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**ANALYSIS LITERARY: ARCHETYPES FOUND IN THE BOOK**  
**THE NOTEBOOK BY NICHOLAS SPARKS**

**Thesis Submitted to Obtain the Bachelor in English**

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## **Abstract**

The research deals with a Literary Analysis: Archetypes found in the book *The Notebook* by Nicholas Sparks. Its emphasis was to analyze the different types of archetypes found throughout the book. The research was carried out through the mythological approach in the field of archetypes as it does not only focus on mythology. Thanks to this approach it was possible to find the conclusions to the research objectives. By analyzing the book, it was possible to reach the conclusion that archetypes were a fundamental part to understand that love can overcome obstacles no matter how many years go by.

## **Resumen**

La investigación trata de Analysis Literary: Archetypes found in the book The Notebook by Nicholas Sparks. El énfasis era analizar los diferentes tipos de arquetipos que se encuentran a lo largo del libro. La investigación se llevó a cabo con el enfoque mitológico en el ámbito de los arquetipos, ya que no solo se enfoca en la mitología. Gracias a este enfoque fue es posible encontrar las conclusiones a los objetivos de la investigación. Al analizar el libro se llegó a la conclusión de que los arquetipos son parte fundamental para así entender que el amor puede superar obstáculos sin importar que los años pasen.

## Table of Contents

Chapter I .....	15
Introductory Framework .....	15
1.1 Problem Statement .....	15
1.2 Objectives of the Investigation .....	16
1.2.1 General Objective .....	16
1.2.2 Specific Objectives .....	16
1.3 Justification of the Study .....	16
1.4 Antecedents .....	17
1.5 Scope .....	21
Chapter II .....	23
Theoretical Framework .....	23
2.1 Literary Theories and Approaches .....	23
2.1.1 Definition of Literature .....	23
2.1.2 Definition of Theory .....	23
2.1.3 Definition of Literary Theory .....	24
2.1.4 Theories of Archetypal Approach .....	24
2.1.5 Approach of the Investigation .....	25
2.1.5.1 Types of Archetypes .....	27
2.1.5.2 Importance of Archetypes in Literature .....	28
2.1.5.3 How to find archetypes in literature? .....	30
2.2 Themes, Symbols, Motifs .....	31
2.2.1 Themes .....	31
2.2.1.2 Examples of Themes in Literature .....	33
2.2.2 Symbols .....	35
2.2.2.1 Importance of Symbols in Literature .....	35
2.2.2.2 Examples of Symbols in Literature .....	36
2.2.2.3 Examples of Symbols in Literature .....	38
2.2.3 Motifs .....	38
2.2.3.1 Examples of Motifs in Literature .....	39
2.3 Biography of Nicholas Sparks .....	39

2.4 Plot of The Notebook by Nicholas Sparks .....	41
Chapter III .....	44
Methodological Framework .....	44
3.1 Research Approach .....	44
3.1.2 Importance of the research approach .....	44
3.1.1 Qualitative Research .....	44
3.1.1.2 Importance of qualitative research .....	45
3.1.1.4 Reasons for qualitative research .....	46
3.2 Research Design .....	47
3.2.1 Descriptive design .....	48
3.3 Information Sources .....	48
3.3.1 Primary Sources .....	48
3.3.2 Secondary Sources .....	49
3.3.3 Tertiary Sources .....	49
3.4 Analysis Categories .....	49
3.4.1 Mythological approach .....	49
3.4.2 Archetypes .....	50
3.4.3 Themes .....	50
3.4.4 Love as an Archetype .....	50
3.5 Data Collection Instruments .....	51
3.5.1 Love as the main theme in the book .....	51
3.5.2 Common archetypes .....	52
3.5.3 Themes, Symbols, and Motifs .....	52
3.6 Collection data process and data analysis .....	54
Chapter IV .....	55
Data Analysis .....	55
4.1 Approaches to the Investigation .....	55
4.2 Theories vs Literary Work .....	56
4.2.1 Love as a main theme in the book .....	57
4.2.2 Archetypes found in the book .....	58

<b>4.3 Themes, Motifs, and Symbols</b> .....	<b>63</b>
<b>4.3.1 Themes</b> .....	<b>63</b>
<b>4.3.2 Symbols</b> .....	<b>68</b>
<b>4.3.3 Motifs</b> .....	<b>72</b>
<b>Chapter V</b> .....	<b>77</b>
<b>Conclusions and Recommendations</b> .....	<b>77</b>
<b>5.1 Purpose of the Conclusion</b> .....	<b>77</b>
<b>5.2 Conclusions</b> .....	<b>77</b>
<b>5.2.1 To analyze the main archetypes found in The Notebook</b> .....	<b>78</b>
<b>5.2.2 To determine the reason why love is the main theme found in the book</b> .....	<b>79</b>
<b>5.2.3 To identify the most common archetypes found in the book</b> .....	<b>80</b>
<b>5.2.4 To evaluate the use of the archetypes found in the book</b> .....	<b>80</b>
<b>5.3 Restatement of the Research Question</b> .....	<b>81</b>
<b>5.4 Recommendations</b> .....	<b>81</b>
<b>References</b> .....	<b>83</b>

## Table of Tables

<b>Table 1 shows love as the main theme in the book. Source: Researcher's Creation .....</b>	<b>52</b>
<b>Table 2 explains the most common archetypes found in the book.....</b>	<b>52</b>
<b>Table 3 themes found in the book. Source: Researcher's Creation.....</b>	<b>53</b>
<b>Table 4 symbols found in the book. Source: Researcher's Creation .....</b>	<b>53</b>
<b>Table 5 motifs found in the book. Source: Researcher's Creation .....</b>	<b>53</b>
<b>Table 6 represents the quotes from the book in which love is the main theme. Source: Researcher's Creation.....</b>	<b>58</b>
<b>Table 7 illustrates the most common Archetypes found in the book—source: Researcher's own creation.....</b>	<b>62</b>
<b>Table 8 shows the most common themes found in the book—source: Researcher's own creation....</b>	<b>68</b>
<b>Table 9 illustrates the most common symbols found in the book—source: Researcher's own creation.....</b>	<b>72</b>
<b>Table 10 shows the most common motifs in the book—source: Researcher's creation.....</b>	<b>76</b>

# Chapter I

## Introductory Framework

Myths are fundamental. The dramatic representation of our deepest instinctual life, of the primary awareness of men in the universe, capable of many configurations, upon which all opinions and attitudes depend (Guerin, 2005). Myth is to be defined as a complex of stories-some, no doubt fact, and some fantasy-which, for various reasons, human beings regard as demonstrations of the inner meaning of the universe and human life. Myths are, by nature, collective and communal; they bind a tribe or a nation together in common psychological and spiritual activities. The Mythological approach emphasizes "the recurrent universal patterns underlying most literary works." One key concept in mythological criticism is the archetype, "a symbol, character, situation, or image that evokes a deep universal response," according to the literary criticism of Swiss psychologist Carl Jung.

According to Jung, all individuals share a "collective unconscious," a set of primal memories common to the human race, existing below each person's conscious mind," often deriving from primordial phenomena such as the sun, moon, fire, night, and blood, archetypes according to Jung "trigger the collective unconscious." Cultural and psychological myths shape the meaning of a text. Archetypal images and story patterns encourage readers to participate ritualistically in basic beliefs, fears, and anxieties of their age. These archetypal features not only constitute the intelligibility of the text but also tap into the level of desires and anxieties of humankind.

### 1.1 Problem Statement

Archetypes are an important device used in literature. The archetype experience helps the readers see parts of themselves that they had not considered before. Common

archetypes bring an aspect of realism to literature or other media that helps the story jump off the page and into readers' hearts. Through archetypes, society becomes more aware of its positive and negative aspects. Finding archetypes in *The Notebook* can enrich the reading experience by uncovering universal themes, providing insights into character development, revealing symbolic significance, and offering cultural and historical context. The archetypes allow the reader to connect with the story deeper and explore the implications of the complete narrative. Therefore, the investigation question of the present paper is What are some of the archetypes found in the novel *The Notebook* by Nicholas Sparks?

## **1.2 Objectives of the Investigation**

An objective refers to a specific goal or purpose the researcher aims to achieve through their study. Objectives are crucial in shaping the research design, methodology, data collection, and analysis. By defining objectives, researchers can effectively plan, execute, and evaluate their research, thereby increasing the validity and impact of their findings.

### **1.2.1 General Objective**

To analyze the main archetypes found in *The Notebook*.

### **1.2.2 Specific Objectives**

- To determine the reason why love is the main theme found in the book.
- To identify the most common archetypes found in the book.
- To evaluate the use of the archetypes found in the book.

## **1.3 Justification of the Study**

The researcher's main purpose is to deeply read the book and analyze the archetypes found in the novel. With the help of the archetypes, readers can identify themselves with the characters and understand their journeys, struggles, and transformations. Archetypes allow readers to explore symbolic layers and extract deeper meanings from the text. In addition, archetypes allow us to extract deeper symbolic meanings. Archetypes provide a structural framework and tap into universal human experiences, making the narrative more engaging and relatable. They also offer cultural and historical resonance, enhancing the reader's understanding of the story's context.

#### **1.4 Antecedents**

##### **1.4.1 Yuli Andria. (2015). DEVOTION IN NICHOLAS SPARKS' THE NOTEBOOK (1996): AN INDIVIDUAL PSYCHOLOGICAL APPROACH**

The researcher tries to analyze the major character's personalities. She used library research. The purpose was to analyze the novel using an individual psychological approach. The type of data and data sources that she used is divided in two. First, the primary data source is obtained from all the novel's words, phrases, and sentences. The secondary data source is the supporting data that she took from literary books, criticism, essays, articles, journals, and internet information related to the novel.

She carried out a descriptive analysis. The researcher described the structural elements of the novel using the individual psychology theory by Alfred Adler. She analyzed that the words that he chose were different from other authors. Nicholas Sparks used many literary words in his novel. He told the story in simple figurative language to make the reader understand easily. In figurative language, we can find a variety of symbols and metaphors. Each part of the novel supports the main idea or theme; it is the story's basic idea, which the author portrays through conflicts of characters with other characters or with life events.

