

CHAPTER IV

FINDINGS AND ANALYSIS

This chapter presents the findings of this researcher. The findings are the answers for research problems from the first chapter. In analyzing *The Land of Five Towers* novel, the researcher classified it into three parts which are appropriate with the research problems. The first, the researcher analyzed the kinds of psychological conflicts experienced by the main character in this novel that are: 1) Approach-Approach Conflict, 2) Approach-Avoidance Conflict, 3) Multiple-Approach-Avoidance Conflict. The second, the researcher analyzed those psychological conflicts based on the Psychoanalysis theory. For the last is the position of these psychological conflicts to convey the theme. These findings will be explained clearly in the following:

A. Findings And Analysis on The Main Character's Psychological Conflicts Seen in *The Land of Five Towers* Novel

Alif as the main character in *The Land of Five Towers* novel becomes the main concern of this research. By using first person point of view in narrating the story, the researcher is easy to find out the words and the sentences indicating psychological conflicts. From the beginning of the story, Alif faces the problems

causing psychological conflicts. Alif has different hope with his parent's dream. It is enough for him to follow what his parent commanded. He is growing up and reaching his dream to become engineer like Habibi. However, his parent wants him to study religion. It makes Alif is in dilemma. His life starts here. His choice, in this case, will determine his life in the future.

After analyzing the psychological conflicts experienced by Alif, the researcher finds the kinds of those psychological conflicts. This findings are based on Efendi and Praja (1993: 73-75) who states that Psychological conflict can be divided into four that are approach-approach conflict, approach-avoidance conflict, avoidance-avoidance conflict, and double approach-avoidance conflict.

There are three kinds of psychological conflicts experienced by Alif as the main character as the following:

I. Approach-Approach Conflict

Approach-approach conflict is a kind of psychological conflict in which someone faces a condition to determine two or more positive motives. These motives have the strong power in influencing someone's decision. Then, the motives will make someone feels happy.

There are two Approach-approach conflicts happened toward Alif as the main character in this novel. The first is when Alif is offered by Atang to follow him to go to Bandung during holiday. Holiday comes after having examination for a month. Almost all students go home.

However, Alif cannot go home. He does not have enough money to go to his hometown. For the first, he chooses to stay at Madani Pesantren. Then, Atang offers a choice to Alif and Baso to spend holiday in Bandung with him. In this situation, the psychological conflict happened to Alif as the following quotation:

Data 1: The crunching of the melinjo chips dominated once again. The three of us were lost in our thoughts. In my heart, I was actually cheering over the prospect offered by Atang. A vacation in Bandung would be really fun. (Chapter 25, page 204).

Alif has to think about Atang's offer first. Atang guarantees Alif for free food and place to stay while in Bandung. Alif wants to consider it first like the following quotation:

Data 2: "Can I think about it tonight first?" I replied. Even though I was jumping for joy inside, I thought I had to recalculate. Was there really money, and would I be comfortable being paid for like this?". (Chapter 25, page 204).

The two quotations above indicate there are psychological conflicts happened to Alif. He is confused to determine the activity he will do during holiday. There are two motives in this situation. First, the choice to stay at Madani Pesantren in holiday is positive motive. Alif will spend time by walking around to Ponorogo or going to library. This is positive motive. Then, the second motive is going to Bandung with Atang. This is also positive motive because Alif can do many activities in Bandung to

spend holiday. Here, those two positive motives are appropriate with the explanation about approach-approach-conflict in chapter two. Efendi and Praja (1993:73) state that Approach-approach conflicts appear when someone has two positive motives. Those two motives are benefit and please so that it will make someone is confused to choose one of them. Because of two positive motives faced by Alif above, this condition can be categorized as approach-approach conflict.

The second psychological conflict belongs to Approach-Approach-Conflict is when Alif is confusing in determining the position offered by Ustadz Torik as the chief of Counseling Department. The letter from Counseling Department states that Alif is ordered two position, those are as the language patroller for Cardova Dormitory and the Editor of Syams Magazine. Then, as Ustadz Torik's advice, he tries to become Language Controller for Cardiva Dormitory. This condition is explained as the following quotation:

Data 3: But about language, I really liked learning English and Arabic. Becoming a language patroller was a good choice. But I also wanted to write and be the editor of a magazine, continuing on the career path of reporter. I'd embarked in my first year.

Seeing my confusion over choice, Ustad Torik was unusually cooperative. "If you are still confused, you can try one for a month." I agreed to give language patroller a one month trial. (Chapter 34, page 284-285).

The two paragraphs above are sentences indicating the psychological conflicts experienced by the main character. Alif is confused in determining what the suitable position he wants to choose at that time. In this case, there are two positive motives. The first positive motive is becoming language patroller for Cardova Dormitory. The second positive motive is becoming editor of Syams' magazine. Then, Alif determines to choose language patroller.

The condition in which the researcher explains above can be categorized as approach-approach conflict. This conflict has two positive motives. Those motives have the strong power in influencing Alif's decision. This is appropriate with the explanation from Efendi and Praja (1993:73) who state that approach-approach conflicts appear when someone has two positive motives. Those two motives are benefit and please so that it will make someone is confused to choose one of them

2. Approach-Avoidance Conflict

Approach-Avoidance-Conflict is the second kind of psychological conflicts are experienced by someone in facing a condition indicating negative and positive motives. As an example is a situation in which someone get a good job, but the job is in the remote area. Getting a good

job is a positive motive; while the job is located in a remote area is negative motive.

