

ADOLESCENCE CRISES OF CHARLIE IN CHBOSKY'S *THE PERKS OF BEING A WALLFLOWER*

THESIS

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DEPARTMENT OF ENGLISH LITERATURE

FACULTY OF HUMANITIES

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

2022

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THESIS

Presented to

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

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MALANG**

2022

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I state that the thesis entitled "*Adolescence Crises of Charlie in Chbosky's The Perks of Being a Wallflower*" is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 29 June 2022

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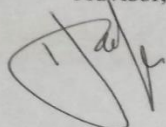
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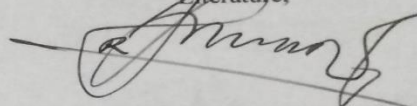
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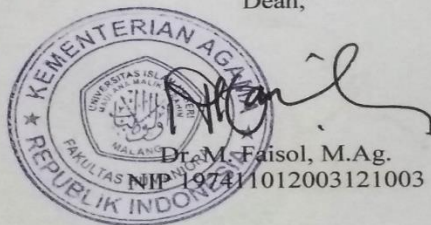
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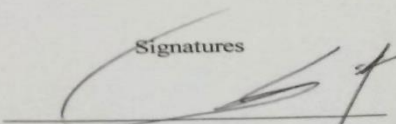
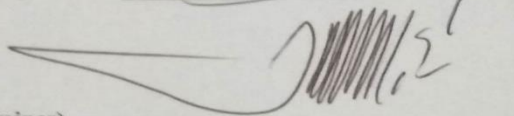
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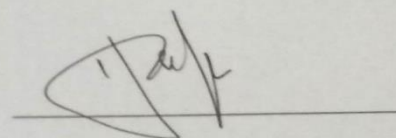
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MOTTO

“You can’t just sit down and put everybody’s lives ahead yours and think that counts as love”

DEDICATION

I proudly dedicate this thesis to

My beloved parents Gatot Suroto and Sriani

My younger sister Syafna Ayu Hindriani

Who always support me by giving me endless love, pray, and care to finish this
thesis.

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim

Alhamdulillah robbil 'alamin, in the name of Allah, the Most Beneficent, the Most Merciful. All praises and thanks be to Allah, the Lord of the worlds. May the peace and blessings of Allah be upon Prophet Muhammad, his family, companions, and his faithful and honest followers until the end of life. The writer is deeply grateful for the opportunity He has given, to accomplish this thesis.

This paper is presented to English Letters Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as partial fulfillment of the requirement for strata one degree. This thesis cannot be completed without the help of plenty of people, the writer would like to express his gratitude to those who have been on the writer's side throughout his journey.

The writer wants to give thanks to his parents, Gatot Suroto and Sriani, for their unconditional love and full support, both mentally and financially. His little sister, Syafna Ayu Hindriani, for always entertaining the writer with his beautiful soul. His aunt and uncle, Sunardiyono and Sumiati, for their kindness to lend the writer a laptop to finish this thesis. The writer's relatives, for their kindness in welcoming and helping the writer during the writing of this thesis.

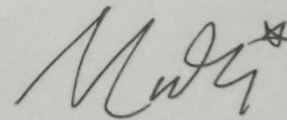
The writer is grateful to his thesis advisor, Hafidhun Annas, M.Hum, for his advice, guidance, and patience during the writing of this thesis. Also, the writer is grateful to his college advisor, Ribut Wahyudi, M.Ed., Ph.D., for his endless care, advice, guidance, and patience during the period of study. The writer would also like to give thanks particularly to:

1. Dr. M. Faisol, M.Ag as the Dean of Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.
2. Ribut Wahyudi, M.Ed., Ph.D as the Head of the English Letters Department.

3. Muhammad Edy Thoyib, M.A as the Secretary of the English Letters Department.
4. All lecturers of the English Letters Department for their encouragement and guidance to the writer.
5. I for being patient and strong to face a lot of obstacles during the period of study.
6. The writer's dorm roommates, Damar, Nopal, Nasrul, Rizky, and Okky for being my first family during studying at UIN Maulana Malik Ibrahim Malang, and for the memories, their jokes, and funny moments which always make the writer entertained when remembering.
7. Randugading family, Damar, Nopal, Nasrul, Muhyi, Reza, Ozi, Amel, Pitri, Khilya, Nida, Mba Titi, Mba Zahro, for their warmth, greeting, and support.
8. The writer's *ngops* mates, Dhopar, Rizal, Chandra, Ambrol, Gibeng, Odi, Koreng and Fatkur for providing the writer a place to forget all the anxieties.
9. Members of *kontrakan putih suci* and Dhopar for welcoming the writer to stay in their place.
10. The writer's freaking friends, Yudda and Chun for being sharing friends.
11. Rumongso for helping me to understand a little bit about psychology insight.
12. The writer's SSC friends, Alip, Risma, Tanti, Zahwa
13. Great people of the English Letters Department Class of 2018, who the writer cannot mention one by one, for the never-ending spirit and positivity.

Finally, I realize that this thesis is far from perfect and excellent and still needs improvement. Therefore, I will appreciate the valuable criticism, suggestion, and comment from all the readers.

Malang, 29 June 2022



Mahendra Dani Ananda

ABSTRACT

Ananda, Mahendra Dani (2022) *Adolescence Crises of Charlie in Chbosky's The Perks of Being a Wallflower*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Hafidhun Annas, M.Hum.

