown by Daisy when they visit Davis' house and see Tua, a reptile similar to a lizard as can be seen in the following quote, "“You sure you don't want to pet her?” Malik asked. “I'm also afraid of dinosaurs,” I explained. “Holmesy has most of the major fears,” Daisy said as she petted Tua”" (Green, 2017, p. 22) Aza and Daisy meet with the zoologist at the Davis house. The zoologist offers to pet Tua again but Aza refuses. Aza has refused the

zoologist's offer before because she has a fear of animals like Tua. Daisy responds by telling the zoologist that Aza has a fear so that Aza could feel free from fear. This condition shows that as a friend, Daisy manages to ensure that her friend does not feel fear.

#### **4.3.3. Daisy Fulfills Aza's Love and Belongingness Needs**

Aza's need for love and belonging comes from her friendship with Daisy and her love story with Davis. According to Abraham Maslow's theory, the friendship between Aza and Daisy and Aza's love story falls into the needs of love and belonging related to human interactions such as friendship and lover. Love and belongingness also need to include trust, give and take, and words of appreciation. Daisy shows her love as a friend to Aza by giving her a gift, as presented in the quotation, "'Cool shirt,' Davis said. 'Birthday present from Daisy,' I said" (Green, 2017, p. 56). Daisy giving Aza a shirt also implies a loving relationship. Aza can also feel the affection given by Daisy. Daisy's actions show the need for belonging and love, which proves the appreciation and attentive relationship in their friendship.

"Jesus Christ, Holmesy, you can sure hold a grudge against yourself. You are my favorite person. I want to be buried next to you. We'll have a shared tombstone. It'll read, 'Holmesy and Daisy: They did everything together, except the nasty.' Anyway, how are you?" (Green, 2017, p. 144)

Aza is still apologizing to Daisy for not being a good friend to Daisy after the two were caught in a fight. Daisy calms Aza down and says she wishes to be buried next to Aza, hoping she can be friends with Aza forever. The quote also shows that even death cannot separate the friendship between Aza and Daisy, indicating that their friendship is extremely close. It reflects that their friendship has a high level of loyalty, and they feel they belong to each other.

Furthermore, as a friend, Daisy wants Aza and Davis to have a relationship that is more than friends.

“And I was, like, let’s go see him, I bet it’s true love. So we arranged for a shipwreck, and then you remembered she likes Dr Pepper, and IT IS TRUE LOVE. It’s just like *The Tempest*, and okay, I’m going to leave you now so you can live happily ever after.” (Green, 2017, p. 20)

When Davis says that his friends contacted him because they wanted to know his father’s whereabouts in order to get gifts, Daisy denies that Aza is not the same as his friends and says that Aza has a crush on Davis. Daisy expects a romantic story from Aza and Davis using Shakespeare’s romance play “*The Tempest*.” *The Tempest* is a play by Shakespeare that tells the story of Ferdinand who falls in love with Miranda because of her beauty (Marc C, 2020). The quote shows that Daisy provides an opportunity for Aza and Davis to get to know each other, since when Aza and Daisy arrive Davis offers Dr Pepper, which is Aza’s favorite drink. This shows that Aza’s belonging and love needs are fulfilled by Daisy’s help.

Another occasion can be seen in how Daisy keeps mentioning about her efforts to bring Aza closer to Davis.

“Okay. My to-do list: Research wills. Get police report. Your to-do list: Fall for Davis, which you’ve already mostly done. Thanks for the ride; time to go pretend I love my sister.” She grabbed her backpack, climbed out of Harold, and slammed his precious, fragile door behind her. (Green, 2017, p. 27)

The sentence states that Daisy still wants Aza to try to have feelings for Davis as more than just a friend. Daisy wants Aza to have a romantic relationship with Davis because Daisy feels that Aza and Davis are a good match, since they have

known each other for a long time. Daisy's statement "which you've already mostly done" shows that Aza actually also feels attracted to Davis. This condition shows that as a best friend, Daisy has succeeded in helping Aza fulfill her love and belongingness needs.

