CHAPTER I

INTRODUCTION

1.1 Background of Choosing the Subject

This research is based on *The Heroes of Olympus: The Lost Hero*, a novel written by Rick Riordan that was published first on October 12, 2010. This is the first novel of *The Heroes of Olympus* series out of five books and the sequel of the *Percy Jackson* series. *The Heroes of Olympus: The Lost Hero* have entirely different main characters in the story although it is the sequel to the Percy Jackson series. This research used *The Heroes of Olympus: The Lost Hero* to be analyzed because the story is interesting. This novel is based on Greek and Roman mythology and is set in a fantasy-adventure story which is the type of book researcher loves to read.

The story begins with a boy named Jason who wakes up with amnesia. The only one he remembers is his girlfriend, Piper McLean. When he was on a study trip to Grand Canyon, a storm spirit came to attack him and two of his half-blood friends, Piper and Leo. Their teacher who is unexpectedly a satyr, a creature from Greek mythology who has male traits with a horse's tail and ear saved them. He is a half-blood, the son of Jupiter, the thunder God so they finally go to Camp Half-Blood which is a place where all the demigods, mortals who are the offspring of a god and a

human gather. There they meet the other main character of the story, one of them is Annabeth who is looking for her boyfriend, Percy Jackson, the son of Poseidon. Through their prophecies, they went to rescue Hera, the Queen of the Gods and Zeus's wife. In the end, they finally know that there are two camps: Camp Half-Blood for the Greek demigods and Camp Jupiter for the Roman demigods. They also know that Percy Jackson is at Camp Jupiter, having memory loss too. This is Hera's plan to unite both camps to save the world from Gaea.

The story of *The Heroes of Olympus: The Lost Hero* contains more than just a fantasy-adventure story based on Greek and Roman mythology. It is the way Rick Riordan set the tricky Greek and Roman mythology into five novels in one series: *The Heroes of Olympus* with so many plots to make the readers get into the novel and satisfy them with an unending plot. With so many themes in one novel, this research will focus on the theme of identity with experiencing an identity crisis, formation, and development as the object. At the beginning of the story, the main characters in the novel only know that they are human, just normal high school student that is currently going on a study trip but Jason, one of the main characters, lost his memory and only knows his girlfriend, Piper McLean. From there they will learn how to accept their identity as half-bloods while sailing through an exciting and dangerous journey.

Self-identity can be defined as a thing that shapes us. According to Erikson, self-identity means the feeling of being able to function as someone who is

independent but who is closely related to others. Being human means that we have our identity for others to know us. Humans have so many identities that will be shown depending on the situation. That is the importance of self-identity, it is what makes humans believe they are themselves and boost their self-confidence once they accept themselves.

1.2 Research Questions

The researcher would like to analyze further the events which make the characters lose their self-identity along with finding how is the process of identity formation and development of the characters in *The Heroes of Olympus: The Lost Hero*. Thus, below are the questions to lead to the research finding:

1. How do the characters in *The Heroes of Olympus: The Lost Hero* experience identity crises*?*

2. How is the process of identity formation and development of the characters in *The Heroes of Olympus: The Lost Hero?*

1.3 Objectives of the Study

The researcher would like to analyze further how the characters experience identity crisis in *The Heroes of Olympus: The Lost Hero* as the characters in the novel lose their identity from the beginning of the novel. The researcher wants to find the

process of identity formation and development of the characters. Thus, below are the objectives of the study:

1. To find out how the characters undergo an identity crisis in *The Heroes of Olympus: The Lost Hero.*

2. To find out the process of identity formation and development of the characters in *The Heroes of Olympus: The Lost Hero.*

1.4 Focus of the Study

With self-identity as the big picture of this research, the focus of this research will be on identity crisis, formation, and development of the characters. Therefore, the focus of the research will be finding and analyzing the correlation between their past and the situation where they finally knew that they are half-bloods to find the process of identity formation and development of the characters which makes them suffer and affect their daily life in the novel. It will cover the events that are related to the matter of self-identity crisis of the characters in the novel using psychosocial development theory.