In the novel *“The Land of Five Towers”*, there are some approach avoidance conflicts are experienced by Alif. For the first, it appears after Alif arriving in Madani Pesantren. At that time, he does not know that enrolling that college had to pass an examination and interview. Moreover, there are thousands of prospective students competing for limited spots. Around two thousand people take the test, but only four hundreds are accepted. This situation makes Alif being frustrating. He is not ready yet, like the following quotation:

Data 4 :“So, what are the questions like?” My thoughts were disoriented. What if I didn’t pass? How would I show my face?I’d be the joke of the village and my friends for months. I’d already launched my campaign: if a proverb tells us to go to China, why to east Java?”.(Chapter 4, page: 35).

The quotation above shows that the conflicts happened when Alif faces a situation indicating positive and negative motives. So that it belongs to Approach-Avoidance Conflict. Positive motive is Alif has a big hope to pass the test. He wants to prove to his friends in his hometown that his decision to travel to Java is a good choice. Then, negative motive is passing the test means he will have a different life he never imagined before. This is a difficult situation to be faced by Alif. He actually still has

disappointment to Randai who has been succeeded in enrolling Senior High School in Bukittinggi. This is like the quotation below:

Data 5: “I was so happy that I could pass and fulfill this challenge. But at the same time, my mind drifted to Randai. Maybe at this moment he was getting measured for his grey uniform pants by the tailor and next week would be following the orientation for new high school students. Ahh...”(Chapter 4, page 37)

The second psychological conflicts belong to approach-avoidance conflict comes when Alif gets a letter from his friend, Randai. Through that letter, Randai tells a wonderful experience in his new school. As a new student, Randai tells Alif that Senior High School Bukittinggi is a good school. There are many good facilities. Even, the teachers are very famous. He also tells Alif that his friends came from different place. After reading the letter, Alif faces a bad situation as the following quotation:

Data 6: I read the letter one more time. I was happy to get a letter from an old friend and hear of his happiness at his new school. But I also felt a mixture of jealousy and sadness. The plan to public school had been my plan too. While Randai was having fun at this orientation, I was busy getting tugged and being a *jasus*. He was free outside school hours, and my life was dictated by a bell. He'd chase his dream to be an engineer building an airplane or a project like hydroelectric power plant at Maninjau. While I here would maybe become an *ustad* or an Al-Qur'an recitation teacher. (Chapter 12, page 97).

The quotation above shows that Alif at that time faces a bad condition can be categorized as Approach-Avoidance Conflict. It can be

explained that there are two motives, positive motive and negative motive. Positive motive is when Alif is happy to get letter from Randai. That letter tells Randai's happiness. Then, then negative motive appears when Alif compares his own situation at Madani Pesantren with Randai's condition in his letter. Alif is disappointed because he cannot enroll the School in which Randai is studying over there at that moment. It is related with Efendi and Praja (1993: 73) who explain that positive motive gives the happiness while the negative motive gives the sadness. Alif's decision to study at Madani Pesantren actually is a half hearted decision.

Then, another psychological conflict happened when Alif has to pass an examination at Madani Pesantren. At Madani Pesantren, examination is held in the form of oral examination and written examination. In written examination, Alif did not find difficulty because writing is his hobby. However, in oral examination, Alif is frustrated. He doesn't have a good memorization. This situation can be showed through the following quotation:

Data 7: I was pretty frustrated with exams that required a lot of memorization because I always felt that my answers weren't good enough. I wondered, the higher the grade level at MP, was there more memorizing? With my capacity like this, did I fit in here? Sometimes, when I felt banged up by memorization, I saw my future at MP fading. How long could I last?. (Chapter 23, page 190).

Passing the examination and getting a good score is Alif's hope. It is a positive motive. However, it is not easy because Alif has a weak memorization. It belongs to negative motive. This condition makes Alif is frustrated. Efendi and Praja (1993: 73) explain that positive motive gives the happiness while the negative motive gives the sadness. Alif has to keep fit during studying at Madani Pesantren.

3. Multiple-Approach-Avoidance Conflict

Multiple-Approach Avoidance conflict is the last kind of psychological condition experienced by someone. In this condition, someone faces two situations where in each situation having positive and negative motives. For example, a university student faces a difficult situation. He has to choose between continuing his study and getting married with someone whom he doesn't love. In this case, there are two choices having positive and negative motives. If he chooses to continue his study, it will give two motives. First, reaching his dream by continuing study is positive motive. However, it will make his parent disappointed because he doesn't follow his parent's instruction. It is negative motive.

Then, the second situation having a negative and a positive motive is getting married with someone whom does not he love. Following his parent's hope to marry is a good behavior belongs to

positive motive. While, if he gets married, he will be not happy because he does not love the woman. This is called negative motive.