The good relationship seen in Aza's friendship with Daisy can be seen from their conversations about missing each other as in the following quote, "'Long night. How are you?' 'Great, except I haven't seen nearly enough of my best friend lately. You want to hang out later? Applebee's?' 'Sure,'" (Green, 2017, p. 128). The quote shows that the friendship between Daisy and Aza has been initiated for a long time. It can be seen that when Daisy and Aza rarely hang out together, Daisy invites Aza to spend time together as they used to do by going out to miss the place they always visit. Daisy's invitation shows that a close friendship is in accordance with the theory of love and belongingness needs.

Finally, Daisy also fulfills Aza's love and belongingness needs by showing affection towards her, "You know I love you, right?" I nodded (Green, 2017, p. 146). Aza's love and belongingness needs are fulfilled by the affection given by Daisy through the words "I love you" that Daisy often says to Aza. It is not easy for someone to say those words, yet Daisy says them to Aza because she wants Aza to know that she will always be loved by Daisy. This shows that Aza's life is filled with the affection that she gets from the people in her life. The statement conveys Daisy's expression of love for Aza. Aza's nodding response means she can also feel the love and affection her best friend gives.

#### 4.3.4. Daisy Fulfills Aza's Esteem Needs

Aza's esteem needs come in the form of increased self-confidence. According to Abraham Maslow's theory, esteem needs can be fulfilled in two ways: fulfillment obtained from others and fulfillment obtained from oneself. Daisy praises Aza as a fulfillment of the esteem needs of others, "I wondered whether maybe I should change, but she just grabbed me and said, "Holmesy, you look radiant. You look like . . . like yourself."" (Green, 2017, p. 25). Aza's anxiety prevents her from building romantic relationships with others. Aza feels insecure and is in denial about her feelings for Davis. Daisy encourages her by saying that Aza is radiant and dislikes what she says about herself. She does not need to feel unworthy to be with a good-looking man like Davis. Daisy helps boost Aza's self-esteem by giving her compliments. The quote above expresses Daisy's words that Aza radiates a shining light and gives off a positive aura and happiness. The admiration Daisy expresses for Aza contributes to the fulfillment of esteem needs.

Finally, in chapter 22, Aza and Daisy plan to visit Underground Art. After Aza sees Daisy's appearance at the door, she compares the clothes she is wearing with the clothes Daisy is wearing. She finds her clothing style too ordinary and feels she should change it. Daisy, who hears that, immediately responds, "Holmesy, you look radiant. You look like . . . like yourself." (Green, 2017, p. 156). In the quote, Daisy gives Aza a positive response about her appearance. Aza looks less confident in the clothes she is wearing, which contrasts with the clothes Daisy is wearing. Daisy quickly says that Aza does not need to change her clothes because Daisy likes Aza to look like herself and not focus too much on others.

Daisy's response also implies that she values Aza's unique style. By giving respect to Aza's unique style, Daisy fulfills Aza's need for self-esteem.

#### **4.3.5. Daisy Fulfills Aza's Self-actualization Needs**

Aza's self-actualization comes from her ability to understand herself better. Aza and Daisy's friendship is able to bring Aza to the stage of self-acceptance which is one of the characteristics of self-actualization needs proposed by Abraham Maslow. Self-actualization is the highest level of needs in the hierarchy, which refers to self-acceptance, realizing talents and abilities, and the desire to gain self-satisfaction to become whatever one wants to be. In chapter 21, Aza realizes that her thoughts are just thoughts that do not exist in the realities of her life.

And along the way, I realize that I have agency over myself, that my thoughts are—as Dr. Singh liked to say—only thoughts. I realize that my life is a story that I'm telling, and I'm free and empowered and the captain of my consciousness and yeah, no. That's not how it went down. – (Green, 2017, p. 141)

The quote shows that Aza understands that she has control over herself. Aza also realized that her thoughts had only been thoughts. Aza has a mental health disorder which causes her to have the spiral thought that the C. Diff bacteria would kill her and that she should drink hand sanitizer to prevent the bacteria from dying quickly. This thinking shown by Aza shows how she can develop awareness and separate herself from the influence of thoughts and emotions. The self-discovery and realization shown by Aza prove she can meet her self-actualization needs.

Daisy shows her role in helping Aza to be able to see things from a different perspective and provides insight into the mindset that Aza should acquire, especially about her anxiety and spiral thoughts.