1.5 Literature Review

There is not much research on *The Heroes of Olympus: The Lost Hero* by Rick Riordan because it is rarely analyzed. Several studies that have been done before are listed as follows:

The first paper is "Queer Representation in Rick Riordan's The Heroes of Olympus Series: A Journey to Self-Acceptance" (2019) written by Muthia Ginan Mufidah as an undergraduate thesis. This paper examines the representation of a queer character in the series and examines his inner conflict as a queer character. The only queer character in this novel is Nico Di Angelo in which the writer discovered that he receives a lot of support and does not encounter prejudice from the external environment. By finally being able to attain self-acceptance and confidence regarding his sexuality, the character is able to grow himself. According to this study, Nico di Angelo's sexual development sends a strong message about sexual identity awareness and advances humanistic viewpoints on LGBTQ issues. "Queer Representation in Rick Riordan's The Heroes of Olympus Series: A Journey to Self-Acceptance" is different from this research in terms of the subject and theory used. The subject of the first paper is self-acceptant of the character's sexuality while this research subject is self-identity. In addition, it used queer theory and criticism, while this research will be using the psychosocial development theory by Erik Erikson.

The second paper, "Pursuing Self-Identity in Perumal Murugan's Novels" (2022) was written by John Gladis Cerilo and Dr. C. Jothi. This paper examines

Indian women's quest in pursuing self-identity, especially the characters named Ponna in various novels. The novels used in this paper are One Part Women (2010), A Lonely Harvest (2014), and A Trial by Silence (2014). "Pursuing Self-Identity in Perumal Murugan's Novels" is different from this research in terms of the research subject and the theory used. While this research examines identity crisis, formation and development, the second paper examines Indian's women quest in pursuing self-identity. The second paper used social identity theories for interpretation, while this research will be using the psychosocial development theory by Erik Erikson.

The third paper, "A Study on Identity Crisis in the Two Main Characters in Frank Chin's Play: The Chickencoop Chinaman" (1999) was written by Gracea Yolanda. This paper examines the identity crisis of Tarn Lum and Lee, the two main characters that happened in Frank Chin's play The Chickencoop Chinaman. The writer wants to find out the environment that affects their formation of identity and how they resolve their identity crisis. "A Study on Identity Crisis in the Two Main Characters in Frank Chin's Play: The Chickencoop Chinaman" is different from this research in terms of the research object. This research uses *The Heroes of Olympus: The Lost Hero*, while the third paper uses Frank Chin's play The Chickencoop Chinaman.

The fourth paper, "Milkman's Identity Crisis Caused by His Trauma in *Song of Solomon*" (2015) was written by Luo Wanru. This paper examines the identity crisis experienced by Milkman in Toni Morrison's *Song of Solomon.* The writer wants to find how slavery and criticism towards African Americans affect the identity

crisis in Toni Morrison's novel. "Milkman's Identity Crisis Caused by His Trauma in *Song of Solomon*" is different from this research in terms of the research object. While the fourth paper use the novel by Toni Morrison with a title *Song of Solomon,* this research uses *The Heroes of Olympus: The Lost Hero*.

While previous studies examine the representation of a queer character in the series and his inner conflict as a queer character, Indian's women quest in pursuing self-identity, the identity crisis of Tarn Lum and Lee, the two main characters that happened in Frank Chin's play The Chickencoop Chinaman, and the identity crisis experienced by Milkman in Toni Morrison's *Song of Solomon,* this study will discuss how the characters experience identity crisis as well as form and develop their self-identity in *The Heroes of Olympus: The Lost Hero*, making it different from the previous studies. By emphasizing forming and developing self-identity as the object of the study, this novel will find and analyze the events of the object.