While, in *“The Land of Five Towers Novel”*, there are two psychological conflicts belong to Multiple-Approach-Avoidance Conflict. The first conflict is experienced by Alif in the beginning of the novel. Alif who has just graduated from Islamic Junior High School wants to continue to Senior High School in Bukittinggi with Randai. But, Alif’s hope is actually not his mother’s want. His mother wants Alif to be a great religious leader like Buya Hamka by studying religious knowledge. However, Alif himself feels like long enough for providing a base religious knowledge. It is time for Alif to study nonreligious knowledge and to reach his dream, being an engineer like Mr. B.J. Habibie. The situation can be shown from the quotation below:

Data 8: For me, three years at madrasah felt like long enough for providing a base religious knowledge. Now it was time for me to explore nonreligious knowledge. No more madrasah. I wanted to attend university at the University of Indonesia, the Bandung Institute Technology and continue on to Germany, like Mr. B.J. Habibie. I wanted to be someone who understood modern theories, not only fiqh hadiths. I wanted my voice to be heard before the academic community, or the governor’s council, or a meeting of managers, not just lecturing at the podium of my village mosque. How could I possibly reach these big goals of mine if I enrolled in another madrasah?. (Chapter 2, page 8-9).

Alif's heart is full of depression. Alif faces a situation related with his future. Alif has to choose between studying religion as what his mother's want and defending his dream to study nonreligious knowledge to be engineer in the future. Studying religion causes positive motive and negative motive. Positive motive is being a good son by following what his parent's want to study religion knowledge. In the other hand, it is not Alif's dream. Studying religion is not appropriate with Alif's dream. So, it belongs to negative motive. This situation is like what Efendi and Praja (1993: 74) describes that avoidance-avoidance-conflict occur when there are two negative motives happened in the same time. Someone will be confused in facing this condition.

Then, the second choice is defending to study nonreligious knowledge. There are positive and negative motive if Alif defends it. Enrolling Senior High school is appropriate with alif's dream to be an engineer in the future. It is called positive motive. However, it will make his mother disappointed with him. It is because he will break his parent's instruction. This is a negative motive. Alif is very frustrated. This condition could be shown as the following quotation:

Data 9: Frustration-because of my dreams being thwarted by Amak-colliding with the feeling of having no heart to oppose her will. How could I dare? Amak's love for my younger siblings and me was immeasurable. Even though she was busy

correcting class work, she always made time for us, read us books, listened to our chatter, and helped us study.

Never before had I ever so greatly been against Amak's wishes. All this time I had been an obedient child. Heaven is under the mother's heel, that's what the madrasah teachers said of the virtue of Mothers. But the idea of going to madrasah crushed my heart.

In the midst of the dark, I kept asking why parents had to control children, where is independence of children who've just learned to have dreams? Why did the future have to be written by parent? I resolved to oppose Amak's wish in a quiet and on-strike-fashion in the dark room. I left only to go to the bathroom and to take a plate of rice to eat in my room. (Chapter 2, page 10-11)

The second psychological conflict came after Alif receiving letter from Randi. At that time, Alif is still in the fifth grade in Madani Pesantren. From the letter, Alif know that Randai has been accepted in technical engineering at ITB. As his close friend, Alif feels happy. It is good news. However, in the other hand, it builds depression. Alif is always jealous with Randai. It describes like following quotation:

Data 10: I stopped reading at that point. I folded the letter, and I prayed to Allah in thanks for all His blessings to Randai. As a friend, I loved seeing his dream come true. But my heart was also throbbing strangely. (Chapter 39, page 391)

Alif faces a difficult situation at that time. He wants to continue his study at ITB like Randai. However, the rule of Madani Pesantren is not appropriate with Randai's hope. If normal high school is three years, Alif has to study for years at MP. So, Alif requires having an

extra year of preparatory classes. Alif knows that it is difficult condition. In the other hand, Alif's friend named Toga goes home to prepare the national high school examination and the examination to get into the university. This situation made Randai also wants to go home too. He is really confused to face it. The psychological conflict can be described as quotation below:

Data 11: Another part of my heart whispered that this letter was “mocking” me and questioning my decision to go to MP. Questioning? Even after three years. Did Randai here have nothing better to do? But why was I so influenced by this letter? Or...perhaps I really had taken a wrong step. Perhaps I was too late to embrace my childhood dreams which had already been carried off by my own friend. Strange voices competed to whisper in every corner of my mind. They grew stronger and stronger. I cupped my hands over my face. Chaos, the wind whispered, making odd sounds as it flapped the shirts, sarongs, and underwear around me. Wind the smelled like soap and bleach.

Togap, my classmate from Medan had decided to go home *'ala dawam*-go home forever-while we were in year five. When I asked him the reason, he said that he had to prepare for the national high school examination and the examination to get into state universities. His destination was the Faculty of Economy at USU, and if he failed to get in there, he would try to get into the Institute for Teacher Training and Education. If he didn't succeed in getting in there either, he'd enroll at the State Islamic Institute, a relatively easier place for an MP student to get into.

My thoughts drifted off. Wasn't Togap's story reminiscent of Amak's protest way back when? That people entered religious schools because they couldn't get in anywhere else? How could we expect bright religious experts if the only ones studying if were “rejected” ones?. It was a painful reality. And perhaps I would end up doing the same.

Finally the question erupted: what if I left MP-right now? So I could chase my dreams like Randai. To become a

university student and not be on the religious path. But that would make me a quitter, going home before the war was over. (Chapter 36, page 292-293).