She says that in *The Notebook* novel, the theme is "only true love conquers all." If something is meant to be, it will happen. No matter how many obstacles Noah and Allie face, their love always brings them together again. Based on the analysis, she concluded that individual psychological aspects greatly affect the major character. Noah shows his devotion and hard effort to get his love. He loves her and never gives up getting his love, Allie. Noah has two fictional finalists: The first one is that he wants to have Allie and make her happy with him,

#### **1.4.2 Pande Made, Dewa Komangs and Putu Adi. (2020). AN ANALYSIS OF LIBERAL FEMINISM IN THE NOTEBOOK NOVEL (1996) BY NICHOLAS SPARKS**

The data collected by this researcher was obtained from the novel *The Notebook* by Nicholas Sparks. The research focuses on the liberal feminism traits extracted from the novel. Liberal feminism is a kind of feminism that focuses on liberal feminism traits to achieve gender equality between men and women. Eleven liberal feminist traits occur in *The Notebook*. Some of the liberal feminist traits are listed as follows. First, Allison and Noah are described as forceful characters. Allison also shows the trait of force when she forces her will to Noah on going to canoeing to the lake. Allison was forceful. Noah insisted that she go with him, although the weather was bad. Noah also showed force when he broke the hospital rule to see Allison.

Second, the trait of strength was represented by Allison through Noah's perception of her and her mother's behavior. Allison has been through many obstacles. Allison was insecure in facing her problem, but she was, however. She faced her problems bravely. Allison became stronger as she passed many difficulties in her life. A mother has a significant influence on her daughter. Third, Allison showed devotion when she knew she had Alzheimer's disease. She was more worried about Noah's feelings than her disease. She still loved Noah, although she did not remember him. Noah also showed liberal

feminist devotion. Noah, as the male main character in the novel, has the trait of devotion. He always read the notebook to Allison.

Fourth, Allison showed firmness when she explained to Lon that she would stay with Noah. Lon tried his best to change Allison's decision, but he could not because Allison had already chosen what was best for her life. Allison chose Noah. It showed Allison's firmness that she never doubts Noah's feelings for her. Therefore, she did not change her decision even though Lon tried many times to win her heart. Their research identified eleven traits of Allison Nelson and Noah Calhoun as liberal feminists: appreciation, force, strength, devotion, firmness, sensitivity, confidence, patience, carefree, responsibility, and independence.

#### **1.4.3 Rusni Podungge, Irmawaty Umar, and Irmawati Dauhi (2022), INDIVIDUAL PSYCHOLOGY OF NOAH CALHOUM IN *THE NOTEBOOK* A NOVEL WRITTEN BY NICHOLAS SPARKS (ANALYSIS OF THE MAIN CHARACTER)**

Two data sources are needed to conduct this research. They are primary data sources and secondary data sources. The primary data are obtained from all the novel's words, dialogues, phrases, and sentences. The source of primary data is *The Notebook* novel. The secondary data they used to support data was from library books, criticism, and some articles related to the novel. Secondary data sources are taken from other sources related to the study, such as websites, dictionaries, and some books that support the research. The research uses a psychological approach. This approach is used because this research analyzes the characterization of Noah, such as motive, relationship, human mind, and behavior. To analyze them can only be understood by relating them to the psychological condition of a person.

The procedure of this research is qualitative procedures. Thus, the steps have been used in collecting the data. Reading and note-taking was the first step in reading the novel and being concerned about observing Noah and Allie's character. While reading, identify and mark some sentences and conversations which reflected psychology components—second, categorizing and classifying. In this step, Alfred Adler categorizes the data into six components of psychology design. After the data have been classified, it is analyzed based on six major components of psychology. Alfred Adler's theory about individual psychology is a foundation for analyzing the data. Thus, the analysis results have been provided in the next chapter, and the conclusion and facts were found during the analysis.

According to the findings and analysis, the researchers found in the novel the following.

**Inferiority:** Feeling inferior will appear when a person feels unacceptable. Noah's inferiority shows when he knows that Allie's family does not like him because they think he does not deserve Allie.

**Superiority:** Noah's inferiority shows when he is aware that Allie's family does not like him because they think Noah does not deserve Allie. Noah's desire to be superior is not without reason; he wants to change his life. Allie's family previously rejected him because he is considered incapable of accompanying Allie. The rejection he received made him feel inferior, but the feeling of inferiority made Noah more motivated to get a better life.

**Story of Life:** Noah as a man who never lost hope, decided not to give up on Allie's Lazier; he is never run out of ways; he decided to ignore what the doctor told him. In his way, Noah tried to cure Allie's Alzheimer's by reading a book about their love story. Since

the beginning, Noah has had his style of life, which he believes in faith. This makes Noah's behavior unique; he solves problems in his way.

Fictional finalism: When Noah saw Allie for the first time, he realized that Allie would complete his life. Along the time, he tried to approach them and made her impress him. His love story faced many restrictions, particularly the difference in their social status; Noah kept struggling and never gave up on his love for Allie till the end of his life.

Social interest: Noah, when he was separated from Allie, only interacted with a few people because his life was too busy became hard work to reach his dream. Through that time, he only has some friends who are very close to him, one of whom his friend is Gus, the older man who lives next door to him. By being friends with Gus, Noah proves that he also has a social interest.

Creative self: Noah wants to buy and repair the house to share with Allie. The creative self is the planning goal of a person and the response he makes to the planning. Noah's character in this novel shows that when he has a plan, the plan is not just wishful thinking, but he makes it happen.

After they analyze the whole novel and all the facts dealing with Noah's effort and personality, the researchers conclude that *The Notebook* is the reflection of the human trying to get his desire. The author wants to describe how humans have many ways to make their dreams come true. Noah's character describes that life will not be wonderful without love. Because of love, people can change and do anything. It means that without love, people will feel sad and lovely. However, love also can make people need clarification when one of their wishes of love is not fulfilled.

## **1.5 Scope**

- To explore themes of love, memory, personal growth, and the transformative power of relationships, offering a poignant and thought-provoking exploration of the human condition.
- To identify the most significant archetypes in the book *The Notebook*.

## Chapter II

### Theoretical Framework

#### 2.1 Literary Theories and Approaches

##### 2.1.1 Definition of Literature

Deriving from the Latin littera, "a letter of the alphabet," literature is, first and foremost, humankind's entire body of writing; after that, it is the body of writing belonging to a given language or people; then, it is individual writing pieces, according to Bwalya. L (2006), the term "Literature" is the Latin word literal, which means "Writing" From this background, it is believed that literature is anything that is written.

R.J. Rees (2006) gives two meanings of the term. In a general sense, "anything that is written is literature. From this point of view, time, tables, catalogs, text, books, travel, brochures, advertisements, news, items etc. are literature." In a serious sense, "literature is writing which expresses and communicates feelings and attitudes towards life."

Hancock (2006) believes that "literature is a body of written works: the body of written works of a culture, language, people or a period of time."

##### 2.1.2 Definition of Theory

In the present context, theory means something different but related to practice, something from which practice is derived. Interpretation of a work of literature is a complex process. Certain ideas and methods are at work in each attempt to understand a literary text. The theory is a conscious attempt to substantiate those ideas and methods. Literary

theory deals with the sets of ideas and methods we apply in studying literature (Arnold, 2021).

### **2.1.3 Definition of Literary Theory**

Literary theory is a school of thought that provides readers with the logical means to critique a certain piece of literature's concepts, ideas, and principles (2022). In addition, literary theory is a framework of ideas that guide you in understanding a particular work of literature. Some of the most common theories used for literary criticism are archetypal criticism, feminist criticism, Marxist criticism, reader-response criticism, psychoanalytic criticism, and new historicism. All literary theories are starting points from which we can better understand a piece of literature, learn more about the author's intentions, and improve the quality of said literature for both the author and the critic. One theory is not better than the others; each is a different way of seeking an answer.

### **2.1.4 Theories of Archetypal Approach**

The main characteristic of this theory is that it revolves around identifying the archetypal figures within the texts and argues that these archetypes determine the form and function of the text (Cornsmashers, 2018). The meaning of literature is based on cultural and psychological myths. Archetypal critics believe that what makes great literature is its exemplification of mythic elements in the text that causes ensuring appeal to the rest of the world. They believe that these archetypal figures are part of the core of humanity and human experiences that are universal for all cultures in the world. Archetypal figures give a text universal acceptance because they are based on human experiences and core values.

Frazer and Jung initiated archetypal criticism. Jung's main contribution to archetypal criticism is his theory that archetypes came from the "collective unconscious" of the people. "Collective unconscious" refers to the values and experiences humans share regardless of time and space (Cornsmashers, 2018). These experiences are imbued in every individual and are transmitted and reflected in the literature or arts they create. This unconscious memory includes things such as love, religion, death, birth, and other transcendental concepts.

Moreover, Northrop Frye's greatest contribution to literary criticism, particularly archetypal criticism, is his assumption that "all narratives fall into one of four mythos." Mythos or myths are traditional or recurrent narrative themes or plot structures. Each mythos has six phases, sharing three with the preceding mythos and three with the succeeding mythos. The four mythos are spring: comedy, summer: romance, autumn: tragedy, and winter: irony.

### **2.1.5 Approach of the Investigation**

The mythological approach in literature refers to using myths, legends, and folklore as a source of inspiration, thematic exploration, and narrative structure. It involves incorporating elements from various mythologies, such as Greek, Roman, Norse, Egyptian, or any other cultural tradition, to enrich and deepen the meaning of a literary work.

When employing the mythological approach, writers often draw upon archetypal characters, symbols, motifs, and themes found in myths. These elements tap into the collective unconscious, a concept developed by psychologist Carl Jung, which suggests

that humans share a common reservoir of ancient memories and symbols. By utilizing mythological motifs, authors can connect with readers on a deep, psychological level.

By employing the mythological approach, writers can tap into the rich symbolism, archetypal characters, and profound narratives of ancient myths to enhance their storytelling. This approach allows them to delve into timeless themes, explore the nature of humanity, grapple with moral dilemmas, and illuminate profound truths about our world.

Although often used synonymously with Myth theory and criticism, Archetypal theory and criticism have a distinct history and process (Nasrullah, 2020). The term "archetype" can be traced to Plato (archer, "original"; typos, "form"), but the concept gained currency in twentieth-century literary theory and criticism through the work of the Swiss founder of analytical psychology, C. G. Jung (1875-1961). Archetypal criticism is a product of both cultural anthropology and psychoanalysis, which are academic fields that are far from the concept of archetypal criticism.