1.6 Theoretical Framework

In this part, the paper will use the psychosocial approach that is suggested by Erik Erikson because it is appropriate for the research as the research object is about identity crisis, formation, and development of the characters which is in accordance with the approach. The approach is a theoretical system that blends psychological and social elements to comprehend identity formation and human development. It highlights the relationship between a person's psychological processes and their social

environment, acknowledging that a person's growth is influenced by both internal psychological elements and external social interactions. The psychosocial approach sees human development as a progression of stages, each of which is distinguished by a particular developmental challenge or crisis that people must overcome. These stages represent struggles with connections, career, creativity, social environment, self-discovery, and ethical behavior to gain and develop an individual identity.

The psychosocial approach provides a lens to analyze the characters' experiences of identity crisis and their struggle in forming and developing their identity in *The Heroes of Olympus: The Lost Hero*. It acknowledges that both internal psychological processes and external social environments have an impact on the character's formation of self-identity, personal development, and identity as self. The approach will be used in this paper to find out about the background of how the characters experience identity crisis and the approach also will be used as a tool to read the process of how the characters form and develop their self-identity in the novel. This paper will also be supported by psychosocial development theory to get the finding of the research.

1.6.1 Self-Identity

Self-identity means the identification, understanding, and perception of oneself as a distinct and unique individual. It includes a person's ideas, beliefs, views, and other traits that characterize who they are and how they see themselves in relation

to other people and their environment. Self-identity is a complex idea that is influenced by many things, such as individual features, social interactions, cultural background, and personal experiences.

"What could consequently be called the *self-identity* emerges from experiences in which temporarily confused selves are suc-cessfully reintegrated in an ensemble of roles which also secure social recognition." (Erikson, 1968:211)

According to Erikson, self-identity emerges from the experiences of an individual that has been going through perplexing and confusing moments of integrating themselves with the help of the social environment. This process occurs in the context of interactions between individuals and social roles. Erikson's view on self-identity highlights the idea of social acknowledgment. It implies that an individual develops their sense of self by both internal reflection and the validation and acknowledgment they receive from the social community. Self and identity are two important keys to one's psychological state in which one believes that they are "them". Self-identity is not fixed and can change as an individual grows up, gain new knowledge, and go through social and personal changes. An individual may gain advantages from undergoing self-reflection, introspection, and self-exploration in order to better understand and define their sense of self. It means that an individual can undergo an identity crisis if they don't go through the phases of undergoing self-reflection, introspection, and self-exploration.

1.6.2 Identity Crisis

Identity crisis is a phase when an individual questions who they are and how they fit into the world. To resolve an identity crisis as well as develop self-identity, an individual needs to overcome the difficulties they face.

"Everybody has heard of "identity crisis" and it arouses a mixture of curiosity, mirth, and discomfort which yet promises, by the very play on the word "crisis," not to turn out to be something quite as fatal as it sounds. In other words, a suggestive term has begun to lend itself to ritualized usage." (Erikson, 1968:16)

"But one may note with satisfaction that the conceptualization of identity has led to a series of valid investigations which, if they do not make clearer what identity is, nevertheless have proved useful in social psychology. And it may be a good thing that the word "crisis" no longer connotes impending catas-trophe, which at one time seemed to be an obstacle to the under-standing of the term. It is now being accepted as designating a necessary turning point, a crucial moment, when development must move one way or another, marshaling resources of growth, recovery, and further differentiation. This proves ap-plicable to many situations: a crisis in individual development or in

the emergence of a new elite, in the therapy of an individual or in the

tensions of rapid historical change." (Erikson, 1968:16)

According to Erikson, the term "identity crisis" is not fatal as it sounds. Instead, it is now acknowledged as an essential turning point in development. This viewpoint highlights how individuals must make decisions and use their resources in order to succeed, recover, and further differentiate themselves during a crisis. This idea of crisis as a transforming and developmental process can be applied to a variety of circumstances, such as personal growth, the appearance of new elites, therapeutic interventions, and times of fast historical upheaval. This means that individuals can go through transformative processes that support healing, self-discovery, and psychological growth by facing the crisis and using therapeutic resources. Erikson also points out that crises can also be seen during times of significant historical change. These are significant changes in social, political, or cultural norms, structures, and beliefs. During such times, people must deal with crises while looking for new perspectives on and solutions to historical changes. Erikson also claims that the phrase "identity crisis" has developed a ritualized usage. This means that the word is now widely used without considering its wider meaning. The phrase may be used informally to represent a variety of individual or societal issues relating to identity.