In the end of his religious school at Madani Pesantren, Alif faces a situation in which he has to decide related with his future. Alif still has a dream to enroll university like Randai. In this case, Alif has to choose between leaving Madani Pesantren to enroll university like Randai and defending himself to study at Madani Pesantren till the fourth year. Each choice has a positive and negative motive. Leaving Madani Pesantren at that time causes positive and negative motive. Positive motive is when Alif going home and preparing everything to enroll university. So that he can catch up Randi's dream. However, it can hurt his mother's heart. Mother wants Alif to finish his study at Madani Pesantren. It spends for about four years. So it can be called negative motive.

The second choice also causes positive and negative motive. He actually does not want hurt his mother, so he has to defend at Madani Pesantren. As a good son, he has to make his mother proud of him by finishing his study. It is a positive motive. In the other hand, finishing study for four years make Alif has to cancel to enroll university. He is left behind by Randai who is at Bandung Institute Technology as University student.

B. Findings And Analysis on How do Psychological Conflicts Happen to Alif as the Main Character Analyzed Based on The Basic Principle of Psychoanalysis Theory

In analyzing the psychological conflict in “*The Land of Five Towers*”, the researcher chooses three psychological conflicts which have the big influence toward the main character’s behavior. Those psychological conflicts can be described as the following:

1. The Psychological conflict happened because of Alif’s failure in enrolling Senior High School, Bukittinggi

In the *The Land of Five Towers* novel, Alif as the main character here experienced the first psychological conflict shows in the beginning of the novel. A. Fuadi as the author shows this conflict through the second chapter “A half hearted decision”. In this chapter, Fuadi tells Alif’s experience who has just graduated from the stage junior high madrasah-religious school. He got a good exam score. Becoming the top 10 exam score in Agam Regency makes Alif confidently wants to enroll Senior High School Bukittinggi together with Randai, his close friend. However, his strong heart desire is not appropriate with his mother’s want. His mother wants Alif to be a great religious leader

like Buya Hamka. Because of this, his mother asks Alif not to public high school. She advises Alif to enroll religious school.

Data 12: “Amak had been brought up with a strong religious background. Her father, my grandfather, who I call Buya Sutan Mansur, was a pious man and a student of Syekh Sulaiman Ar-Rasuly, a famous cleric who studied in Mecca at the beginning of the 20th century.

Amak’s eyes clouded over for a moment. “Son, since you were still in your Amak’s womb, I have always had dreams,” Amak’s eyes returned to staring me.

“Amak wanted her son to become a great religious leader with vast knowledge. Like Buya Hamka from our village. Inviting people to goodness and to leave wrongdoing behind,” Amak said slowly.

She stopped for a minute to take a breath. I just listened. My head now felt like it was drifting. After momentarily calming herself down and taking in a deep breath, Amak continued in a quivering voice.

“So, Amak is imploring you not to go to public school. Not because of money, but so that it is a seed of quality that enters the madrasah high school.”

I blinked in surprise. I felt limp. The rattan chair I was sitting on squeaked as my head dropped. Public high school-the dream world I had built up in my head for so long slowly rattled, and the collapsed into dust in the blink of an eye. (Chapter 3, page 7-8).

The quotation above shows a difficult condition for Alif.

This situation causes Alif’s psychological conflict appears. He wants to reach the dream by getting into public high school. In the other hand, her mother disagrees with him. Alif is depressed. Alif’s dream is only the dream.

Data 13: “For me, three years at madrasah felt like long enough for providing a base of religious knowledge. Now it was time for me to explore nonreligious knowledge. No

more madrasah. I wanted to attend university at the University of Indonesia, the Bandung Institute of Technology, and continue on to Germany, like Mr. B.J Habibie. I wanted to be someone who understood modern theories, not only fiqh and hadiths. I wanted my voice to be heard before the academic community, or the governor's council, or a meeting of managers, not just lecturing at the podium of my village mosque. How could I possibly reach these big goals of mine if I enrolled in another madrasah? (Chapter 2, page 8-9)

The quotation above indicates Alif's disappointment toward his mother. There are inner conflict between Alif and himself. In this case, Alif's Id is strong. Alif has a dream to be able to continue to non-religious school is the form of Alif's Id. Id encourages someone to fulfill it. As what Alif does here, he protests to the condition which is not appropriate with his Id. Alif's opinion about the bright future is a kind of id's character which is full of imagination. In the other hand, Superego appears in the form of the parent's instruction. Minderop (2010:22) states that the function of Superego is impeding id. Alif's id is continuing the study to senior high school. This desire is impeded by Amak's instruction to study religious school as the form of Superego. Then, because id can't manage this psychological conflict, Ego which is used mediator appears:

Data 14: Frustration-because of my dreams being thwarted by Amak-colliding with the feeling of having no heart to oppose her will. How could I dare? Amak's love for my younger siblings and me was immeasurable. Even though she was busy correcting class work, she always made time for us, read us books, listened to our chatter, and helped us study.

Never before had I ever so greatly been against Amak's whishes All this time, I had been an obedient child. Heaven is under the mother's heel, that's what the madrasah teacher's said of the virtue of mothers. But the idea of going to madrasah crushed my heart.

In the midst of the dark, I kept asking why parents had to control children. Where is the independence of children who've just learned to have dreams? Why did the future have to be written by parents? I resolved to oppose Amak's wish in quiet and non-strike fashion in the dark room. I left only to go to the bathroom and to take a plate of rice to eat in my room. (Chapter 2, page 10-11).