Archetype denotes recurrent narrative designs, patterns of action, character types, themes, and images, which are identifiable in a wide variety of works of literature, as well as in myths, dreams, and even social rituals. Such recurrent items result from elemental and universal patterns in the human psyche (Devika, 2016). Based on Jung's psychology, Archetypal criticism searches texts for collective motifs of the human psyche, which are common to different historical periods and languages. Archetypes such as shadow, fire, snake, paradise garden, hell, mother figure, etc., constantly surface in myth and literature as a limited number of basic patterns of psychic images lend themselves to a structural model of explanation.

Archetypal Criticism was given impetus by Maud Bodkin's *Archetypal Patterns in Poetry* (1934) and flourished during the 1950s and 1960s. *The Golden Bough*, written by James G. Frazer, was the first influential text dealing with cultural mythologies, which tries to reveal the common structures of myths in different historical periods and geographical areas.

#### **2.1.5.1 Types of Archetypes**

1. **The Hero:** The Hero archetype represents a brave and noble character who embarks on a quest or journey, overcomes obstacles, and achieves great deeds. Examples include Odysseus from Homer's "The Odyssey" and Harry Potter from J.K. Rowling's series.
2. **The Wise Old Man/Woman:** This archetype is a figure of wisdom and guidance, often portrayed as an elderly individual who imparts knowledge to the protagonist. Examples include Albus Dumbledore from Rowling's Harry Potter series and Obi-Wan Kenobi from "Star Wars."
3. **The Trickster:** The Trickster archetype is mischievous and cunning and often challenges societal norms. This character brings humor and unpredictability to the story. Examples include Loki from Norse mythology, Hermes from Greek mythology, and the Cheshire Cat from Lewis Carroll's "Alice's Adventures in Wonderland."
4. **The Mother:** The Mother archetype embodies nurturing, love, and protection. This character often serves as a source of comfort and support. Examples include Molly Weasley from Rowling's Harry Potter series and Demeter from Greek mythology.
5. **The Shadow:** The Shadow archetype represents the darker, repressed aspects of the human psyche. It can manifest as a villain or antagonist who opposes the

protagonist. Examples include Darth Vader from "Star Wars" and Gollum from Tolkien's "The Lord of the Rings."

6. The Mentor: The Mentor archetype is a wise and experienced figure who guides and trains the protagonist. Examples include Yoda from "Star Wars" and Merlin from Arthurian legends.

### **2.1.5.2 Importance of Archetypes in Literature**

Archetypes in literature are important as they provide a universal language of symbols and themes, offer psychological depth, facilitate character development, contribute to narrative structure, carry symbolic and allegorical meanings, and reflect cultural and historical contexts. They enhance the richness and resonance of literary works, making them enduring and impactful for readers. Archetypes play a crucial role in literature for several reasons. Here are some key points highlighting the importance of archetypes:

1. Universal Themes: Archetypes embody universal symbols and themes that resonate with readers across different cultures and periods. They tap into fundamental aspects of human nature, such as the quest for self-discovery, the battle between good and evil, or the journey toward transformation. By utilizing archetypes, literature can explore and address these timeless themes, making the stories relatable and meaningful to many readers.
2. Psychological Depth and Complexity: Archetypes often represent deep-seated psychological patterns and collective unconsciousness. They offer insights into human behavior, motivations, and conflicts. Through archetypal characters and symbols, literature delves into the complexities of the human psyche, providing readers with a deeper understanding of themselves and others. Archetypes can

evoke powerful emotions and provoke introspection, enhancing the psychological depth of literary works.

3. **Character Development:** Archetypes serve as templates for character development. Authors can create instantly recognizable personalities with established traits and roles by employing archetypal characters. Readers can quickly understand the character's purpose, motivations, and potential transformation. Also, archetypes provide a framework for exploring different facets of a character's journey, allowing authors to develop multi-dimensional and dynamic personalities.
4. **Narrative Structure and Patterns:** Archetypes often follow specific narrative patterns or structures, such as the hero's journey or the initiation process. These narrative frameworks provide a sense of coherence and familiarity to the story, making it easier for readers to engage with the plot. Archetypal patterns also create anticipation and tension as readers recognize and anticipate certain stages or events in the narrative.
5. **Symbolic and Allegorical Meanings:** Archetypes frequently manifest through symbolic elements, such as objects, settings, or events. These symbols carry deeper meanings and can convey complex ideas or cultural references. They enrich the narrative by adding layers of symbolism and allegory, allowing for a deeper exploration of themes and social commentary. Archetypes and associated symbols create a rich tapestry of meaning that invites readers to interpret and engage with the text on multiple levels.
6. **Cultural and Historical Significance:** Archetypes reflect the cultural and historical context in which they emerge. They can represent societal values, beliefs, or fears. Analyzing archetypes in literature allows us to gain insights into the cultural and historical influences shaping the narrative. Archetypes

bridge the gap between individual stories and the broader cultural fabric, highlighting the shared experiences and concerns of a particular time and place.

### **2.1.5.3 How to find archetypes in literature?**

Finding literary archetypes involves identifying recurring patterns or characters that embody universal symbols or themes. Identifying archetypes in literature requires careful analysis and a deep understanding of the story, its characters, and its symbolic elements. It is an ongoing process that can enrich the readers understanding and appreciation of literary works.

1. Understand the concept of archetypes: Archetypes are universal symbols or motifs representing fundamental aspects of human nature. They appear in various forms across different cultures and literary works. Familiarize the reader with common archetypes such as the hero, the mentor, the trickster, the wise old man/woman, the shadow, the femme fatale, and the mother figure, among others.
2. Read widely: Explore a variety of literary works from different genres and periods. This will help the person to develop a broader understanding of archetypes and their manifestations in different contexts.
3. Analyze character traits and roles: Pay attention to the character's roles, actions, motivations, and relationships within the story. Readers can look for patterns or similarities among characters that suggest archetypal representations.
4. Identify symbolic elements: Archetypes can also manifest through symbolic elements such as objects, settings, or events. Readers can look for recurring

symbols and their associated meanings throughout the story. These symbols often represent deeper psychological or cultural themes.

5. Consider the cultural and historical context: Archetypes can be influenced by cultural and historical factors. Analyze how the archetypes in a particular work align with or deviate from traditional interpretations. Understanding the cultural and historical context can provide insights into the author's intentions and the archetypes' significance.
6. Narrative patterns: Archetypes often follow specific narrative patterns or story structures. Consider the hero's journey stages, the initiation process, or the battle between good and evil. Readers can look for common plot elements or motifs that recur across different stories.
7. Literary analysis and criticism: Read scholarly works, literary analysis, and criticism to gain insights from experts who have examined literary archetypes. They can provide in-depth interpretations and expand the understanding of archetypal patterns.
8. Keep an open mind: Archetypes can be flexible and subject to interpretation. Readers may identify different archetypes within the same work based on their perspectives and experiences. Be open to exploring multiple layers of meaning and embracing diverse interpretations.

## **2.2 Themes, Symbols, Motifs**

Throughout the book, many literary devices are used to understand the idea, concepts, and information clearly.

### **2.2.1 Themes**

The theme of a story refers to that story's deeper meaning. All works of literature contend with certain complex ideas; the theme is how a story or poem approaches these ideas. The theme of a story or poem will be explored through elements like characters, plot, settings, conflict, and even word choice and literary devices.

They serve as the underlying messages or central ideas the author wants to convey to the readers. Themes often reflect the human condition, societal issues, philosophical concepts, and universal truths. They provide insight into the deeper meaning and purpose of a literary piece. Some common themes found in literature:

1. Love: Love in its various forms, romantic love, familial love, and platonic love, is a perennial theme explored in literature. It examines the complexities, joys, and challenges associated with human relationships.
2. Friendship: The theme of friendship explores the bonds and connections between individuals, the trust, loyalty, and support they offer each other, and the impact of these relationships on personal growth and happiness.
3. Coming of Age: Focuses on the journey of a protagonist from youth to adulthood, highlighting their experiences, self-discovery, and the challenges faced along the way. It often explores themes of identity, maturation, and the loss of innocence.
4. Death and Mortality: Death is a profound and universal theme in literature. It delves into the concepts of mortality, the fear of death, grief, and the exploration of what it means to be alive.

5. Good versus Evil: This theme explores the eternal struggle between good and evil, often represented by contrasting characters or forces. It delves into questions of morality, ethics, and the nature of human behavior.
6. Power and Corruption: Literature often examines the abuse of power, the consequences of corruption, and the impact on individuals and society. It explores themes of political, social, and moral corruption.
7. Freedom and Oppression: Explores the desire for freedom, the struggle against oppression, and the pursuit of individual and collective liberation. It addresses issues of social inequality, discrimination, and human rights.
8. Nature and the Environment: Literature frequently explores humanity's relationship with the natural world, addressing themes such as the beauty of nature, ecological concerns, and the impact of human activities on the environment.
9. Identity and Self-Discovery: The theme of identity examines the search for self, the exploration of personal identity, and the factors that shape an individual's sense of self. It explores questions of self-acceptance, cultural identity, and the influence of societal expectations.
10. War and Conflict: This theme delves into the effects of war on individuals and society. It explores the psychological, emotional, and physical impacts of conflict and the themes of heroism, sacrifice, and the futility of war.

#### **2.2.1.2 Examples of Themes in Literature**

1. Love:

"The Fault in Our Stars" by John Green: This contemporary novel delves into the theme of love in the face of illness as two teenagers, Hazel, and Gus, form a deep and meaningful connection despite their circumstances.

"Romeo and Juliet" by William Shakespeare: The tragic love story of Romeo and Juliet, two young lovers from feuding families who defy societal expectations and ultimately make the ultimate sacrifice for their love.

## 2. Freedom and Oppression:

"The Hunger Games" by Suzanne Collins: The dystopian trilogy explores the theme of oppression by depicting a society where citizens are subjected to an oppressive regime that controls every aspect of their lives. The protagonist fights for freedom and the overthrow of the oppressive system.

"Beloved" by Toni Morrison: This novel delves into the lasting effects of slavery and the oppression faced by African Americans. It examines themes of freedom, memory, and the pursuit of identity and self-acceptance.

## 3. Nature and Environment:

"Walden" by Henry David Thoreau: Thoreau's classic work reflects his experience living in solitude in the woods near Walden Pond. It explores the author's deep connection to nature, the importance of simplicity, and the transcendent power of the natural world.