In accordance with the research questions, this paper will use the Psychosocial Development theory written by Erik Erikson because it provides a framework to understand and explain how an individual goes through a series of psychosocial

stages, each presenting a different developmental task or challenge in identity development. The theory focuses on the important value of how a person's interactions with the social environment and internal psychological processes interact. According to Erikson, there are eight stages of identity development from infancy to late adulthood. Each stage represents the conflicts that individual experiences and how they resolve them to develop themselves. This theory can be used to see how the characters experience identity crises and how they form and develop their self-identity by applying each stage of psychosocial development to find the answers. Of the eight stages, a total of five stages will be used in the analysis. The five stages are explained as follows:

1.6.1.1 Stage 1: Trust vs Mistrust

According to Erik Erikson's psychosocial development theory, trust versus mistrust, which happens in infancy, is the first stage of human development. This stage is critical for future psychosocial development since it forms an individual's understanding of self and how they interact with the outside environment. Infants learn to establish a sense of confidence in their caretakers and the outside environment during the trust versus mistrust stage.

> "We must try to "reach" them with the specific intent of convincing
>
> them that they can trust us to trust them and that they can trust
>
> themselves" (Erikson, 1968:97)

The passage above implies that to earn the trust of others, we must first earn their trust. It indicates that we need to assure infants of our confidence in them and our willingness to receive their trust in return. By regularly fulfilling the infant's needs and offering a safe and nurturing environment, caregivers need to show their trustworthiness so that the infant trusts them by doing this. Infants feel trusted and secure when their needs are consistently satisfied with kindness and responsiveness.

1.6.1.2 Stage 2: Autonomy vs Shame and Doubt

According to Erik Erikson's psychosocial development theory, an important stage of early childhood that takes place between the ages of one and three years is the stage of autonomy versus shame and doubt.

> "This stage, therefore, becomes decisive for the ratio between loving goodwill and hateful self-insistence, between co-opera-tion and willfulness, and between self-expression and compulsive self-restraint or meek compliance. A sense of self-control with--out loss of self-esteem is the ontogenetic source of a sense of *free will*." (Erikson, 1968:109)

The passage above implies that in this stage, the discovery of personal boundaries and the growth of an independent and self-reliant mindset are prioritized. During this stage, which acts as a crucial turning point, children start their journeys of

self-discovery and boundary exploration. It is a time when gaining autonomy and self-reliance takes on the greatest importance.

1.6.1.3 Stage 3: Initiative vs Guilt

The stage of initiative versus guilt is a critical one that happens also in early childhood, often between the ages of three and six years, according to Erik Erikson's psychosocial development theory. This stage emphasizes finding one's purpose in life, discovering one's skills, and finding a balance between initiative and guilt.

> "Being firmly convinced that he is a person on his own, the child must now find out what kind of a person he may become." (Erikson, 1968:115)

The quotation shows that children are developing self-awareness of their personal lives as well as their innate curiosity about their possibilities and future selves. It suggests that now that they have a feeling of individual choice, kids must figure out what makes them special: their talents, skills, and desires.

1.6.1.4 Stage 4: Industry vs Inferiority

The psychosocial development theory of Erik Erikson states that this period takes place in middle childhood, often between the ages of six and twelve. It is identified by the child's growing interest in ability, competence, and the development of a desire to be independent. The ability of children to manage the needs of their

surroundings, gain skills, and feel a feeling of competence are the main concerns of the industry versus inferiority stage. It highlights the significance of providing children with a safe and encouraging environment to help them develop self-confidence, deal with obstacles, and develop a positive self-concept. Children begin to participate more actively in social interactions and schoolwork during this period. They work hard to complete assignments, learn new skills, and get praise for their achievements. Success in these activities develops a sense of industry in the growth of competence, productivity, and self-belief.