Keywords: Psychosocial, childhood, adolescence, identity, role confusion, fidelity

Adolescence is an important period to bridge childhood and adulthood. Erik H. Erikson (1993) revealed that adolescents will face adolescence crises: identity vs. role confusion. Also, he emphasized that individuals who are well developed when can balance both crises. Stephen Chbosky's *The Perks of Being a Wallflower* novel is one of the novels which tells how an individual faces adolescence crises. Thus, this study aims to discuss the adolescence crises of Charlie as the main character in the novel. This study is literary criticism that attempts to focus on how Charlie resolves his adolescence crises: identity vs. role confusion. In finding the problems, this study employs the eight stages of psychosocial development theory by Erik H. Erikson. This study reveals that Charlie successfully balances adolescence crises. Charlie actually failed to balance his childhood crises after the incident when he is slapped by his father and the death of his aunt Helen. The result of childhood crises distracts his development in adolescence in which he refuses to do things to avoid guilty feelings. However, after meeting Bill, Patrick, and Sam, Charlie reevaluates his childhood crises by joining in some events and working for a fanzine. As a result of a reevaluation of his childhood crises, Charlie can balance his adolescence crises in which he can develop ego strength: fidelity.

ABSTRAK

Ananda, Mahendra Dani (2022) Krisis Masa Remaja Charlie pada Novel *The Perks of Being a Wallflower* Karya Chbosky. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Hafidhun Annas, M.Hum.

Kata Kunci: Psikososial, krisis, masa kanak-kanak, masa remaja, identitas, kebingungan peran, kesetiaan

Masa remaja merupakan masa yang penting untuk menjembatani masa kanak-kanak dan masa dewasa. Erik H. Erikson (1993) mengungkapkan bahwa remaja akan menghadapi krisis remaja: identitas vs kebingungan peran. Selain itu, ia menekankan bahwa individu yang berkembang dengan baik ketika dapat menyeimbangkan kedua krisis. *The Perks of Being a Wallflower* karya Stephen Chbosky merupakan salah satu novel yang menceritakan bagaimana seorang individu menghadapi krisis masa remaja. Sehingga, penelitian ini bertujuan untuk membahas krisis remaja Charlie sebagai tokoh utama dalam novel tersebut. Kajian ini adalah kritik sastra yang mencoba memfokuskan pada bagaimana Charlie menyelesaikan krisis masa remajanya: identitas vs. kebingungan peran. Kajian ini adalah kritik sastra yang mencoba untuk fokus pada bagaimana Charlie menghadapi krisis masa remajanya: identitas vs. kebingungan peran untuk menemukan identitasnya. Dalam menemukan masalah, penelitian ini menggunakan teori delapan tahap Perkembangan Psikososial oleh Erik H. Erikson. Studi ini mengungkapkan bahwa Charlie berhasil menemukan identitasnya. Charlie sebenarnya gagal menyeimbangkan krisis masa kecilnya setelah kejadian saat ia ditampar oleh ayahnya dan kematian bibinya Helen. Akibat krisis masa kanak-kanak mengganggu perkembangannya di masa remaja dimana ia menolak untuk melakukan sesuatu untuk menghindari perasaan bersalah. Namun, setelah bertemu Bill, Patrick, dan Sam, Charlie mengevaluasi kembali krisis masa kecilnya dengan mengikuti beberapa acara dan bekerja untuk majalah penggemar. Sebagai hasil dari evaluasi ulang krisis masa kecilnya, Charlie mampu menyeimbangkan krisis masa remajanya dimana ia memunculkan kekuatan ego: kesetiaan.

مستخلص البحث

أناندا، ماهيندرا داني (2022). مرحلة تطوير مرحلة المراهقة تشارلي في فيلم *The Perks of Being a Wallflower* لتشوسكي. البحث الجامعي، قسم الأدب الإنجليزي، كلية علوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: حفيظ الناس الماجستير.

الكلمة المفتاحية: نفسية اجتماعية ، أزمة ، طفولة ، مراهقة ، هوية ، ارتباك دور ، ولاء

تعتبر المراهقة فترة مهمة لجسر الطفولة والبلوغ. كشف (1993) Erik H. Erikson أن المراهقين سيواجهون أزمة مراهقة: ارتباك في الهوية مقابل الدور. بالإضافة إلى ذلك ، أكد أن الأفراد يزدهرون عندما يتمكنون من تحقيق التوازن بين الأزميتين. تعتبر *The Perks of Being a Wallflower* للكاتب ستيفن تشوسكي واحدة من الروايات التي تروي كيف يواجه الفرد أزمة المراهقة. وبالتالي ، تهدف هذه الدراسة إلى مناقشة أزمة تشارلي في سن المراهقة باعتبارها الشخصية الرئيسية في الرواية. هذه الدراسة عبارة عن نقد أدبي يحاول التركيز على كيفية حل تشارلي لأزمة مراهقته: الهوية مقابل الهوية. ارتباك الدور. هذه الدراسة عبارة عن نقد أدبي يحاول التركيز على كيفية مواجهة تشارلي لأزمة مراهقته: الهوية مقابل. ارتباك دور للعثور على هويته. في إيجاد المشكلة ، تستخدم هذه الدراسة نظرية ثماني مراحل من التطور النفسي والاجتماعي لإريك إريكسون. كشفت الدراسة أن تشارلي تمكن من العثور على هويته. فشل تشارلي في تحقيق التوازن بين أزمة طفولته بعد الحادثة عندما صفعه والده ووفاة عمته هيلين. نتيجة لأزمات الطفولة تتداخل مع تطوره في مرحلة المراهقة حيث يرفض فعل أي شيء لتجنب الشعور بالذنب. ومع ذلك ، بعد لقاء بيل وباتريك وسام ، أعاد تشارلي تقييم أزمة طفولته من خلال متابعة العديد من العروض والعمل في مجلة معجبين. نتيجة لإعادة تقييم أزمة طفولته ، أصبح تشارلي قادرًا على موازنة أزمة شبابه حيث يبرز قوة الأنا: الولاء.

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, problems of the study, objective of the study, scope and limitation, significance of the study, definition of key terms, previous related studies

A. Background of The Study

Some adults worldwide consider adolescence the most precious period of their life. Then, the rest attempt to wipe all memories of their youth out of their thought. Adolescence is a transition period from childhood to adulthood, usually characterized by a physically significant individual development and is identified as puberty. This period becomes one step forward for every individual to know themselves or the world wider. According to Erikson (1993), adolescence is when individuals start to engage in what he calls identity. Individuals will often feel themselves and consider an appropriate environment to match their early cultivated skills and roles (Erikson E. H., 1993, p. 261). Therefore, it is crucial for each individual because it will be the first introductory lesson that can build probability to determine what they will become.