Alif's ego as the quotation above works by basing on secondary process thinking Ego works based on secondary process thinking. Syamsu, (2011: 43) states that secondary process of thinking is a process of thinking rationally to overcome the problem. He tries to think deeply in the state of balance. His mother's desire cannot be opposed because Alif knows the position mother in his religion is virtue. In the other hand, he wants to keep his id, trying to reach the dream.

2. The Psychological Conflict Caused by Randai's success in enrolling Senior High School, Bukittinggi

Alif's decision to study at Madani Pesantren in east Java separates him with Randai, his close friend. Randai and Alif always competes each other to reach the dream. However, Alif who decides to enter Madani Pesantren actually still keeps the disappointment inside his heart. Alif could not follow Randai's dream to enroll Senior High School. Even though both of them are not together, they still got in touch through letter. Randai who has just be a student of Senior High School Bukittinggi sends a letter to Alif. This letter causes Alif remembers his dream and built psychological conflict, the letter as the following:

Data 15 :*To my "sparring partner" Alif
In a village in East Java*

*Assalamualalikum Warrahmatullahi Wabarakatuh,
How are you buddy? How does it feel to be one of the
students wearing a sarong and kopiah? Is your daily
task praying and reciting the Koran? Tell me about it.*

*Alhamdulillah, like I'd dreamed, I've been
accepted at Bukittinggi High School. Now I'm in
student orientation. You know, Lif, it turns out the
"beauty" of high school as we'd imagined doesn't even
begin to describe it. High School is really a fun place to
study and hang out. The teachers are the most famous
in West Sumatra. You remember, the physic book we
used to have, the one written by Drs. H.M Luthfi, Msc?
Well, he will be one of my teachers! Awesome, right? I*

will ask for his autograph on our old madrasah textbook.

In our orientation, we're introduced to different kinds of great extracurriculars. You've never seen a computer, have you? Well here, all students study computers because my new school has the most modern computer lab in our whole city. Exciting! It turns out computers aren't just in the movies, they're also at my school!

Friends come from different places. There are some from Agam, Padang Panjang, 50 Kota, Payakumbuh, and more. The point is, so many new friends, Lif. And besides of all, at the end of orientation, we will take a class trip to Muaro Beach in Padang and to the campus of the oldest university in Sumatra, Andalas University. Our teacher says it's so we can start to look at the prospects for when we want to start university later.

Incredible, buddy. Hopefully you made the right decision going to java. If not, come back soon, maybe you could still be considered for acceptance at this high school.

I await your reply.

Your buddy always,

Randai.

(Chapter 12, page: 95-96)

Randai's letter above makes Alif is in low spirited. He faces a difficult situation and finds difficulty to behave. Actually, as Randai's close friend, Alif is happy to hear of Randai's happiness at his school. However, in the other hand, he cannot hide his disappointment:

Data 16: I read the letter one more time. I was happy to get a letter from an old friend and hear of his happiness at his new school. But I also felt a mixture of jealousy

and sadness. The plan to go to public high school had been my plan too. While Randai was having fun at this orientation, I was busy getting my ear tugged and being a Jassus. He was free outside school hours, and my life was dictated by a bell. He'd chase his dream to be an engineer building an airplane or a project like hydroelectric power plant at Maninjau. While, I here would maybe become an ustad or an Al-Qur'an recitation teacher. (Chapter 12, page 96-97)

Randai who tells his happiness in letter makes Alif remembered his last dream. Randai's experience at Senior High School Bukittinggi makes Alif is jealous. It because what Randai does over there is actually what Alif wants to do also. It can be explain that Alif's id cannot be repressed fully. It emerges after Alif reading Randai's letter. There are inner conflict happened here. Alif feels that Randai is luckier than himself. It can be seen from the way in which Alif compares his fate and Randi's. This letter influences Alif's mind

Data 17 : For the past few days, I'd been feeling like a rock was weighting down on my chest. At the first I didn't know why. But the pressure on my chest increased every time I looked at the envelope holding Randai's letter on top of my cabinet. This letter was influencing my feelings more than I'd thought. I felt lethargic and didn't feel like talking. (Chapter 13, page 98)

Even though Alif has a different life with Randai, he actually does not accept yet the fact. This is happened because

Alif's Id does not get satisfaction yet. Id's character here is strong. Although, Alif is in Madani Pesantren, it can't repress his Id fully. Therefore, his inner conflict easily happened because Alif still has a strong desire like Randai's dream. Minderop (2010: 22) explains that id always tries to repress ego to fulfill id's desirability.

3. The Psychological Conflict Caused by Alif's Strong Heart Desire to Study at Bandung Institute of Technology

Here, the psychological conflict happened also because Randai's letter. At that time, Alif is still in the fifth grade in Madani Pesantren. From the letter, Alif knows that Randai has been accepted in technical engineering at ITB. As his close friend, Alif feels happy. It is a good news. However, in the other hand, it builds depression. Alif is always jealous with Randai. It describes like following quotation:

Data 18: "Alif, praise God, ALHAMDULILLAH, I have been ACCEPTED in TECHNICAL ENGINEERING at ITB, just as I'd hoped. The School of Soekarno and Habibi..."