> "The danger at this stage is the development of estrange-ment from himself and from his tasks-the well-known *sense of inferiority*."
> (Erikson, 1968:124)

The passage above implies that children may grow to feel inferior if they continually struggle in their efforts, receive harsh criticism, or experience multiple failures. This may appear as a loss of confidence, a lessened sense of one's talents, or a sense of inferiority to one's friends.

1.6.1.5 Stage 5: Identity vs Identity Confusion

This stage in Erik Erikson's psychosocial development theory happens during adolescence, when people make the transition from childhood to adolescence. Individuals work to build a unique and distinct sense of who they are throughout this

stage, which involves having a solid grasp of their identities, beliefs, values, and objectives.

> "If the second stage established the necessity of being defined by what one can will freely, then the adolescent now looks for an opportunity to decide with free assent on one of the available or unavoidable avenues of duty and service, and at the same time is mortally afraid of being forced into activities in which he would feel exposed to ridicule or self-doubt." (Erikson, 1968:128)

The passage above emphasizes the adolescent's quest for a chance to show their judgment when it comes to their society's responsibilities. Adolescents work on developing their identities throughout this period, which involves figuring out their values, ambitions, and social roles. Adolescents, in Erikson's opinion, seek to act freely and willingly choose one of the possible pathways or responsibilities. They want to make decisions that are consistent with their own goals and sense of purpose. Adolescents want the freedom to choose their path, which is why the passage highlights the value of free assent. The paragraph acknowledges that fear and anxiety are common among adolescents. They could fear being pressured or bullied into actions that might bring them criticism or insecurity. This anxiety results from their vulnerability at this time when they are still forging their identity and could be sensitive to criticism and comments from others.

Although each stage of psychosocial development happens throughout each stage of life, it can be used to find how the characters experience identity crises and how they form and develop their self-identity by searching the characters' sentences in the novel *The Heroes of Olympus: The Lost Hero* and applying the right stage of the theory in accordance to the sentences.

1.7 Method of Research

The research employed the approach of library research. The information is gathered from data sources in the form of written materials pertinent to the investigation. Secondary sources of data would be used to supplement and deepen the research, with *The Heroes of Olympus: The Lost Hero* serving as the primary source of data.

1.7.1 Method of Collecting Data

The primary source of data is passages from *The Heroes of Olympus: The Lost Hero*, a literary work that deals with self-identity. All the written materials from the novel that is in correlation with the research object which is the characters' process of forming and developing their self-identity after losing their identity at the beginning of the novel will be the primary source of data. The information was gathered by reading the text multiple times and taking notes on the passages that can be used as evidence for each stage of psychosocial development theory.

Secondary data is gathered from other books, journals, papers, and online sources that provide information on the research questions, object, and scope. As a result, psychosocial development theory would be included in the data. Books that give the theoretical context for the study, such as *Identity: Youth and Crisis* (Erikson, 1968) and others are among the secondary data sources.

1.7.2 Method of Analyzing Data

The study's analytical process is split into two parts. The first step is to analyze how the characters experience identity crises and how they form and develop their self-identity using psychosocial development theory. The second phase is to conclude the prior study to establish conclusions to the answers to the research questions.

1.8 Presentation

This undergraduate thesis paper will be divided into five chapters which are Chapter I: Introduction, which will establish the paper's context and foundation by giving background information on *The Heroes of Olympus: The Lost Hero*, the characters in it, and the problem of identity crises. Chapter II: Lost in the Labyrinth of Identity: Undergoing Identity Crisis in *The Lost Hero*, will explain the analysis of how the characters experience identity crises. Chapter III: Journeys of Identity Formation and Development: Unveiling the Heroes' Identity in *The Lost Hero,* will

explain the analysis of the characters' process in forming their self-identity and how

they finally develop it. Chapter IV: Conclusion, will give a conclusion to the answers

to the research questions.