Being a teenager for Moslem, in which individuals begin to become acquainted with more strict rules and obligations, is to become a more responsible man. Adolescence is when individuals start to do *sholat* five times, cover their genitals even at home, sleep separately with parents, and avoid being engaged (Jannah, 2017). Adolescence is a classification of humans from ten to nineteen

(Adolescent Health, n.d.). In this period, Moslems will go into a period of baligh. It is marked when a boy undergoes a wet dream and the appearance of a menstrual period for the girl. For Moslems, the essential thing of being a teenager is trying to avoid the prohibitions and carry out every obligation such as prayer, paying *zakat*, and fasting. From the obligation charged, prohibition and rules have consequences. It is like when an individual leave sholat, the sin will befall themselves. Thus, this period becomes the basic stage for Moslems to be responsible men.

In the world of literary works, especially novels, adolescence is given particular space with the emergence of Young Adult novels. In this classification, everything related to youth is highlighted. Many sources say that the main character of the Young Adult novel is usually in the range of 15 to 19 years old. However, some novels are still Young Adults categorized, although the main character is 30 years old because its concern is still adolescent problems (Bradshaw, n.d.). Therefore, there is no specific characteristic of a Young Adult novel, and a novel can be categorized as Young Adult when its main concern is adolescence. In addition, one of the famous novels categorized as Young Adult novels is *The Perks of Being a Wallflower* novel written by Stephen Chbosky.

The Perks of Being a Wallflower is the first novel written by Stephen Chbosky. New York MTV Books published this novel in February 1999, and it was adapted into a movie with the same title in 2012. According to Santa Barbara Independent, which is cited in the post-film Q&A of Perks of Being a Wallflower presented by Magic Lantern, Chlbosky says that the novel is personal. However, it is

not a hundred percent auto-biography (Comingore & Robbins, 2013). This statement is also strengthened by Pennsylvania Center for The Book web, which argues that the novel takes place in Pittsburg, and it was the place where Chbosky was growing up, as he said in an interview with Ed Blank in Pittsburgh Live Online (Thompson, 2007). Besides, this novel can be considered a young adult bestselling novel since this novel got multiple awards. The awards are the ALA Best Books for Young Adults award, the ALA Quick Picks for Reluctant Young Adult Readers Award for 2000, and the ALA Popular Paperbacks for Young Adults award for 2002 (Thompson, 2007).

The awards obtained indirectly influence its popularity. Also, the popularity does not only trigger people to read it but also analyze it. It is proved by the number of studies that take *The Perks of Being A Wallflower* as the object. Nevertheless, these are two examples of the study, a thesis entitled “*Introvertiness in The Perks of Being A Wallflower Novel (2012) by Stephen Chbosky: A psychoanalytic approach* by Rinda Sinta Dewi” (Dewi, 2019). This study partially fulfills a bachelor's degree requirement in the English Education Department School of Teaching Training and Education Muhammadiyah University Surakarta. This research analyzed Charlie's behavior which represents introversion. Rinda finds that Charlie has four behaviors as an introvert, namely social introvert, thinking introvert, anxious introvert, and restrained introvert. Rinda also considers that the behaviors affect two aspects: psychology and social communication.

Another research argues that Charlie has experienced trauma and the study entitled "*Traumatic Experience Resulting from Sexual Abuse in Stephen Chbosky's The Perks of Being a Wallflower*" by Fenita Austriani. This study is a partial fulfillment of the requirement for the Sarjana degree majoring in American study in the English Department Faculty of Humanities Diponegoro University. Fenita argues that Charlie has PTSD, which affects his personality (Austriani, 2017). In the study, Fenita uses a psychological approach to find Charlie's personality and post-traumatic stress disorder by the American Psychiatrist Association as a developmental concept of shell shock or war neurosis by Sigmund Freud is used to find and analyze the traumatic experience effect. Fenita found that the symptoms of PTSD affect Charlie's personality, resulting from a traumatic experience from sexual abuse. Charlie's PTSD symptoms are having hallucinations about his traumatic experience with Aunt Helen, avoiding his childhood memory, and having difficulty concentrating and trying to destroy himself. To Charlie's PTSD symptoms, Charlie becomes an antisocial person and emotional person.

The Perks of Being a Wallflower novel is a novel that is formed as if it were like letters written and sent by Charlie to an unknown friend. He tells his daily life in the letters, including his feelings and thoughts about his surroundings. At the beginning of the novel, he says that he has just entered his first year of high school and adds that he does not really like high school. One day last spring, his teacher has announced that his friend Michael passed away, and at that time, he had lost his two beloved people, his aunt Helen who had been killed in a car crash accident, and

Michael, who committed suicide. In the next lines, Charlie is described as an introverted student because he does not seem to get along with his school friends. However, not long after, he meets Bill, his advanced English teacher. Bill knows Charlie's potency in writing, but Charlie has difficulty interacting and even expressing his want. Thus, Bill suggests Charlie to participate in life. Charlie then accepts Bill's suggestion and tries to do it. In the process of his attempt, he meets Patrick and Sam, his senior. Furthermore, Charlie's life begins to change when Patrick and Sam become his friends, they integrate him into their friend group, and Charlie participates in some events.

At the end of the school year, Charlie becomes increasingly anxious as the prospect of all his senior friends moving away becomes more and more imminent. When Sam is packing to leave for her summer pre-college program, she and Charlie begin to make out and start having sexual contact, but Charlie suddenly gets exceptionally uncomfortable. The sexual contact dredges up a repressed memory of his Aunt Helen molesting him when he was a child. One day, Charlie's parents found him naked in a catatonic state on the couch. Then, they take him to a mental hospital, where Charlie eventually realizes that his aunt Helen had sexually abused him, but he has repressed these memories and forgives his aunt. At the end of the novel, Charlie writes that he plans to stop writing letters and tries to realize Bill's suggestion. From the synopsis above, it seems that *The Perks of Being a Wallflower* is a novel that highlights adolescence.