I stopped reading at that point. I folded the letter, and I prayed to Allah in thanks for all His blessings to Randai. As a friend, I loved seeing his dream come true. But my heart was also throbbing strangely.

At the ember that wouldn't die out these past view years finally caught flame and lit a fire. Jealously writhed in my chest. Everything Randai got was my dream too. To be a student of ITB and not become like Habibi. Now my friend had it all in cash, while I still owned another credit installment of sixth year at MP. (Chapter 36, page 290-291)

The quotation above shows the psychological condition of Alif. Alif feels depressed at that time. Randai as his close friend always gets success in his study. While, Alif has to repress his desire to go to ITB because he is still in Madani Pesantren. This condition causes anxiety. (Albertine, 2010: 28) asserts that Freud believes anxiety is a result of inner conflict between id, ego, and Superego. In this case, Alif's anxiety appears because he was afraid of being lost with Randai.

4. The Solutions Done By the Main Character to Solve his psychological conflicts

The various experiences faced by Alif causes many psychological conflicts. These psychological conflicts happened because there is inharmonic desire inside human being and social reality around him. Alif is educated in a religious family. Religion and moral life was the form of superego. Every psychological conflict must be solved to balance id, ego, and superego.

There are some ego defense mechanisms used by Alif to overcome his psychological conflicts. This finding is based on Minderop (2010: 29) who states that Freud asserts there are some ways for ego to face the psychological conflict named “Ego Defense Mechanism”. It is done to reduce the anxiety. They are: (1) Reaction Formation, Sublimation, and Repression.

a. Reaction-Formation

Alif’s desire to be able to enroll Senior High School Bukittinggi together with Randai is prevented by his mother. Alif’s mother wants him to study at religious school. While, for Alif, studying in a religious school is enough. It is time for him to study non-religious school. Alif’s mother wants his son to be a great religious leader like Buya Hamka. However, Alif wants to be an engineer like Mr. BJ. Habibie.

Alif’s desire and his mother’s desire is strong enough to influence Alif’s feeling. Even, Alif’s father asks Alif to follow what his mother wants. This situation make Alif gets frustration. There is psychological conflict appeared in Alif’s self.

For three days, Alif thought the best solutions to overcome the problem. Alif considers many aspects to make

the best decision. Alif's Ego, in this case is doing secondary process thinking. Alif's ego is trying to make a balance between his Id and Superego like the following quotation:

Data 19: Frustration-because of my dreams being thwarted by Amak-colliding with the feeling of having no heart to oppose her will. How could I dare? Amak's love for my younger siblings and me was immeasurable. Even though she was busy correcting class work, she always made time for us, read us books, listened to our chatter, and helped us study.

Never before had I ever so greatly been against. Amak's whises All this time, I had been an obedient child. Heaven is under the mother's heel, that's what the madrasah teacher's said of the virtue of mothers. But the idea of going to madrasah crushed my heart.

In the midst of the dark, I kept asking why parents had to control children. Where is the independence of children who've just learned to have dreams? Why did the future have to be written by parents? I resolved to oppose Amak's wish in quiet and non-strike fashion in the dark room. I left only to go to the bathroom and to take a plate of rice to eat in my room. (Chapter 2, page 10-11)

The quotations above show how Alif's ego is doing secondary process thinking. In this case, Alif's Ego and Alif's Id are pulling each other. After many considerations, Alif, then decides to study religion in east java. He tries to follow his mother's instruction. This is called reaction-formation. This is a result of secondary process of thinking. Alif's ego tries to hide his Id that is an instinct to break the parent law. Alif's

Superego appeared in the form of how he considers his mother as a woman who has a high level in religion. Mother is a woman who has to be followed. Alif still wants to be an obedient child. Alif's decision is not his true decision for the first time. This is like the following quotation:

Data 20: It wasn't happiness, but a strange in my chest upon having their agreement. This clearly wasn't my first choice. In fact, even I wasn't completely convinced of my decision. This was a half-hearted decision. (Chapter 3, page: 13)

b. Sublimation

Sublimation is also used by Alif to hide his anxiety of the psychological conflict. This happened after Alif getting a letter from Randi who tells his new experience in Senior High School, Bukittinggi. Alif which is still adapting a new situation in Madani Pesantren gets himself is jealous with Randai. Randai's letter makes Alif has to remember his desire to study at Senior High School Bukittinggi.

Alif's Id appears in the form of his disappointment with his new situation. Alif still keeps his desire to study at Senior High School Bukittinggi like Randai does. Getting Randai's

letter makes Alif protests about his situation at that time. He gets himself in a deep frustration:

Data 21: For the past few days, I'd been feeling like a rock was weighing down on my chest. At first I didn't know why. But the pressure on my chest increased every time I looked at the envelope holding Randi's letter on top of my cabinet. This letter was influencing my feelings more than I'd thought. I felt lethargic and didn't feel like talking. (Chapter 13, page 98).

In this case, Sublimation is used by Alif to face his anxiety after getting Randai's letter. It can be explained that Alif's Ego tries to face this situation. Alif's Superego remembers Alif to defense himself in Madani Pesantren. Alif's mind then focuses on many activities he is following in Madani Pesantren. This is the form of sublimation. Alif's tries to change his anxiety to the positive activities in Madani Pesantren, this is can be shown as the following:

Data 22: My bedtime, I wrote a commitment in my journal. Whatever happens, a letter from Randai, an attack from Tyson, even the sky falling, I will not let myself shake my resolve and dreams. I want to find the mission of my life that's been provided by God.