“It’s turtles all the way fucking down, Holmesy. You’re trying to find the turtle at the bottom of the pile, but that’s not how it works.”  
 “Because it’s turtles all the way down,” I said again, feeling something akin to a spiritual revelation. (Green, 2017, p. 148)

When Daisy asks if Aza hates herself, she replies that there is no “self” to hate. Aza feels that what she sees of herself in the mirror is not who she is. Aza sees herself with many identities and feels no solid identity. Regarding Aza’s statement, Daisy remembers the story about the world in a turtle’s back. “Turtles all the way down” is a paradox about infinite regression or endless explanation (Monk, 2018). This paradox corresponds to Aza’s condition of trying to find her core identity, which may be an endless pursuit. The best thing to do is to explore herself to develop into a better person and start accepting all the layers as one collective identity of herself. After hearing Daisy’s story, Aza feels enlightened about her countless identities and begins recognizing the complexity within herself.

Another occasion is when Daisy helps Aza see things from a different perspective when they talk about life.

“Well, that is the only real ending, though.”

“No, it’s not, Holmesy. You pick your endings, and your beginnings. You get to pick the frame, you know? Maybe you don’t choose what’s in the picture, but you decide on the frame.” (Green, 2017, p. 168)



In the quote above, Daisy gives Aza a different view of how life ends. Aza has a pessimistic view of the end of her life, and eventually, you will die. Daisy says that Aza can be the author of her life. She can control the beginning and the end, and what the flow of her life will be. Daisy's words mean that she wants Aza to see her life with a better perspective. The situation shows that Daisy helps Aza to meet her self-actualization needs.

From the analysis that the researcher has conducted, four of the five human needs proposed by Abraham Maslow were found in the fulfillment of Aza's needs assisted by Daisy. Those are safety needs, love and belongingness needs, esteem needs and self-actualization needs. Friendship provides many benefits in many ways, both in action and emotion. A journal article by Lu et al. (2021) states that friends help reduce loneliness and contribute to self-esteem and life satisfaction. Aza and Daisy's friendship reflects that establishing a friendship can provide benefits, especially in fulfilling human needs. This fulfillment of human needs leads to the improvement of the quality of life.

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## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions from the analysis and interpretation of data that has been done by the researcher as the final result of the study of *Friendship Role in the Fulfillment of Human Needs in Green's Turtles All the Way Down*.

#### 5.1. Conclusions

This study focuses on friendship role in fulfilling human needs. Both Aza and Daisy are a round and dynamic character. Aza's characterization in this novel are described as: Aza has anxiety tendency, Aza has a self-centered trait, and Aza has a hidden adventurous side. On the other hand, Daisy's characterization is described as a knowledgeable person, has a fearless personality, and a loyal friend. Based on the analysis above, this study used the theory provided by Hupp & Jewell (2020) to find friendship functions in the friendship between Aza and Daisy. As a result, the friendship functions of validation & competence, and morality were found in Aza and Daisy's friendship. It can be seen in Daisy, who can be relied on by Aza and provides much support to Aza, as well as Daisy's mature attitude in dealing with her best friend. Other friendship functions, such as protection from family risk and peer risk, are not found in Aza and Daisy's friendship because Aza does not have problems with her friends or family.

This study also applied Abraham Maslow's theory (1954) on the hierarchy of human needs which helped the researcher analyze Aza's fulfillment of human needs helped by Daisy. As a result, Daisy helps Aza fulfills her safety needs, love

and belongingness needs, esteem needs, and self-actualization needs. Daisy did not play a role in fulfilling Aza's physiological needs because her family has fulfilled these needs.

From the analysis and explanation above, having relationships with other people outside the family circle, especially friendships can benefit a person. One of which is the fulfillment of human needs. Human needs are everything humans need to achieve prosperity, and friends can also help someone fulfill these human needs so that a person can have a good life.

## **5.2. Suggestions**

This research focuses on human needs and the function of friendship in fulfilling these human needs. In this study, researchers used the theory of the hierarchy of human needs and the theory of the function of friendship. The researcher suggests that future research can use different objects, both movies and novels by John Green. The researcher also suggested that future research could combine the hierarchy of human needs theory with other theories. Finally, the researcher hopes that this research can be used as a reference for future researchers who are interested in analyzing the same topic.

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