From the brief synopsis described, the novel highlights Charlie's adolescence. In the novel, Charlie seems to have difficulty getting along with his friends. He mentioned that he did not like high school (Chbosky, 1999, p. 6). From the beginning of the story, Charlie does not seem to pass successfully his childhood stage, which must be related to the case of his Aunt Helen. Failure, which he gets from the childhood stage, causes him trouble. One of the troubles is the difficulty of interacting with his friends. However, once, he meets Bill, a kind teacher. Bill is the one who gives Charlie a clue about his problem. Also, he, fortunately, finds friends who want to accept him, Patrick and Sam. After meeting some crucial people, his life begins to change, and he finally finds his identity in adolescence.

Stephen Chbosky's *The Perks of Being a Wallflower* is a novel that represents the adolescence of a character named Charlie. By realizing that adolescence is the main topic of the novel, this study decides to focus on finding Charlie's psychosocial development, especially the adolescence crises, by using Erik Erikson's theory. Related to this study, some studies discuss similar theories and topics.

The first study is entitled "*Peer and Adolescence Stage Development in John Green's Looking for Alaska*" by Alyssa Ibrati (Ibrati, 2018). This study is a partial fulfillment of the requirement for Sastra one degree in English Letters Department, Letters and Humanities Faculty, State Islamic University Syarif Hidayatullah, Jakarta, in 2018. In her study, Ibrati attempts to find the main character's adolescence identity and the influence of peers on the character's adolescence identity. Ibrati argues that Miles Halter is the novel's main character who can go through his adolescence

successfully. Using Erik Erikson's stages of life, Ibrati finds that Miles Halter in the novel has three stages of life: Industry vs. Inferiority, and Identity and Confusion. After analyzing every stage of Miles Halter, Ibrati concludes that Miles Halter has successfully passed the stage and he finds his identity (Ibrati, 2018). Ibrati's study explained clearly how to apply Erikson's theory, especially in adolescence identity and the influence of peers. This study will do a similar study to Ibrati's study, but with a different object of the study.

“The Identity Confusion of Arnold Spirit JR. as A Minority Adolescent Depicted in Alexis's The Absolutely True Diary of A Part-Time Indian: A Psychosocial Analysis” is a study written by Damast Eska Sari. This study is a partial fulfillment of the requirements for attaining a Sarjana Sastra degree in the English education department, faculty of languages and arts, Yogyakarta state university. In the study, Damast reveals that Arnold Spirit Jr is a character who fails in his fifth psychosocial development stage (Sari, 2017). As the result, Arnold faces identity confusion. Discouraging family, discriminative school peers, teachers, and abusive neighborhood are three reasons why Arnold faces identity confusion. Damast's study is also similar to this study which focuses on the fifth psychosocial development, identity vs. role confusion. However, in Damast's study, the character analyzed undergoes role confusion. This study finds that the character develops an identity. Therefore, Damast's study is helpful for this study because it gives an opposite view which eases this study to realize the boundaries between identity and role confusion.

"Psychosocial Development of Anna Fitzgerald in My Sister's Keeper Novel by Jodi Picoult" is another study that analyzes a character's psychosocial development. This study was written by Ayu Meriska, Surya Sili, and Erna Wati in 2018. This study also focuses on finding the fifth psychosocial development of a character (Meriska, Sili, Wati, & Erna, 2018). Nevertheless, the writers of the study attempt to use both Erik Erikson's psychosocial development and John Bowlby's attachment theory. The decision is taken because the writers of the study consider that both theories discuss the development of a child as a teenager and the relationship between a mother and her child. The study finds that Anna experiences role confusion and proximity maintenance. Moreover, proximity maintenance becomes a factor that affects psychosocial development. From the study of Ayu Meriska, Surya Sili, and Erna Wati, this study understands that it is possible to combine some related theories to find a complete description of the psychosocial development of a character.

"Emerging Adulthood: Pengembangan Teori Erikson Mengenai Teori Psikososial Pada Abad 21" is study about literacy contemplation. Diana Putri Arini wrote the study in 2017 (Arini, 2017). The study discusses the development of Erik Erikson's theory, the life of the quarter-life crisis, and contains a review of the adulthood view in the 20th century. By doing the study, Diana finds that the change in era, norm, and the development of technology causes the change in social structure, a new stage in psychosocial development, and emerging adulthood. This stage consists of people aged 18-29 years old, and in this stage, individuals will face a

quarter-life crisis. A situation in which an individual feels confused, panicked, and even anxious about choices. Diana's study is beneficial for this study theoretically.

"Jesse's Psychosocial Development in The Novel, My Sister Keeper by Jodi Picoult (2004)" is a study written by Lilik Kosiaroh, Dyah Sunggingwati, and Chris Ashanty in 2017. The study focuses on finding a factor that influences the change in Jesse's character and psychosocial development stage experienced by Jesse (Koisaroh, Sunggingwati, & Ashanty, 2017). The study also argues that Jesse is a dynamic character. The study finds five psychosocial development stages in Jesse. In every stage, Jesse always shows inconsistency in his behavior. In addition, the study finds three Jesse's rebellion, conflict with his parent, mood disruption, and risk behavior.

"Maximizing potential: A school-based conception of psychosocial development" is a study written by Tracy L. Cross and Jennifer R. Cross in 2017. This study attempts to use psychosocial development to reinforce the development of talent in any domain (Cross & Cross, 2017). This study describes psychosocial developments thoroughly while explaining the strategy to maximize the potency of gifted students. According to the finding of the study, applying psychosocial development to gifted offers a model for development that attempts to establish essential strengths that will serve the person in numerous ways and enhance their development of talents and overall mental health.