I wrote ten exclamation points to confirm this commitment, and I wrote my prayer to start it. Slowly, the heavy burden on my heart was lifted, my chest opened up and my lips smiled victoriously. A full moon hung in the sky. Blades of silver rays snuck in through

the window cracks and landed in rows beside my thin mattress. (Chapter 13, page102)

c. Repression

Randai's letter is sent to Alif, again makes Alif gets a frustration. At that time, Randai tells Alif that he is accepted in a technical engineering at ITB. This is really bad news for Alif who has the same desire with Randai. Three years at Madani Pesantren is not enough for Alif to forget his dream to be an engineer. This letter influences Alif's behavior at Madani Pesantren.

Data 23: This fluctuating anxiety was due to the fact that my journey to MP had made me fall in love, and I felt extremely lucky to finish. But, I also knew my old dream to go to non-religious school. Even though I was busy and happy with MP activities, I sometimes woke up in the middle of the night, dreaming of leaving, and then there was my friend Randai, always sending news about what was going on outside, becoming benchmark. (Chapter 43, page 347).

Alif has to choose the best decision facing the difficult situation. After sending a letter to his parent that he wants to leave MP soon, Alif then hoped that his parent understand about what Alif feels during studying at MP. Father, then comes to Madani Pesantren to makes Alif keep staying at

Madani Pesantren. There is enough time for Alif to stay until graduation. Then, he can prepare the national high school examination.

Alif uses repression as a tool to face his psychological conflict. Alif's ego tries to determine what will be the best solution. Alif's id is strong enough to leave Madani Pesantren. However, Alif's father who comes to Madani Pesantren and gives advice to Alif is a kind of Superego. It couldn't be broken. To make balance between Alif's Id and Alif's Superego, Alif's Ego chose to repress his strong Id to leave MP. This was a kind of Ego defense Mechanism.

In the other hand, Alif is still able to follow final school examination in eight month letter. Therefore, Repression is done by Alif is the best decision at that time. It can be shown from the quotation:

Data 24: I didn't know what made my resistance collapse so easily. What it because that in my heart there was no winner or loser between staying at MP or leaving? Or had the strength of Father's durian diplomacy weakened my defense? Or was it his sacrifice, crossing Sumatra and Java just to make sure that I stayed at MP? Or hearing that there would be a national examination in eight months? Or all of it? I didn't know for sure. What I did know was, at that moment, at the canteen table, in front of Father, I promised: I had to graduate from MP. (Chapter 43, page 354)

C. The Messages Conveyed Through the Main Character's Psychological Conflicts.

The position of the main character of novel will determine the whole story. It is because main character is created by the author as the main person to deliver the message. Therefore, how the main character behaved also influence the reader's mind after reading the novel. In this case, Alif as the main character who is a teenager is writted by Ahmad Fuadi as a good model. It can be explained how Alif here can solve his psychological conflicts. The way how he solves his psychological conflicts gave the reader message. Message, here can be called as moral value. The decisions were done by Alif give the moral values for the reader.

The moral values here also determine the theme of "*The Land of Five Towers Novel*". All the moral values are contained in the psychological conflicts faced by the main characters. The psychological conflicts faced by the main characters convey the theme. The theme of the novel "*The Land of Five Towers*" is success. Success here can be describes as a success of reaching the dream. From the beginning of the novel, Alif's success is explained as an Indonesian reporter in Washington DC, USA. Alif then is told the way how he success in facing psychological conflict during reaching the dream. The moral values can be explained as the following:

1. Bravery

Bravery is the first moral values gotten from Alif's behavior.

At the first chapter, Alif feels depressed of his mother's instruction to study religion. Here, Alif's uncle gives advice to study religion in an Islamic boarding school in Java. In West Sumatra, it is uncommon that a teenager has to go to Java to study. Even, Alif never goes out of Sumatra Island. So, Alif's big decision to travel to Java is a bravery of a teenager. Hornby (2010: 169) defines "bravery can be explained as willing to things which are difficult. It is the ability to stand up for what is right in difficult situations. This is can be seen from the following quotation:

Data 25: *"... Your Uncle has a lot of friends in Egypt who have graduated from Madani Pesantren in East Java. They are very smart, fluent in English and Arabic. At Madani, they lived in dorms and were thought the discipline to speak foreign languages every day. If you're interested, maybe school there could be considered..."*

I was lost in thought for a moment reading this letter. I re-read the suggestion in a whisper. This suggestion was just the same, to go to a religious school. But the difference of leaving home to go far away to Java and Study foreign languages was enough to draw my heart. I mulled over it, and if in the end I had to go to a religious school, I didn't want to go to a madrasah in West Sumatra. Might as well go to a pesantren in Java for away from family. Yup, Madani could be the way out of this mess. (Chapter 2, page 12).