"The Wind in the Willows" by Kenneth Grahame: The story is set in the English countryside and captures the beauty and charm of nature, depicting the animals' love for their natural habitat.

#### 4. War and Conflict:

"The Iliad" by Homer: One of the earliest works of Western literature. It explores themes of honor, glory, and the devastating consequences of conflict, highlighting the human cost of war and the destructive power of pride.

"Catch-22" by Joseph Heller examines the paradoxical situations and bureaucratic insanity that soldiers face, often emphasizing the dark humor that arises in wartime.

### **2.2.2 Symbols**

In literature, a symbol is a thing that stands for or represents something else. Often these symbols stand for something abstract, like a force of nature, a condition of the world, or an idea. Authors use them to convey deeper meanings and enhance the themes and messages of a literary work. Symbols can evoke emotions, create vivid imagery, and add layers of complexity to a story.

#### **2.2.2.1 Importance of Symbols in Literature**

Symbols enrich the literary experience by adding depth, emotional resonance, and layers of meaning. They encourage readers to think critically, engage with the text, and explore its themes and ideas more profoundly. Many works of literature include using some form of symbolism to create an impact. Typically, it has done by adding another meaning to something, like an action, name, or object.

Symbolism works by substituting one distinct image for another concept. It works by showing rather than telling. At the literal level, the reader interprets this as dark clouds, rain, and thunder. At the figurative level, they interpret it as a symbol of the general turmoil

affecting the character's fortunes. Authors like to use symbolism for many reasons. Here are some reasons that illustrate symbolism's importance in literature:

1. It acts as a visual aid for readers to understand complex ideas or concepts better.
2. It helps readers follow a book's central theme more easily.
3. It allows writers to write their ideas more creatively and artfully.
4. It allows readers to think about and interpret the author's words independently.
5. It adds emotional weight to a work of literature.
6. It helps address a potentially controversial theme discreetly rather than approaching it openly.

#### **2.2.2.2 Examples of Symbols in Literature**

In literature, symbols can take various forms and serve different purposes. It is important to note that the interpretation of symbols can vary depending on the context and the author's intentions. Symbols can be open to multiple interpretations, allowing readers to derive meanings based on their understanding and personal experiences.

1. **Metaphor:** Refers to one thing by directly mentioning another. It compares two dissimilar things while showing that they have something in common.  
Therefore, while a metaphor can provide clarity, it can also show the similarities between two things or ideas despite their obvious dissimilarities.
2. **Simile:** Rather than implying a comparison like a metaphor, a simile explicitly denotes a comparison between two things. Similes often use the word "like" or "as." The two things you compare with a simile are dissimilar. Unlike metaphors, similes are much more direct comparisons.

3. **Allegory:** Refers to a narrative wherein a character, event, or place delivers a larger message about a real-world concern or occurrence. Most characters and plot developments are symbols for something else or in which the story symbolizes a larger phenomenon in the real world or society. An allegory is an extended use of a metaphor and symbolism in general.
4. **Archetype:** An archetype refers to a story element, such as an idea or character type, that reoccurs in stories and symbolizes something universal. In the literary world, archetypes refer to characters, images, or themes symbolically embody a universal meaning or human experience.
5. **Personification:** Applies human attributes to something that is not alive or human. Personification gives human form and sensibilities to objects such as a chair, nature, a book, or an abstract concept like love or hate. Writers use personification to help their readers better relate to non-human things or objects.
6. **Hyperbole:** It uses exaggeration to make a specific point or to add emphasis, whether for a comedic or serious purpose. Like the opposite of an understatement, hyperbole is often extravagant and ridiculous.
7. **Metonymy:** Substitutes a word with a close association to an entity for the name of the entity itself. Writers use metonymy to address something more poetically or uniquely. Metonymy also helps them give a more complex meaning to an otherwise general or ordinary word.
8. **Irony:** Refers to a figure of speech wherein the intended meaning opposes the literal meaning of the words expressed. There are various types of irony, including dramatic and verbal irony. Irony helps engage readers and adds another layer to a fictional tale.

### 2.2.2.3 Examples of Symbols in Literature

The examples highlight how symbols can add layers of meaning, enhance themes, and evoke powerful emotions within a literary work.

1. Fitzgerald's use of green throughout *The Great Gatsby* illustrates wealth and money as a lifeblood among his characters.
2. The Church of the Light in Ibaraki-Shi, Japan, has a cross shape cut out of the wall, allowing light to symbolize attendees' faith.
3. The White Whale in Herman Melville's "*Moby-Dick*": The white whale, Moby Dick, symbolizes the unknowable, the mysterious, and man's obsession with power and revenge.
4. Water symbolizes life in Virginia Woolf's essay "*The Waves*."
5. The Raven in Edgar Allan Poe's "*The Raven*": The raven symbolizes death, grief, and the narrator's descent into madness. It serves as a haunting and foreboding presence throughout the poem.

### 2.2.3 Motifs

A motif is a recurring narrative element with symbolic significance. They must be related to the work's central idea, and they always end up reinforcing the author's overall message. In literature, a motif refers to a recurring element, image, symbol, theme, or idea used throughout a work or across multiple works by the same author. Motifs contribute to a literary piece's overall meaning, structure, and development by emphasizing certain concepts or ideas. Motifs, like symbols, contribute to literary works' richness, depth, and complexity, enhancing the overall reading experience and encouraging deeper analysis and interpretation.

Motifs allow the writer to weave their thematic ideas into the plot, giving the book another layer of meaning beyond what is on the page. This can make the text more satisfying for those who pick up on the motifs. At its core, creative writing is about communicating our ideas through stories, and a motif can be a simple and accessible way to express something that might be difficult for us to do in regular conversation.

### **2.2.3.1 Examples of Motifs in Literature**

1. Motif of Madness in Shakespeare's "Hamlet": The motif of madness appears throughout the play, with multiple characters displaying signs of madness or feigning madness. It explores the theme of appearance versus reality and raises questions about the nature of sanity.
2. Motif of Water in Yann Martel's "Life of Pi": Water motifs, such as oceans, rain, and the lifeboat's journey across the sea, are woven throughout the novel. Water symbolizes life, transformation, and the power of nature, while also reflecting the protagonist's spiritual and emotional journey.
3. Motif of Masks in Oscar Wilde's "The Picture of Dorian Gray": The motif of masks and disguises appears in the novel, highlighting the theme of appearance versus reality. The characters wear metaphorical masks to hide their true selves, emphasizing the dangers of living a life of deception and pretense.
4. A motif in Romeo and Juliet is "light and dark." Throughout the play, Romeo refers to Juliet as a powerful light source.

### **2.3 Biography of Nicholas Sparks**

Nicholas Sparks is an American screenwriter and novelist born on December 31, 1965. Sparks is one of the world's most beloved storytellers. All his books have been New

York Times bestsellers, with over 105 million copies sold worldwide and in more than 50 languages. Sparks wrote one of his best-known stories, *The Notebook*, over six months at age 28.

*The Notebook* was published in 1996, and he followed with the novels *Message in a Bottle* (1998), *A Walk to Remember* (1999), *The Rescue* (2000), *A Bend in the Road* (2001), *Nights in Rodanthe* (2002), *The Guardian* (2003), *The Wedding* (2003), *True Believer* (2005) and its sequel, *At First Sight* (2005), *Dear John* (2006), *The Choice* (2007), *The Lucky One* (2008), *The Last Song* (2009), *Safe Haven* (2010), *The Best of Me* (2011), *The Longest Ride* (2013), *See Me* (2015), *Two by Two* (2016), *Every Breath* (2018), *The Return* (2020), and *The Wish* (2021) as well as the 2004 non-fiction memoir *Three Weeks With My Brother*, co-written with his brother Micah. His twenty-third novel, *Dreamland*, was published on September 20, 2022.

Film adaptations of Nicholas Sparks novels, including *The Choice*, *The Longest Ride*, *The Best of Me*, *Safe Haven* (on all of which he served as a producer), *The Lucky One*, *Message in a Bottle*, *A Walk to Remember*, *The Notebook*, *Nights in Rodanthe*, *Dear John* and *The Last Song*, have had a cumulative worldwide gross of over three-quarters of a billion dollars. *The Notebook* has also been adapted into a musical featuring music and lyrics by Ingrid Michaelson. Sparks live in North Carolina. He contributes to a variety of local charities. He is a major contributor to the Creative Writing Program (MFA) at the University of Notre Dame, providing scholarships, internships, and a fellowship annually.

Sparks wrote his first novel in 1985, which never got published, and another one in 1989, also not published. Sparks experimented with various careers, trying to fit in but did not succeed. After trying his luck in publishing, law school, real estate, and even waiting

tables, he finally co-wrote a novel named 'A Lakota Journey to Happiness and Self-understanding with Billy Mills Wokini.

Although Spark's fiction usually involved love stories, he rejected the suggestion that he was a "romance novelist." His supporters agreed that although romance played a role in his works, Sparks explored more-serious subject matter, such as loneliness, grief, obsession, and loss, and that many of his books featured poignant, less-than-happy endings.

Sparks is a Roman Catholic who devoted much of his time and literary profits to writing programs at Notre Dame and charitable causes, most notably the Nicholas Sparks Foundation, which he and his wife established in 2011.

The Nicholas Sparks Foundation was founded in 2022 to provide scholarships and fund educational programs for disadvantaged youth. The Sparks family, with the foundation and personal gifts, more than \$15 million have been distributed to charities, scholarship programs, and some projects. The family covers all foundation expenses, and 100% of donations are devoted to the programs.

Currently, Nicholas Spark is living with his wife and five children in North Carolina and is a religious man and a firm believer in God.

#### **2.4 Plot of The Notebook by Nicholas Sparks**

The Notebook is a 1996 novel by Nicholas Sparks. The story centers on the relationship between Noah Calhoun and Allie Nelson. Spanning over five decades, their love endures an uncertain beginning, the onset and conclusion of World War II, the death of one child, and Allie's eventual diagnosis of Alzheimer's disease. The titular notebook

frames the novel. The story the reader engages with is the same one that an elderly Noah reads to Allie in the Creekside Assistance Living Facility when they are in their eighties. Allie does not know who Noah is; he only comes to her room daily and reads to her. She must remember who he is and what he has read to her each night. Noah loves and enjoys his time with her but hopes the story will restore her memories and bring her back to him.