"Parental Expressed Emotion (EE) Predicts Psychosocial Problems in Adolescents: A Review" is a study written by Andi Buana and Esrom Kanine. The

study tried to find the relation between Expressed Emotions of parents toward emerging problems in adolescence based on previous studies. The study compiled English-language articles which discuss EE and psychosocial problems in adolescents and linked the two to the online databases of Proquest, PubMed, Sagepub, Science Direct, and Taylor & Francis (Andi & Esrom, 2020). The study found that adolescents with psychosocial problems tend to have parents with high-level EE. The EE aspect that influences the emergence of psychosocial problems in adolescents is parent's critics. The study of Andi Buana and Esrom Kanine helps to understand that parents also have a crucial role in establishing adolescents' psychosocial.

By the description above, it is clearly described that this study will use Erik H. Erikson's Psychosocial Development theory, especially the Identity vs. Role Confusion stage, to analyze Charlie's adolescence in Chbosky's *The Perks of Being a Wallflower*. The reasons for choosing Chbosky's *The Perks of Being a Wallflower* novel are the popularity of the novel, which indirectly interests the writer in analyzing it more profoundly and the great plot that highlights adolescence in an impressive way. In the same way, the writer chooses psychosocial development, especially adolescence, because adolescence is one of the prominent parts of the novel that people have not done yet.

B. Problems of The Study

1. How do Charlie's childhood crises influence his adolescence crises in Chbosky's *The Perks of Being a Wallflower*?

2. How do Charlie's peers influence his adolescence crises in Chbosky's *The Perks of Being a Wallflower*?
3. How are Charlie's adolescence crises resolved in Chbosky's *The Perks of Being a Wallflower*?

C. Significance of The Study

Through the study, the researcher will attempt to explain Charlie's adolescence crises in Chbosky's *The Perks of Being a Wallflower* novel. This writer hopes that this study will provide some benefits both theoretically and practically. In terms of theory, this research is expected to give additional knowledge and insight to every reader, especially English Department students of UIN Maulana Malik Ibrahim, who are going to do psychosocial development analysis using the theory of Erik H. Erikson. Practically, the researcher hopes that it will help another researcher to know how to apply Erik Erikson's psychosocial development, especially the adolescence crises in analyzing characters in literary works.

D. Scope And Limitation

The main objects of this study are Stephen Chbosky's *The Perks of Being Wallflower* novel and film, which focuses on the character of Charlie. This study will first focus on finding Charlie's adolescence crises, Charlie's childhood crises which influence his adolescence crises, and how Charlie's peers influence adolescence crises in Stephen Chbosky's *The Perks of Being Wallflower* novel by using Erik Erikson's psychosocial development.

E. Definition of Key Terms

Adolescence Crises refer to the crises which should be faced in adolescence which as identity vs. role confusion. (Erikson E. H., 1977, p. 234)

Childhood Crises refer to the crises which should be faced in Childhood which as initiative vs. guilt (Newman & Newman, 2012, p. 274).

Crises refer to tasks that individuals should face in every stage of psychosocial development (Boeree, 2006, p. 6).

Identity is a sense of who I am that humans achieve in adolescence crises (Erikson E. H., 1993, pp. 261-263).

Peer refers to a person who is the same age or has the same social position or the same abilities as other people in a group (Cambridge Dictionary, 2022)

Psychosocial Development is Erik Erikson's theory which refers to the life cycle, which includes the growth of humans. The stages are classified by human age, and each stage has its own set of problems or crises to face (Austrian, 2008, p. 46).

CHAPTER II

THEORETICAL FRAMEWORK

This chapter explores and elaborates the relevant theory related to psychological criticism and psychosocial development.

A. Psychological Approach

Analyzing, interpreting, and evaluating works of literature is literary criticism. Those activities are connected to literary criticism because the word “criticism” does not only mean that it takes about finding fault but also thinking critically in the relation to different cultural activities (Gillespie, 2010). In the process of literary criticism, a researcher needs literary theory which becomes the basic framework to think. Therefore, literary theory is the main idea used in understanding what literature can mean. There are some literary theories or approaches found such as Structural Criticism, Psychological Criticism, Feminist, Marxist, Formalist, Postmodern, etc. However, this study attempts to use a psychological approach to analyze Charlie’s psychosocial development.

The theory of psychology is one of the literary theories or approaches which focuses on analyzing the character. Moreover, psychology is the branch of science that observes the behavior and activity of humans as a reflection of their psyche. Human behavior or action is a form of visible activity which is consciously seen. Nonetheless, Siswantoro (2005) reveals that the psyche is the inner side of humans that appeared through human behavior (Al-Ma’ruf & Nugrahani, 2017, p. 143). Furthermore, literature is a work of humans that either describes or tells about life.

The life included is mostly real life such as the illustration of the relationships among societies and events that occur in the human's mind. Thus, the theory of psychology deals with the state of mind and the structure of the personality of the individual author in a work of literature (Abrams & Harpham, 2012, pp. 319-320). In other words, the theory of psychology considers literary works as a reflection of the psyche in which it is a projection of the author's life experiences and life experiences around the author (Al-Ma'ruf & Nugrahani, 2017, p. 144).

The theory of psychology firstly emerged in the early decades of the nineteenth century. Since the 1920s, it developed to become psychoanalytic criticism which was proposed by Sigmund Freud (1856–1939) (Abrams & Harpham, 2012, p. 320). Following that, three types of critical procedures are found. The critical procedures are based on the assumption that the details and form of a work of literature are correlated with its author's distinctive mental: (1) reference to the author's personality to explain and interpret a literary work; (2) reference to literary works to establish, biographically, the personality of the author; and (3) the mode of reading a literary work specifically to experience the distinctive subjectivity, or consciousness, of its author (Abrams & Harpham, 2012, p. 320). In 1920, Freud also elaborated his theory of arts and developed his theory of mental structures, dynamics, and processes. However, the famous theory was the three models of the mind: *Id*, *Ego*, and *Superego* (Abrams & Harpham, 2012, p. 322). The theory of psychology had developed significantly through some discussions and debates which then

emerges some experts such as Carl G. Jung, Erik H. Erikson, Jacques Lacan, and Abraham Maslow.