2. Sincerity

Randai's letter which tells his happiness in a new school, Senior High School Bukittinggi makes Alif is jealous. It builds psychological conflicts. To solve that condition, Alif looks for the best decision by following his teacher's advice to control heart. After hearing his teacher's message in front of the class, Alif then tries to be sincerity boy. He determines to keep staying at Madani by forgetting Randa's letter. Hornby (2010: 1385 asserts "sincerity show the feeling, belief, or behavior that we really think or feel". Alif's sincerity can be looked at the quotation below:

Data 26: At bedtime, I wrote a commitment in my journal. Whatever happens, a letter from Randai, an attack from Tyson, even the sky falling, I will not let myself shake my resolve and dreams. I want to find the mission of my life that's been provided by God.

I wrote ten exclamations points to confirm this commitment, and I wrote my prayer to start it. Slowly, the heavy burden on my hearts was lifted, my chest opened up and my lips smiled victoriously. A full moon hung in the sky. Blades of sliver rays snuck in through the window cracks and landed in row beside my thin mattress. (Chapter 13, page: 102)

3. Honesty

Alif keeps staying at Madani to finish his study. In year five, again, Randai sends a letter to Alif that he has been accepted in technical engineer at ITB. Alif who has the same desire with Randai becomes sad

after getting Randai's letter. To overcome his bad condition, Alif then tries to send letter to his parent to show up his desire. Alif tries to open hearted to his parent as the form of honesty. Hornby (2010:721) asserts "honesty always tells the truth and does not hide the rightness". Alif's honesty to his parent can be shown from the following quotation:

Data 27: Rain rolled in, and this time, it was a thunderstorm in my mind. Part of my heart whispered that finishing school at MP was best. Education here was one of the best around, and I had learned many life philosophies and a lot of wisdom from the sincere teachers. But off in another corner of my heart, which never shut up, there was conflict. Was coming to MP actually my dream? Was it my own desire or just to please my parents?

That night, before bad, accompanied by an oil lamp, I wrote a letter to Amak and Father. This time, I conveyed my feelings. True, I had promised to finish MP. But, my inner was continued to rage. And this was currently being won by the desire to drop-out. If I stayed, I wouldn't be able to easily continue school on the common path. From the beginning, MP had said they didn't give diplomas to get into public schools. Their diplomas weren't even acknowledged by some Islamic Collages. But they were recognized in Egypt, Saudi Arabia, Pakistan, and some other countries. (Chapter 43, page: 347-348)

4. Love and affection

Alif's love and affection is reflected in the first part of the novel. After getting psychological conflict about the decision to where the place he will to study, then finally he follow his mother's instruction. Alif's decision to study in religious school like what his parents wants actually the form of love and affection to his parent. This is also the form

of parent's love to the son. Hornby (2010: 884) defines "Love is a strong feeling or deep affection for somebody or something, especially a member of family or friend". Alif's love can be shown as the following:

Data 28: Before leaving home, I kissed Amak's hand while asking for her prayers and forgiveness for my mistakes. Amak's thin had stroked my head. Behind her glasses, I saw tears welling up in the corners of her eyes.

"Be good in your travel to a far lad, son. Your Amak believes that is a journey to support religion. Studying religion is the same upholding Islam on the path of Allah," she said. She tried to show a strong face. She said, a mother's love is lifelong, and separating from her son for years was no easy matter. As for myself, it wasn't the parting that had me worried. I was anxious about my decision to leave my hometown at young age to travel to Java. (Chapter 3, page 14-15)

5. Steadfastness

Being a student of Madani Pesantren for about five years actually is the form of the steadfastness. However, Randai's letter always shakes Alif's heart. After getting the last letter from Randai which tells about his success of enrolling in technical engineering at ITB makes Alif's heart is loose. A strong desire to leave Madani Pesantren for a moment is appeared. But, after his father coming to Madani Pesantren to convince Alif to keep staying at Madani Pesantren until graduation, it is the form of the real steadfastness. Holding out to the difficult situation actually is really hard. Hornby (2010: 1460) explains "steadfastness means that our

attitudes and aims are not changed". The big decision to keep staying and studying at Madani pesantren is the form of steadfastness.

Data 29: I didn't know what made my resistance collapse so easily. Was it because that in my heart there was no winner or loser between staying at MP or leaving? Or that after all the turmoil I had also found a fun world here? Or had the strength of father's durian diplomacy weakened my defense? Or was it his sacrifice, crossing Sumatra and Java just to make sure that I stayed at MP? Or hearing that there would be a national examination in eight months? Or all of it? I didn't know for sure. What I did know was, at that moment, at the canteen table, in front of Father, I promised: I had to graduate from MP. (Chapter 43, page 354)

6. Thankfulness

After studying for many years at Madani pesantren, Alif then can finish his study. By facing many psychological conflicts he experienced, then, he proves that he can pass it well. Alif always tries to convince himself that he is a strong teenager. It can be seen from the following quotation:

Data 30: My mind was all over the place. I was sad to part with friends, teachers and my beloved school. But I was also happy and proud to be an alumnus of this pesantren. I had been a crowded home full of education and sincerity, given to us by our kiai and teachers. In my heart, I repeatedly thanked Amak for forcing me to go to a pesantren, sending me to MP. I would tell her this in person later. I was sure she's smile. (Chapter 45, page 376-377).

Alif's success in passing the day at Madani Pesantren makes Alif thanks to Allah and to his beloved mother. Hornby (2010:

1590) defines “Thankfulness is word or action that shows that we are grateful to somebody for something.” The way in which Alif thanks to Allah is the form of Alif’s thankfulness.