The teenage Allie and Noah meet one summer in the 1930s in the small town of New Bern, North Carolina. They fall in love and promise that they will always be together. Nevertheless, at the end of the summer, Allie leaves with her family, and Noah does not hear from her again for fourteen years. He writes to her every month, but his letters have not received a reply. Allie will later learn that Noah wrote to her but that her mother intercepted and hid the letters. Allie's family is part of the southern aristocracy, and her parents do not believe that the lower-class Noah deserves their daughter.

After fourteen years, Allie returns to New Bern to tell Noah that she is engaged to a good, charming, handsome attorney named Lon Hammond. However, she and Lon do not have a passionate relationship. Allie and Noah quickly fall in love again. Allie's mother figures out why her daughter is in New Bern and visits them at Noah's house. She gives Allie the letters she hid and tells her to make the best decision for her. That is where Noah ends his written account of their story and the novel returns to the present day.

In the final chapter, Noah reveals the circumstances of Allie's diagnosis and summarizes their life together after she leaves Lon and comes to New Bern to be with him. She has since become a famous painter, and they traveled the world and had five children together, with four surviving. Allie remembers who Noah is after he finishes reading and understands that they are the characters in the story from the notebook. Nevertheless, her dementia quickly returns, and she forgets, shouting for help and sending Noah out of her

room. Days later, Noah has a stroke that puts him in the hospital for two weeks, paralyzing his right side. When he returns to Creekside, he visits Allie on their forty-ninth anniversary. She opens her eyes and calls him by name, then kisses him. As the novel ends, Noah says they are going to heaven together simultaneously.

## **Chapter III**

### **Methodological Framework**

The idea of Chapter III is to explain the research method that will be used to (help readers) understand clearly the purpose and content of the book.

#### **3.1 Research Approach**

Research methodology is a way of explaining how a researcher intends to carry out their research. It is a logical, systematic plan to resolve a research problem. Research approaches are the collection of procedures and plans that decide the overall research process. The research approach decides the methods for data collection, analysis, and interpretation (Kirti, 2022).

Research methods are specific procedures for collecting and analyzing data. Developing your research methods is an integral part of your research design. When planning your methods, there are two key decisions you will make.

##### **3.1.2 Importance of the research approach**

The research approach provides a roadmap for the study, outlining the steps, methods, and techniques employed. It helps researchers organize their efforts, ensuring they follow a systematic and structured approach to gathering and analyzing data. Researchers can enhance the rigor, validity, and relevance of their study. The approach should align with the research objectives, philosophical stance, and the nature of the phenomenon under investigation, ultimately contributing to the overall quality and impact of the research.

##### **3.1.1 Qualitative Research**

Qualitative research is a method to explore and understand the meaning that some individuals or groups think comes from social or human problems (Creswell, 2013). Qualitative research begins in the field based on natural environments, not theory. The data and information obtained from the field are taken for the meaning and concept, presented in descriptive analytics and generally without using numbers because they prioritize the processes in the field.

This type of research includes information about the main phenomenon being explored in a study, research participants, and the location of a study. Qualitative research can also state the research design chosen. Qualitative research involves collecting and analyzing written or spoken words and textual data. It may also focus on body language or visual elements and help to create a detailed description of a researcher's observations (2022).

#### **3.1.1.2 Importance of qualitative research**

Qualitative research is very important in educational research as it addresses the "how" and "why" research questions and enables a deeper understanding of experiences, phenomena, and context. Qualitative research allows you to ask questions that cannot be easily put into numbers to understand human experience (Jennifer, 2017).

Qualitative research plays a crucial role in understanding the complexities of human behavior, social interactions, and the lived experiences of individuals and communities. Qualitative research is important for several reasons. Here are some key points highlighting its significance:

1. Qualitative research methods are flexible and adaptable, allowing researchers to adjust their approach and questions as they gain new insights. It enables them to

explore unexpected findings, probe deeper into specific areas of interest, and generate new hypotheses or theories.

2. Qualitative research is often an exploratory phase for generating hypotheses or research questions. By immersing themselves in the data, researchers can identify patterns, themes, and relationships that can inform future research and guide the development of quantitative studies.
3. Qualitative research contributes to theory development by generating new concepts, models, or frameworks. It helps refine existing theories or challenge established assumptions, advancing knowledge in various disciplines.
4. This type of research helps uncover the context in which behaviors, attitudes, and beliefs occur. It considers the social, cultural, and historical factors that influence individuals or communities, shedding light on the broader picture and helping to interpret quantitative data within a meaningful context.

### **3.1.1.3 Characteristics of the qualitative research**

1. Natural environment: Qualitative researchers collect field data at the locations where participants experience the problem or issue to be studied.
2. Researcher as a key instrument: Qualitative researchers generally collect their research data through participant observation, documentation, or direct interviews with participants. These researchers generally do not use instruments or questionnaires made by other researchers because they are the only key to the study.
3. Multiple sources of data: Qualitative researchers generally choose to collect the required data from various sources, such as interviews, documentation, and observations, rather than relying only on one data source.

4. Inductive data analysis: Qualitative researchers build categories, patterns, and themes from the ground up (inductive) or separate data into a complete conclusion.
5. The meaning of the participants: In the research process, the researcher must focus on studying the meaning obtained from the participants about the issue or research problem, not the meaning conveyed by other authors or researchers in certain literature.
6. Theoretical perspective: Qualitative researchers often use certain perspectives in conducting research, such as ethnography, cultural concepts, gender differences, race, and others.
7. Interpretive: Qualitative researchers interpret what they see, hear, and understand. Usually, there are differences in interpretation between researchers, readers, and participants, so qualitative research offers different views on a content or problem.

#### **3.1.1.4 Reasons for qualitative research**

The analysis of archetypes in *The Notebook* aligns with the principles and methodologies of qualitative research. It aims to explore and interpret the subjective meanings and patterns found in the text, providing a deeper understanding of the literary work and its underlying archetypal themes.

The research examines the narrative structure, character development, and symbolic motifs to identify archetypal elements and their contributions to the story. Qualitative research involves a detailed exploration of the data. In the case of *The Notebook*, the researcher would closely examine the text, paying attention to specific archetypal motifs, character roles, and narrative patterns to uncover their symbolic significance and thematic implications.

### **3.2 Research Design**

Team Leverage Edu (2022) stated that a research design is the collection of data that includes critical information by considering research methodologies. In other words, it is a compilation of information or data explored by setting a hypothesis and consequently coming up with substantive findings in an organized way. Research can be done on an academic as well as on a scientific basis.

### **3.2.1 Descriptive design**

The descriptive research design involves observing and collecting data on a given topic without attempting to infer cause-and-effect relationships. Descriptive research aims to provide a comprehensive and accurate picture of the population or phenomenon being studied and to describe the relationships, patterns, and trends within the data (Shrutika, 2023).

### **3.3 Information Sources**

Information sources are ways by which information can be obtained to support research work. Lisbdnetwork (2022) states that an Information Source is a source of information for somebody, anything that might inform a person about something provides knowledge to somebody. Information sources may be observations, people's speeches, documents, pictures, organizations, etc.

#### **3.3.1 Primary Sources**

The primary sources of information are the first original research of a new interpretation of an old theme or idea. There are original documents representing unfiltered original ideas. The primary source is also to describe source material that is closest to the person, information, period, or idea being studied. It also serves as a source of information. "Primary and secondary are relative terms, with sources judged primary or

secondary according to specific historical contexts and what is being studied" (Kragh, 1989).

### **3.3.2 Secondary Sources**

The secondary sources, the original information is casually modified or reorganized to serve a definite purpose. Secondary sources are more easily and widely available than primary sources. Often combine different reference materials to point out connections and patterns. Some types of secondary sources are bibliography, dictionary, critical tables, and reviews.

### **3.3.3 Tertiary Sources**

In the tertiary sources, materials from the secondary source are reformatted and condensed to make them easier to read. The principal function of this source is to aid the searcher of information in the use of primary and secondary sources.

## **3.4 Analysis Categories**

Analysis categories refer to the domains that can be applied to various subjects, problems, or data sets. The categories help organize and structure the analysis process, allowing for a systematic and comprehensive topic examination. Analysis categories provide a framework for conducting structured and meaningful analysis, allowing for a deeper understanding of the subject matter and facilitating decision-making processes. Additional analysis categories may exist to address specific requirements or objectives depending on the specific field or context.

### **3.4.1 Mythological approach**

The mythological approach combines anthropology, psychology, history, and comparative religion. It explores how the imagination uses myths and symbols in different

cultures (Krishen, 2012). A central concept in mythological criticism is an archetype that analyzes symbols and characters to find a deeper meaning.

### **3.4.2 Archetypes**

Archetypes are settings, characters, images, or story patterns that repeat across various cultures and are universally understood. Archetypes are an important device used in literature. When literature includes various archetypes, it allows for a universal understanding of the story and for people of various cultures to relate to the archetypal figures of the author. They also allow for a strong emotional response from the readers due to society's deep subconscious connection with these symbols.

Archetypes are universal, inborn models of people, behaviors, and personalities that play a role in influencing human behavior. Swiss psychiatrist Carl Jung's theory suggested that these archetypes were archaic forms of innate human knowledge passed down from our ancestors (Kendra, 2023).

### **3.4.3 Themes**

A theme is a central, unifying idea. It is the bigger issue that emerges as the characters pursue their goals. It has less to do with whether they will win the race, get the date, or find the treasure and more with the deeper questions and conflicts about identity, philosophy, or morality that arise during their attempts (Jefferson, 2023). Themes are not limited to stories. Every kind of creative writing deals with themes: poems, plays, movies and television, and creative nonfiction. Any creative work has a theme, even when that theme is "no apparent theme."

### **3.4.4 Love as an Archetype**

Love as an archetype is often associated with positive qualities such as empathy, selflessness, and nurturing. It encompasses different forms of love, including romantic, familial, and platonic love. The archetype of love often appears in mythology, literature, and art, where it is depicted through stories of epic romances, selfless sacrifices, and the pursuit of harmony and unity. The lover seeks passion regardless of where that focus lies. They are the character that brings emotion and feeling to your stories. They are all about creating relationships and evoking devotion in the audience (Nisha, 2022).