B. Psychosocial Development

Psychosocial development is a life span stage involving biological, cultural, social, and psychological factors merging within the ego (Austrian, 2008, p. 46). Every psychosocial development stage has two crises that people will face. Individual is successful to pass the crises when they can balance both crises. For example, at the first stage, there are crises: trust vs. mistrust, Erikson revealed that an individual should learn both of the senses although with a one-sided comparison: to learn a lot about trust and a few mistrusts (Boeree, 2006, p. 6).

Furthermore, after facing the crises in a stage, the individual will generate a new sense of competency (Austrian, 2008, p. 46). The sense of competency will be determined by how individuals end the stage. For example, first, when they can balance the crises, they will develop a certain virtue or ego strength. It refers to the ability which can help an individual to face the next stage (Boeree, 2006, p. 6). Second, when the individual develops a lot of mistrust, they will develop malignancy which will disturb the next development stage, according to C. George Boeree (2006), malignancy is like a person who cannot trust others. Third, when individual develops a lot of trust without learning mistrust they will bring maladaptive tendency. It refers to a person who trust others too much (Boeree, 2006, p. 6).

According to Erik H. Erikson, psychosocial development adhere to the epigenetic principle. It refers to a biological plan for growth that allows each function

to emerge systematically until the fully functioning organism has developed (Newman & Newman, 2012, p. 65). C. George Boeree revealed that the epigenetic principle refers to the development of humans through a predetermined unfolding of personalities in eight stages. At this principle, every individual has the strength to affect every psychosocial development (Newman & Newman, 2012, p. 62). However, the crises of earlier stages may reemerge at any stage, but individuals cannot be back to earlier stages. In other words, individuals also have a crucial role in the success of handling the stages but they cannot be back to the previous stage.

Erik H. Erikson is the one who first proposes the psychosocial development theory. Barbara M. Newman and Philip R. Newman (2012) revealed that earlier psychoanalysts like Sigmund Freud influenced Erik H. Erikson's theory. However, unlike Freud, who only focused on the psychosexual regardless of environmental, interpersonal, and cultural factors, Erik H. Erikson extended his focus from instinctual dynamics to the greater emphasis on psychosocial dynamics (Austrian, 2008, p. 46). As well as Freud, Erik H. Erikson collaborated with his wife, Joan Erikson, to compose the theory. As a result, J. M. Erikson (1988) maintains that they then arranged the first presentation of eight development stages in 1950 (Newman & Newman, 2012). The eight development stages are basic trust vs. basic mistrust, autonomy vs. shame and doubt, initiative vs. guilt, industry vs. inferiority, identity vs. role confusion, intimacy vs. role confusion, generativity vs. stagnation, and ego integrity vs. despair. This study finds that Charlie has undergone two psychosocial developments which are initiative vs. guilt and identity vs. role confusion.

1. Initiative vs. Guilt (3-6 years old)

During this crisis, Erikson (1977) revealed that individuals develop both in their bodies and psychology. Through development, individuals begin to learn how to plan and undertake a task. The competencies imply a sense of initiative, which is added to the sense of autonomy (Erikson E. H., 1977, p. 229). The result of this stage depends on how the parent treats the child. The child may develop his sense of initiative when his parent allows him to explore without limiting his fantasy. For example, parents can give him a chance to initiate motor play such as running, bike riding, sliding, skating, tussling, and wrestling and answer his question without deriding (Elkind, 1970, p. 10).

In contrast, the child possibly develops a sense of guilt when parents frankly ridicule that the child's motoric play is bad and deny answering his questions. Izard (1977) stated that guilt refers to emotions that accompany the sense that one has been responsible for an unacceptable thought, fantasy, or action (Newman & Newman, 2012). Also, guilt occurs when one fails to act in accord with one's standards and beliefs. This view supposes a more advanced level of self-reflection and the ability to compare one's behaviors against personal standards. In this theory, guilt begins to be experienced in early and middle childhood as children begin to be more comparative in their organization and evaluation of self

When an individual has passed well this stage, the ego strength which emerges at this stage is a purpose. It refers to the capability to imagine and determine the strategy to achieve his destination (Austrian, 2008). Erik H. Erikson (1978) revealed that purposefulness is the courage playfully to imagine and energetically to pursue valued goals (Newman & Newman, 2012, p. 278). In other words, individual acts with a direction or has a particular plan to do a thing.

Furthermore, when they develop a sense of guilt more than a sense of initiative, they will develop malignancy: inhibition. It refers to an individual who will not attempt to do things in order to avoid guilty feelings (Boeree, 2006, p. 9). Inhibition is assumed to emerge when parents or caregivers use high levels of love withdrawal and guilt-inducing interactions with their children (Newman & Newman, 2012, p. 279). The interactions suggest to the child that the parent's love, affection, and approval are conditional on the child matching certain specific parental standards. In order to adapt to this kind of environment and avoid risking the loss of love, the child becomes self-conscious and restrained in action. In contrast to the sense of confidence and agency implied in the notion of purpose, the inhibited child does not want to take the risks associated with imposing a plan or suggesting a direction, for fear that suggestions will result in parental disapproval.

The children who develop too much sense of initiative without guilt will develop a maladaptive tendency: ruthlessness. It refers to individuals who only focus on their goal regardless of others, they consider that goal is everything and they don't care who they step on to achieve their goals (Boeree, 2006, p. 9).

2. Identity vs. Role Confusion (12-18 years old)

These crises are included in adolescence. Adolescence is a transition period from childhood to adulthood usually characterized by the significant development of an individual physical and is identified as puberty. Instead of body revolution, an individual at this stage also experiences maturation mentally. As a result of his body, he increases his new way of thinking and seeing the world (Elkind, 1970, p. 13). Erikson (1977) postulated that an individual at this stage considers what he looks like and wonders what people think about him.