### 3.5 Data Collection Instruments

Data collection is the process of gathering, measuring, and analyzing accurate data from various relevant sources to find answers to research problems, answer questions, evaluate outcomes, and forecast trends and probabilities. Accurate data collection is necessary to make informed business decisions, ensure quality assurance, and keep research integrity (Simplilearn, 2023). Data collection instruments are important because they provide a structured framework, ensure validity and reliability, and enable efficient analysis and interpretation. By using well-designed instruments, researchers can collect robust data that supports their research objectives and contributes to advancing knowledge.

#### 3.5.1 Love as the main theme in the book

The table will examine different situations where love stands out in the novel to analyze it. Love in "The Notebook" conveys that true love is worth fighting for. It portrays love as a force that can withstand the test of time and overcome various obstacles.

Topic	Quote	Point of View
Love		

Love		
Love		

*Table 1 shows love as the main theme in the book. Source: Researcher's Creation*

### 3.5.2 Common archetypes

The table will examine different situations where archetypes stand out and analyze the different kinds of archetypes in the novel. Nicholas Sparks creates characters and situations that resonate with readers more deeply. The archetypes tap into universal human experiences and emotions, allowing readers to connect with the characters and themes on a more profound and relatable level. They provide a framework that helps to shape the narrative and amplify its emotional impact, making the story of *The Notebook* more compelling and memorable.

Type	Quote	Point of View
The hero		
The Maiden		
The Rival		
The Trickster		
The Eternal Love		

*Table 2 explains the most common archetypes found in the book*

### 3.5.3 Themes, Symbols, and Motifs

The table will examine different situations where themes, symbols, and motifs are represented throughout the reading of the book with the idea of analyzing them. Themes, symbols, and motifs in "The Notebook" add depth and richness to the narrative, allowing readers to engage with the story on multiple levels. They provide a framework for exploring the novel's central ideas and emotions, creating a more immersive and meaningful reading

experience. These literary devices help to convey complex concepts and evoke powerful emotions, enhancing the overall impact and resonance of the book.

Theme	Quote	Point of View
Love and Romance		
Social class		
Mortality		
Beauty of nature		

*Table 3 themes found in the book. Source: Researcher's Creation*

Symbol	Quote	Point of View
The notebook		
The lake		
Painting		
Noah's house		

*Table 4 symbols found in the book. Source: Researcher's Creation*

Motif	Quote	Point of View
Birds		
Water		
Letters		
Nature		

*Table 5 motifs found in the book. Source: Researcher's Creation*

### **3.6 Collection data process and data analysis**

The first reading of the book was done to understand the story's context. The book was read several times to analyze it and identify the themes and symbols that appeared in each chapter of the book. Tables were created to demonstrate where love is expressed in the book, the most common archetypes found in the book, and important symbols throughout the book.

## **Chapter IV**

### **Data Analysis**

Data analysis is cleaning, transforming, and modeling data to discover useful information for business decision-making. The Data Analysis aims to extract useful information from data and make a decision based on the data analysis (Daniel, 2023). During this chapter, all the information is analyzed to find the best possible conclusion to the investigation related to the objectives mentioned at the beginning of the work. The first step will be to explain the research approaches. This step will mention the literary approaches encountered while reading the book. The second step will be composed of theories vs. literary works. Throughout this step, the approaches related to the initial objectives of the research will be analyzed. Finally, the third step will focus on quotations from the book that will serve as examples to understand better the analysis and the researcher's point of view.

#### **4.1 Approaches to the Investigation**

Critical Approaches are used to analyze, question, interpret, synthesize, and evaluate literary works with a specific mindset or "lenses" of New Criticism. It contends that literature needs little or no connection with the author's intentions, life, or social/historical situation (Dictionary, 2022). Criticism helps to give us a new perspective and opens our eyes to things we may have overlooked or never considered. On the other hand, an approach refers to a particular method, style, or perspective adopted by an author in writing a literary work. It encompasses the writer's choices in terms of narrative structure, point of view, language usage, characterization, thematic exploration, and other literary devices employed to convey their ideas and tell a story. Literary approaches can vary

widely, and authors often combine multiple approaches to create their unique writing style and achieve their desired artistic effect. The chosen approach influences how readers engage with the text and interpret its meaning.

Based on Jung's psychology, Archetypal criticism searches texts for collective motifs of the human psyche, which are common to different historical periods and languages. Archetypes such as shadow, fire, snake, paradise garden, hell, mother figure, etc., constantly surface in myth and literature as a limited number of basic patterns of psychic images lend themselves to a structural model of explanation. Various cultures, religions, myths, and literature have recourse to primordial images or archetypes, which, like a subconscious language, express human fear and hopes. Archetypal Criticism was given impetus by Maud Bodkin's *Archetypal Patterns in Poetry* (1934) and flourished during the 1950s and 1960s. The archetypal approach in literature involves analyzing and interpreting recurring symbols, characters, themes, and patterns that have a universal, cross-cultural significance. Archetypes are deep-rooted, fundamental elements of human experience and storytelling that resonate with readers on a subconscious level. By employing the archetypal approach, literary analysis can delve into storytelling's timeless and deeply resonant aspects, uncovering the underlying structures and meanings that transcend specific cultures, periods, and individual narratives. It enhances our understanding of literature as a reflection of the universal human experience.

#### **4.2 Theories vs Literary Work**

The literary analysis examines a literary work and interprets its elements, such as theme, symbolism, character development, plot structure, and language usage. Literary analysis encourages critical thinking skills by challenging readers to analyze and evaluate literary work. It involves examining the strengths and weaknesses of the text, considering

alternative interpretations, and assessing the overall impact and effectiveness of the writing. The purpose of literary analysis is to deepen our appreciation and understanding of literature as an art form, explore its complexities and nuances, and engage with the author's deeper meanings and messages. It promotes critical thinking, interpretation, and the exploration of the human experience through the lens of literature.

#### 4.2.1 Love as a main theme in the book

The first table includes an analysis of the stages in which love goes through the book. Then, in the second column, quotes from the book in which love is represented can be found. Finally, the third section will focus on the researcher's point of view.

Topic	Quote	Point of View
Love	"There are no monuments dedicated to me and my name will soon be forgotten, but I've loved another with all my heart and soul, and to me, this has always been enough." (p.2)	Noah is aware that he must work efficiently every day to have a long and full life with Allie.
Love	"Noah made breakfast for Allie while she slept in the living room. Bacon, biscuits, and coffee, nothing spectacular. He set the tray beside her as she woke up, and as soon as they had finished eating, they made love again." (p.131)	Love is not only shown with physical affection but there are also many different ways to express it. One of them is to dedicate time to the person with small actions, as Noah does throughout the book.

Love	<p>"I don't care about what my parents think, I love you and always will, she would say. We'll find a way to be together." (p.25)</p>	<p>Allie matures from her parent's overprotection about the social classes and realizes what she really wants for her life.</p>
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*Table 6 represents the quotes from the book in which love is the main theme. Source: Researcher's Creation*

#### 4.2.2 Archetypes found in the book.

Type	Quote	Point of View
The hero	<p>"I know. He finally turned to her, reaching for her hand. "Is there anything I can do to make it easier? She shook her head. No. Not really. I have to do this alone. Besides, I'm not sure what I'm going to say to him yet." (p.140)</p> <p>"It doesn't have to be like this Allie, he said. We're adults now; we have the choice we didn't have</p>	<p>Noah exhibits courage, determination, and self-sacrifice as he works tirelessly to win back Allie's love and ensure her happiness.</p> <p>Noah is portrayed as a strong, courageous individual who faces numerous challenges and obstacles throughout the reading.</p> <p>Noah spends years renovating an old house in the hopes that it will bring them back together. This showcases his selflessness and willingness to do whatever it takes to be with the woman he loves.</p>

	<p>before. We're meant to be together. We always have been.</p> <p>He walked to her side and put his hand on her shoulder. I don't want to live the rest of my life thinking about you and dreaming of what might have been. Stay with me, Allie." (p. 142)</p>	<p>The actions of Noah serve as a beacon of hope and a reminder that true love is worth fighting for.</p>
The Maiden	<p>"I don't know, Allie finally answered. They stood together for another minute, just holding each other.</p> <p>Thanks for coming, Allie said. I love you.</p> <p>I love you too.</p> <p>On her way out of the door, Allie thought that she heard her mother whisper, Follow your heart, but she couldn't be sure." (p.137)</p>	<p>Allie undergoes personal growth and transformation throughout the story.</p> <p>Allie breaks away from societal expectations and discovers her own dreams and aspirations.</p> <p>Allie finds herself torn between the love and stability offered by Noah and the security and predictability of her societal class status.</p>

	<p>"But I also want a happy ending without hurting anyone. And I know that if I stayed, people would be hurt. Especially Lon. I wasn't lying when I told you that I love him. He doesn't make me feel the same way you do, but I care for him, and this wouldn't be fair to him." (p.140)</p>	
The Rival	<p>"Two minutes later he was leaving the courthouse. He walked to the car he had parked directly across the street, got in, and began to drive to New Bern, his hands shaking." (p.130)</p> <p>"This has nothing to do with trust. This has to do with Lon. He called the</p>	<p>Lon Hammond believes he can provide Allie with the life she deserves, free from the struggles that come with Noah's simpler lifestyle.</p> <p>Lon realizes that he can never compete with the intense and passionate love that exists between Allie and Noah.</p> <p>Lon Hammond represents the complex of love, sacrifice, and the struggle to hold onto a relationship when faced with the enduring</p>

	<p>house last night to talk to me about Noah, and he's on his way here right now. He seemed very upset. I thought you'd want to know." (p.134)</p>	<p>connection and passion that have Noah and Allie from the past.</p> <p>Lon recognizes the feeling that Allie has for Noah. He might understand the connection that they have, and that it cannot be replaced, so he may decide to step back and allow Allie to make her own choice for what she wants in her future.</p>
The Trickster	<p>"That was the first time my parents knew I was serious about you, and my mother had a long talk with me later that night. She said to me, I'm sure you think that I don't understand what you're going through, but I do. It's just that sometimes, our future is dictated by what we are, as opposed to what we want." (p.58)</p>	<p>Allie's mother plays a manipulative role, attempting to steer Allie away from Noah and toward a more socially acceptable path.</p> <p>Allie's mother's actions and behavior can be interpreted as manipulative and cunning, especially concerning her disapproval of Allie's relationship with Noah.</p> <p>The mom serves as an obstacle and a source of conflict by actively working to keep Noah and Allie apart.</p>

	<p>“In her mind she was just trying to protect my feeling, and she probably thought the best way to do that was to hide the letters you wrote.” (p.59)</p>	
<p>The Eternal Love</p>	<p>“It was odd, he knew that. He had grown up in New Bern. Spent his first seven teen years here. But when he thought about New Bern, he seemed to remember only the last summer, the summer they were together.” (p.15)</p>	<p>The connection between Noah and Allie transcends time and challenges, symbolizing the power of true and lasting love.</p> <p>Noah and Allie's love is presented as a deep emotional bond that persists over many years. Despite being separated for several years and each moving on with their lives, their connection remains alive within their hearts.</p> <p>The enduring love is a testament to the strength of their feelings and the impact they had on each other's lives.</p>

*Table 7 illustrates the most common Archetypes found in the book—source: Researcher's own creation.*

## 4.3 Themes, Motifs, and Symbols

### 4.3.1 Themes

Themes are essential in literature as they provide depth, meaning, and coherence to a literary work. They serve as the underlying messages or central ideas that the author intends to convey to the readers. Themes allow readers to engage with the text on a deeper level, explore universal truths, and gain insights into the human condition.

Theme	Quote	Point of View
Love and Romance	<p>“Despite the long hours he worked, he was good to her.</p> <p>He was a gentleman, both mature and responsible, and during those terrible periods of the war when she needed someone to hold her, he never once turned her away. She felt secure with him and knew he loved her as well, and that was why she had accepted his proposal.” (p.18)</p>	<p>Represents a passionate and enduring love story between Noah and Allie. It explores the power of love to overcome obstacles and withstand the test of time.</p> <p>The book emphasizes the deep emotional connection and the intensity of feelings that can develop between Noah and Allie.</p> <p>Noah and Allie have a bond that transcends time, societal expectations, and even their physical separation, demonstrating the enduring nature of true love.</p>

	<p>"She remembered sitting beneath the tree on a hot July day with someone who looked at her with a longing that took everything else away. And it had been at the moment that she'd first fallen in love." (p.34)</p>	
Social class	<p>"She understood his vigorous pursuit of success, for her father and most of the men she met in her social circle were the same way. Like them, he'd been raised that way, and in the caste system of the South, family name and accomplishments were often the most important consideration in marriage." (p.18)</p>	<p>Allie's parents try to put an obstacle between Allie and Noah because Noah is from a poor family and is not good enough for their socialite daughter.</p> <p>Allie's parents, particularly her mother, disapprove of her relationship with Noah due to his lower social status.</p> <p>The parents prioritize maintaining their family's reputation and societal expectations, believing that a person's class determines their worthiness as a romantic partner.</p>

“Most of the summer, she had to make excuses to her parents whenever they wanted to see each other. It wasn't that they didn't like him-it was that e was from a different class, too poor, and they would never approve if their daughter became serious with someone like him.”

(p.25)

“He became serious with one, a waitress from the local diner with deep blue eyes and silky black hair. Although they dated for two years and had many good times together, he never came to feel the same way

	about her as he did about Allie.” (p.27)	
Mortality	<p>“There is a sickness rolling through my body; I’m neither strong or healthy, and my days are spent like an old party balloon: listless, spongy, and growing softer over time.” (p.2)</p> <p>“Noah reached for his guitar, remembering his father as he did so, thinking how much he missed him. He strummed once, adjusted the tension on two strings, then stummed again. This time it sounded about right, and he began to play. Soft music, quiet music.” (p.8)</p>	<p>The novel can be explored the bittersweet nature of growing old, the loss of memories, and the profound impact it has on relationships.</p> <p>Noah, recount his love story to an elderly woman, Allie, who is suffering from Alzheimer's disease.</p> <p>Mortality underscores the bittersweet nature of love and its connection to loss. Noah and Allie confront the pain of separation and the reality that one day, they will no longer be together.</p>

	<p>"How's your daddy going? Se asked. Noah took a couple of steps before answering. He passes on earlier this year, right after I got back." (p.44)</p>	
<p>Beauty of nature</p>	<p>"It was early October 1946, and Noah Calhoun watched the fading sun sink lower from the wrap around porch of his plantation-style home. He liked to sit here in the evenings, especially after working hard all day, and let his thoughts wander without conscious direction." (p.7)</p> <p>"North Carolina trees are beautiful in deep autumn: greens, yellows, reds, oranges, every shade in between." (p.7)</p>	<p>Noah finds peace in the tranquility of the lake and the surrounding landscape. The lake becomes a place of refuge, where he can escape from the difficulties of life and immerse himself in the serenity of nature.</p> <p>The role of the natural world expresses the characters' emotional experiences they have had in their life.</p> <p>The changing seasons symbolize the passage of time and the different stages of Noah and Allie's relationship.</p>

	<p>“They rode in canoes and watch summer thunderstorms, and to him it seemed as though they'd always known each other.” (p.13)</p>	
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*Table 8 shows the most common themes found in the book—source: Researcher's own creation.*

### 4.3.2 Symbols

Symbols in literature serve to deepen meaning, enhance communication, unify elements, encourage interpretation, appeal to a broad audience, and enrich the aesthetic experience. Symbols serve as a form of communication between the author and the reader. They can convey messages and ideas that might be challenging to express directly through words. Symbols often evoke emotional responses and engage the reader's imagination, creating a deeper connection between the reader and the text.

Symbol	Quote	Point of View
The notebook	<p>“The story ends, there, so I close the notebook, remove my glasses, and wipe my eyes. They are tired and bloodshot, but they have not failed me so far. They will soon, I</p>	<p>The notebook represents the preservation of memories, love, and the enduring connection between Noah and Allie.</p> <p>The notebook represents enduring love and their commitment to preserving their memories.</p>

	<p>am sure. Neither they nor I can go forever. I look to her now that I have finished, but she does not look back.”</p> <p>(p.153)</p>	<p>The notebook holds the written account of their journey, capturing the emotions, experiences, and moments that shaped their relationship.</p>
<p>The lake</p>	<p>“They started toward the river and turned on a path near the bank. She let go of his hand, surprising him, and walked on with just enough distance between them so they couldn’t accidentally touch.” (p.42)</p> <p>“She stood tat way, alternately looking down at the carving and ten toward the river, until she heard him reach her side. She could feel his closeness. His warmth,</p>	<p>The lake represents a place of refuge and solace for Noah and Allie, where they first fell in love.</p> <p>Noah often retreats to the lake, finding solace in its stillness and the serenity it provides. The lake becomes a place where Noah contemplates his emotions and remembers this past.</p> <p>The lake serves as a reminder of the timeless nature of love and the enduring impact of their relationship.</p>

	<p>as she spoke. It's so peaceful her, she said, her voice dream like. I know." (p.50)</p>	
Oak Tree	<p>"A majestic oak tree on the banks of the reaver came into view next, and te memories became more intense. It looked the same as it had back then, branches low and thick, stretching horizontally along the ground with Spanish moss draped over the limbs like a veil." (p.34)</p>	<p>The oak tree becomes a symbol of their connection and the strength of their love.</p> <p>It symbolizes longevity and endurance. The tree stands tall and steadfast, weathering the passage of time and the challenges of life.</p> <p>The oak tree serves as a reminder for Noah and Allie that true love can endure and remain strong even in the face of adversity.</p> <p>The tree represents strength, endurance, and the lasting nature of love.</p>
Painting	<p>"Fiery, spontaneous, passionate as he imagined most artists to be. And she was</p>	<p>The paintings represent creativity, self-expression, and a reflection of the characters' emotions and experiences.</p>

	<p>definitely that. Artistic talent like hers was a gift. He remembers seeing some paintings in the museums in New York and thinking that her work was just as good as what he had seen there.” (p.55)</p>	<p>Paintings represent the power of art to evoke emotions and evoke memories. Also, the paints become a vehicle for nostalgia and reflection, eliciting emotions and reminding them of significant moments in their lives.</p> <p>Allie is passionate about art and finds herself exploring her own artistic abilities.</p>
The house	<p>“The house was built in 1772, making it one of the oldest, as well as largest, homes in New Bern. Originally it was the main house on a working plantation, and he had bought it right after the war ended and had spent the last eleven months and a small fortune repairing it.” (p.7)</p> <p>“She stepped back, trying to compose herself, wiping away the</p>	<p>The house in New Bern represents that dreams eventually come true through hard work.</p> <p>The house represents a place of refuge, restoration, and the physical manifestation of Noah and Allie's love story.</p> <p>The house becomes a labor of love for Noah as he restores it over the years with the hope that it will be a place where they can reunite and create new memories together.</p> <p>The house holds the remnants of their past experiences and the memories of their love.</p>

	last of her tears. I saw the story on the house in the Raleigh paper a couple of weeks ago, and I had to come see you again.” (p.39)	Noah's dedication to restoring the house reflects his desire to create a space where he and Allie can build a life together.
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*Table 9 illustrates the most common symbols found in the book—source: Researcher's own creation.*

### 4.3.3 Motifs

Motifs reinforce themes, provide unity, enhance symbolism, contribute to character development, engage readers, and establish atmosphere and mood. They play a crucial role in shaping the narrative, enriching the reading experience, and conveying deeper layers of meaning. Motifs often function as symbolic elements in literature. They can be objects, actions, colors, or even narrative patterns that carry symbolic significance.

Motif	Quote	Point of View
Birds	“During their time together, his father would talk about birds and animals or tell stories and legends common to North Carolina.” (p.23)	Birds, particularly swans, often appear during significant moments in the novel, and it emphasizes the connection. The birds represent freedom, the passage of time, and a connection to nature. It emphasizes Noah and Allie in their appreciation for the natural world and the fleeting nature of life.