During this crisis, individuals' radius of significant relationships changes, adolescents attempt to decrease their dependence on their parents, they start setting goals, establishing patterns of tastes and preferences, and making decisions (Newman & Newman, 2012, p. 369). However, it does not mean that the sense of closeness and connection with parents is less important. Individuals will change their significant radius of relationship. Peers become an increasingly crucial part of adolescents to interact and to be social support (Newman & Newman, 2012, p. 367). However, not all peers can be good social support, some peers bring bad influences. Brown (2004) revealed that peer influence refers to an activity, habits, behaviors, and demands of the peer which possibly encourage and discourage individuals (Newman & Newman, 2012, p. 376). According to Brown (2004), there are four types of peer influence. First is a direct suggestion, it refers to compulsion in which an individual who does

not behave as a peer wants will possibly be rejected. Second is modeling, adolescents who often spend time with their peers will see each other's style of life and imitate the behaviors to consolidate their sense of group membership. The third is subtle normative, peers use teasing, gossiping, or sarcasm to influence each other's attitudes and behavior. Fourth is unsupervised activities, peers will conduct an event in which alcoholic beverage is served, cruising in cars, or arrange to meet at a park or mall when adults are not likely to be present.

The individual in this crisis tends to build or join certain groups of people and one of the groups is called *cliques*. According to Ennett and Bauman (1996), *cliques* refer to small groups of people which consist of five to ten friends and provide frequent interaction both in school and neighborhood (Newman & Newman, 2012, p. 367). Being a member of a peer group in adolescence will develop an individual's social skills which provide a long-lasting basis for functioning in a mature social group. These social skills refer to the individuals' ability to determine whether their personal growth is compatible with the peer group or not (Newman & Newman, 2012, pp. 368-369).

Adolescence crises in Erik H. Erikson's psychosocial development theory refer to identity vs. role confusion. Individuals in this crisis will deal with the task to achieve identity and avoiding role confusion (Boeree, 2006, p. 11). Identity refers to a sense of who he is, where he had been, and where he will be (Erikson J. M., 1998). Adolescents who are classified as identity achieved have already experienced a crisis time and made occupational and ideological commitments (Newman & Newman,

2012, p. 415). In this context, crisis refers to the period of the individual undergoing experimentation, exploration, and decision-making. Moreover, commitment refers to personal involvement in the areas of interpersonal relationships, religion, occupational choice, and political ideology.

Role confusion is when a person undergoes what Erikson called an Identity Crisis or feeling of not knowing who he is, where he had been, and where he will be (Boeree, 2006, p. 11). Young people in this state cannot commit to any single view of themselves. Also, they are possibly unable to integrate the various roles they play. They can be confronted by opposing value systems or by a lack of confidence in their ability to make meaningful decisions (Newman & Newman, 2012, p. 415). Thus, the lack of confidence will cause the individual to be easily influenced by his peer.

An individual who can handle this stage well will develop the ego strength of fidelity which refers to an individual's ability to live with society's standards despite their imperfection, incompleteness, and inconsistency (Boeree, 2006, p. 11). In contrast, an individual with a lot of sense of role confusion will develop repudiation. It is role rejection that is viewed as alien to oneself (Newman & Newman, 2012, p. 80). In addition, an individual with too much sense of identity will develop fanaticism in which the individual has no room for tolerance and believes that his way is the most correct regardless of the tolerance of other people's beliefs (Boeree, 2006, p. 11).

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers research design, research instrument, data and data source, data collection, and data analysis.

A. Research Design

This study is categorized into literary criticism in which the writer attempts to criticize a literary work or conduct a discussion of literature, including description, analysis, and interpretation of a literary work in the form of a novel. According to the book glossary of literary terms, literary criticism is the general term for studies concerned with defining, classifying, analyzing, interpreting, and evaluating works of literature (Abrams & Harpham, 2012).

This study attempts to explore the psychosocial development of Charlie, especially Charlie's adolescence crises. In analyzing the data, this study uses Erik H. Erikson's Psychosocial Development. Erikson's Psychosocial Development theory consists of eight stages. From the eight stages, this study focus on describing Charlie's psychosocial development: identity vs. role confusion. According to Joan M. Erikson (1998), identity vs. role confusion crises happens when an individual enters adolescence.

B. Data and Data Source

The data source of this study is a novel entitled *The Perks of Being a Wallflower*, written by Stephen Chbosky which was published by Pocket Books in 1999 (Chbosky, 1999). The novel is in the form of a PDF which consists of 120

pages. Moreover, the data are in the form of sentences, phrases, dialogue, or expressions that are found in the novel.

C. Data Collection

This study conducted is to find how Charlie's adolescence crises are resolved, and how Charlie's childhood crises and peers influence his adolescence crises. Therefore, in collecting the data;

1. The writer firstly reads the whole novel and tries to understand it.
2. The writer then carefully rereads while marking the statements related to how Charlie's adolescence crises are resolved, how Charlie's childhood crises influence his adolescence crises, and how Charlie's peers influence his adolescence crises.
3. The writer classifies the data collected based on its case.

D. Data Analysis

All the data collected related to Charlie's childhood crises and adolescence crises are analyzed using Erik Erikson's Eight Psychosocial Developments. The data are sorted to decide whether it is appropriate or not to be included. After all the data are relevant to be included, the data is described and discussed in the form of a paragraph. Furthermore, after describing and discussing all the data collected and analyzed, the writer then concludes the result while connecting it with the problems of the study.

CHAPTER IV

FINDINGS AND DISCUSSIONS

Before discussing Charlie's adolescence crises, this chapter will briefly highlight the synopsis of *The Perks of Being a Wallflower* novel which interests the writer to analyze. This novel tells about a life journey of Charlie in finding meaning. In this novel, Charlie gets some incidents that significantly affect his growth. He lives with the shadow of guilt. The first guilt appears when Charlie was a kid. He tells that he had ever slapped by his father after asking about his Aunt Helen's life. Also, 24 December 1983 was Charlie's seventh birthday party and in the middle time of the party, Aunt Helen left the party, then Charlie asked where she will go, and she said that she was going to get his birthday gift. A few moments later, a policeman came and said that Aunt Helen died in a car incident. Charlie was shocked and blamed himself for her death. The incidents make Charlie loses the will to take the initiative.