Water	<p>"I know. I come down here a lot now just to be close to the water. It makes me feel good." (p.50)</p> <p>"There is beauty where we sit this afternoon, Allie and I. This is the pinnacle of my life. They are here at the creek, the birds, the geese, my friends. Their bodies float on the cool water, which reflects bits and pieces of their colors and makes them seem larger than they really are." (p. 176)</p>	<p>The presence of water, such as the lake, rain, and the ocean, is associated with Noah and Allie's emotional intensity.</p> <p>Water symbolizes emotional depth and intensity. It is often associated with emotions such as tears, rain, or the ebb and flow of waves.</p> <p>The water resonates with Noah and Allie in their emotional journeys, emphasizing their power of love and the ever-changing nature of life.</p> <p>Water becomes a physical representation of Noah and Allie's deep connection and the unbreakable bond they share.</p>
Letters	<p>"By early September, the tobacco had been harvested, and she had no choice but to return with her family to Winston Salem.</p>	<p>The letters represent the importance of communication, self-expression, and the preservation of love across time.</p> <p>Letters serve as a means of communication between Noah and Allie when they are physically separated.</p>

	<p>For a reason he didn't fully understand, the letters he wrote went unanswered." (p.25)</p> <p>"He continued to think about Allie, especially at night.</p> <p>He wrote her once a month but never received a reply.</p> <p>Eventually, he wrote a final letter and forced himself to accept the fact that the summer they'd spent with one another was the only thing they'd ever share." (p.26)</p> <p>"You never answered my letter.</p> <p>You wrote?</p> <p>Dozens of letters. I wrote you for two years without</p>	<p>Letters become a way for them to express their thoughts, emotions, and desires when face-to-face interaction is not possible.</p> <p>Through letters, they bridge the distance and maintain their connection.</p>
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	<p>receiving a single reply.” (p.59)</p>	
Nature	<p>“Their dazzling colors glow with the sun, and for the sun, and for the hundredth time, Noah Calhoun wondered if the original owners of the house had spent their evenings thinking the same things.” (p.7)</p> <p>“He hummed for a little while at first, then began to sing as night came down around him. He played and sang until the sun was gone and the sky was black.” (p.9)</p> <p>“Coastal clouds slowly began to roll across the evening sky, turning silver with the reflection of the moon.” (p.12)</p>	<p>The natural world, including plants, flowers, and landscapes, reflects the emotional states and relationship dynamics of the characters.</p> <p>The nature reinforces the themes of renewal and growth. As the characters evolve and undergo personal transformations, nature visually reflects their internal changes.</p> <p>The changing seasons, blooming flowers, and regenerating landscapes mirror the growth and renewal in the characters' lives.</p>

	<p>“Poets knew that isolation in nature, far from people and things man-made, was good for the soul, and he'd always identified with poems.”</p> <p>(p.25)</p>	
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*Table 10 shows the most common motifs in the book—source: Researcher's creation.*

## Chapter V

### Conclusions and Recommendations

#### 5.1 Purpose of the Conclusion

In a research paper or academic article, the conclusion is typically located at the end of the document in the final chapter. A conclusion is an important part of the paper; it provides closure for the reader while reminding the reader of the contents and importance of the paper. The conclusion does not introduce new ideas; instead, it should clarify the intent and importance of the paper. It can also suggest possible future research on the topic. It is the final section that summarizes the findings, discusses their implications, and provides closure to the research. The conclusion begins by restating the research objectives, it highlights the key findings that directly address the research objectives and demonstrates how the data or evidence supports or answers the research questions. In this investigation, the conclusion will be the result of all the analysis applied throughout the research in agreement with the objectives in previous chapters. The recommendations will be suggestions that can be used in future investigations about the same type of topic that was analyzed in this research.

#### 5.2 Conclusions

The idea of this research is to analyze the book *The Notebook* by Nicholas Sparks by finding the archetypes. To reach certain conclusions, a main objective and three specific objectives were created and analyzed in the previous chapters. The main objective was to analyze the main archetypes found in *The Notebook*. The first specific objective was determining the reason why love is the main theme found in the book. The second specific objective was identifying the most common archetypes found in the book. Finally, the specific objective was to evaluate the use of the archetypes found in the book.

In order to reach a conclusion for those objectives, it was necessary to do in-depth research both in the book and by other means. Charts were created with quotes from the book with the researcher's point of view. By analyzing the book, the conclusions to the objectives seen above can be developed.

### **5.2.1 To analyze the main archetypes found in *The Notebook***

The main objective of this research was to analyze the main archetypes found in *The Notebook*. The first archetype represented in the book is “The Hero” Noah displays immense courage and determination in pursuing his love for Allie. Despite the societal barriers and Allie's parents' disapproval, he remains steadfast in his commitment to her. Noah endures the pain of separation and continues to love Allie very deeply, even when they are apart for many years. His determination to rebuild their relationship after their reunion also exemplifies his resilience. Throughout the book Noah takes on the role of protector and caretaker for Allie. He takes care of Allie during her illness so that becomes him a hero because not every person accompanies another in health.

The second archetype was “The Maiden” Allie possesses an inherent innocence and purity, especially at the beginning of the book. Allie seeks to establish her own identity and independence. She struggles with her feelings for Noah, as well as her family's expectations and societal class pressures. Allie's relationship with Noah transforms her life. The love they share challenges her beliefs and priorities, leading to personal growth and self-discovery. Through her experiences with Noah, she learns about the complexities of love and the value of genuine connections. Upon meeting Noah again years later, Allie realized that social class is not everything since the money she could have with Lon Hammond was not going to bring her the happiness she felt when spending time with Noah.

The third archetype found was “The Rival” Lon Hammond adds tension and conflict to the story, particularly in the romantic relationship between Allie and Noah. Lon is engaged with Allie that’s because his presence creates a love triangle and stands in the way of the deep, passionate connection between Allie and Noah. The conflicts and dilemmas Allie faces between Lon and Noah lead her to introspect, make difficult choices, and discover her true desires and priorities. Lon Hammond faces an inevitable defeat in the pursuit of Allie's heart, his portrayal allows for a nuanced exploration of love, sacrifice, and the complexities of human emotions.

The fourth archetype was “The Trickster” The mother of Allie shows a protective nature towards her daughter. The mother disapproved the relation of Allie and Noah because she thinks that what she believes that social class is more important than anything. Anne the mother of Allie represents authority and traditional values, often making decisions based on societal norms and expectations. Anne's character evolution highlights the complexity of familial relationships and the potential for growth and understanding even in the face of challenging circumstances.

The fifth archetype found was “The Eternal Love” After Noah and Allie being separated for many years and facing significant obstacles, their feelings for one another endure. This eternal devotion showcases the strength and depth of their connection. The power of memories and the impact of enduring love on one's life is a central theme, reinforcing the idea that love can persist even when memory fades in the case that Noah always reads their love story to Allie despite her suffering from Alzheimer. The notebook that Noah keeps throughout the novel is a powerful symbol of their eternal love. It serves as a testament to their journey and the lasting impact of their relationship until the end of their days.

### **5.2.2 To determine the reason why love is the main theme found in the book.**

The book primary focus is based on the love story between Noah and Allie. The book illustrates how Noah and Allie's love remains constant despite the passage of time and the challenges they face. They make sacrifices for each other, willingly giving up certain opportunities or comforts like the social class to prioritize the happiness and well-being of their beloved. Love is tested by various obstacles and challenges throughout the story. The social class difference and the parental disapproval create conflicts tat Noah and Allie throughout the book. True love can endure and resurface even after significant time apart as they were separated by many years. The book focus on love as the central driving force makes it a timeless and beloved tale of romance and emotion.

### **5.2.3 To identify the most common archetypes found in the book.**

In "The Notebook" several common archetypes can be identified, contributing to the novel's emotional depth and storytelling. The archetypes are the eternal love that is expresses through the story by Allie and Noah affection for each other. The trickster as Allie's mother that represent and authoritative and protective character. The rival like Lon Hammond creating conflict in the love story between Noah and Allie due to his engagement to Allie. The hero as Noah always represents that he would never give up and that he would do everything possible to make the youthful love he had with Allie last for the rest of their lives. The maiden because Allie symbolizes innocence but when the pas of the years, she was able to make her own decisions without any person influencing her.

### **5.2.4 To evaluate the use of the archetypes found in the book.**

Archetypes like the star-crossed lovers, eternal love, and the mother figure tap into fundamental human experiences of love, sacrifice, and family, making the story relatable and emotionally impactful to the readers. Each archetype involves specific traits and

behaviors, allowing the reader to identify and connect with the characters on a deeper level. Archetypes allow for deeper exploration of themes and reflections on the human experience. The mother figure archetype, through Allie's relationship with her mother, delves into the complexities of parental love, societal expectations, and the balance between individual desires and familial responsibilities. Archetypes are essential in *The Notebook* because they enhance the novel's storytelling into universal themes, enriching character development, providing symbolism, themes, and motifs. The archetypes give the story a timeless quality and allow the reader to reflect on the complexities of love, sacrifice, and enduring connections in their own lives.

### **5.3 Restatement of the Research Question**

The research question which is: what are some of the archetypes found in the novel *The Notebook* by Nicholas Sparks? As a result of the investigation the archetypes that were found throughout the book are eternal love, the trickster, the rival, the maiden, and the hero.

### **5.4 Recommendations**

Recommendations at the end of a research paper not only adds value to the study but also enhances its relevance, applicability, and potential for positive impact in the real world. Including recommendations helps complete the research process by offering a sense of closure. By providing practical and viable suggestions, the researcher demonstrates a deep understanding of the subject of the investigation. Furthermore, the recommendations have the potential to help future researchers on the subject how to do it safely and properly.

The researcher may recommend that if someone else wants to do research on archetypes, he or she should investigate the different types that exist and how to find them

prior to the analysis to facilitate the comprehension of the book. It is also important that the reader who is going to analyze a book of romantic content has some knowledge in that area of reading. As a bonus to an investigation, the researcher can consult other research related to the topic to be read or the type of approach, as this helps the researcher to gain a better understanding of the topic and makes it easier for the researcher to analyze throughout the investigation.

Archetypes are associated with specific themes and motifs that recur across cultures and time periods. Recognizing these archetypal themes helps to the researchers to have a better idea and comprehension of the reading of the book. Understanding archetypal elements can offer psychological insights into characters' behaviors and motivations, as well as the researcher own perspective.

It is essential when analyzing a book that the reader first reads the book to understand it, then reads it a second time to underline the sub-themes necessary for his research and finally reads it a third time to understand it perfectly to be able to explain the book to other persons if necessary.

As a last recommendation, it is necessary that the researcher knows how to devote most of his/her time to the reading of the book to achieve a good analysis without feeling the pressure of having to do everything at the last minute. Investigations take time and tend to be long lasting, therefore it is important that the investigator has the ability to be patient in order to achieve a better result when delivering the investigation.

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