However, Charlie's life begins to change when he meets Bill, Patrick, and Sam. Bill is his advanced English teacher who is one of the people who motivate Charlie to find his identity. Bill knows Charlie's potency at writing. Therefore, he encourages Charlie to participate more in his life in order to sharpen the feeling in his words. Furthermore, Patrick and Sam are Charlie's seniors in his high school. Patrick and Sam are Charlie's first high school friends, they involve much in Charlie's adolescence development. After knowing Patrick and Sam closer, Charlie is integrated into their friend's group and he begins to apply what the bill suggests. Instead of seeing, Charlie attempts to participate in some events. With Patrick and

Sam, Charlie begins to be introduced to new things which probably can help him to find his identity. However, not all the new things introduced are good for Charlie as a seventeen years old boy. Consuming drugs and smoking are two inappropriate things that he should not be doing, especially at his age which is seventeen. Fortunately, Charlie is not influenced by the bad influence of his peers although he does smoke rarely. Regardless of the bad influence, he extremely enjoys his time with his friends and he feels accepted by his peers which is a crucial part of adolescence crises in order to develop a sense of identity.

In this chapter, all the data are described and discussed. All the focus will be on Stephen Chbosky's *The Perks of Being a Wallflower* novel to find Charlie's adolescence. Furthermore, the data will be analyzed by using Erik Erikson's Psychosocial Development, focusing on adolescence crises. However, before discussing Charlie's adolescence crises, this chapter will firstly analyze Charlie's early crises to make sure what sense he got. Due to the fact that the results of early crises can affect the development of the next crises (Fleming, 2004, p. 3). In addition, individuals cannot be back to the earlier crises, they only can review and reinterpret previous stages as a new insight (Newman & Newman, 2012, p. 65).

A. Charlie's Childhood Crises and Its Influence on Adolescence Crises

In *The Perks of Being a Wallflower* novel, Charlie is a sixteen-year-old boy who has just entered his first day at high school. Besides telling Charlie's adolescence, the novel also gives a brief view of Charlie's childhood, which still has relation to his adolescence development. In adolescence, Charlie is a calm type of

person, thus, his senior friend named Patrick calls him a “wallflower”. Patrick explains that “wallflower” means a person who sees things, but keeps quiet, and understands them (Chbosky, 1999, p. 25). One of the reasons which cause Charlie to become a wallflower is the sense of guilt that he brings from his childhood. This quotation below will show when Charlie got a sense of guilt for the first time.

“When I was around seven, I stopped asking about it because I kept asking like kids always do and my Aunt Helen started crying very hard. That’s when my dad slapped me, saying, “You’re hurting your Aunt Helen’s feelings!” I didn’t want to do that, so I stopped. Aunt Helen told my father not to hit me in front of her ever again and my father said this was his house and he would do what he wanted and my mom was quiet and so were my brother and sister. I don’t remember much more than that because I started crying really hard and after a while my dad had my mom take me to my room. It wasn’t until much later that my mom had a few glasses of white wine and told me what happened to her sister. Some people really do have it a lot worse than I do. They really do.” (Chbosky, 1999, p. 6)

The quotation above is Charlie’s flashback to when he was actually six years old boy. According to the next story, Aunt Helen’s death was when Charlie’s seventh birthday party, and the incident above clearly happened before Aunt Helen’s death. Thus, he was six years old, not seven years old. According to his age, he belongs to the category of early school age, specifically in the psychosocial development of childhood crises: initiative vs. guilt (Newman & Newman, 2012, p. 288). According to C. George Boeree (2006), psychosocial development of childhood crises: initiative vs. guilt begin in an individual at the age of three years old to six years old whose significant relation is family. From the quotation above, it is clear that Charlie was asking about Aunt Helen’s life and she belongs to Charlie’s family. Following that, the activity of asking questions is associated with the expression of a sense of initiative (Newman & Newman, 2012, p. 274).

Moreover, the quotation above is an illustration of when Charlie was slapped by his father after asking about his Aunt Helen's life. Charlie who was just a six-year-old child with a lack of knowledge was slapped for his ignorance. According to C. George Boeree (2006), Children at this age will develop a sense of guilt when they receive too harsh and abrupt responses. The combination of a cry from Aunt Helen and then father's slap emerges a sense of guilt inside Charlie. Thus, Charlie develops a sense of guilt more than a sense of initiative. The development of the sense of guilt makes Charlie cannot reach ego strength of purpose in childhood crises. Furthermore, this quotation below shows when Charlie's guilt significantly increased.

"I'm going to buy your birthday present.

That's the last time I ever saw her. I like to think my aunt Helen would now have that good job she was studying for. I like to think she would have met a good man. I like to think she would have lost the weight she always wanted to lose without dieting.

Despite everything my mom and doctor and dad have said to me about blame, I can't stop thinking what I know. And I know that my aunt Helen would still be alive today if she just bought me one present like everybody else. She would be alive if I were born on a day that didn't snow. I would do anything to make this go away. I miss her terribly. I have to stop writing now because I am too sad." (Chbosky, 1999, p. 52)

24th December 1983 was snowy and it was Charlie's birthday. Charlie with his sister, brother, mother, and Aunt Helen was in his home celebrating his seventh birthday party. However, in the middle time of the party, Aunt Helen left the party, then Charlie asked where she will go, and she said that she was going to get his birthday gift. A few moments later, a policeman came and said that Aunt Helen died in a car incident. After knowing the death of Aunt Helen, Charlie got hospitalized. From the quotation above, Charlie seemed to blame himself for the death of his Aunt Helen. According to Barbara M. Newman and Phillips R. Newman (2012),

individuals with a sense of guilt feel that their actions are responsible for someone's misfortune.

In psychosocial development, individuals cannot be back to the earlier stages but they can review and reinterpret previous stages to find new resolutions or meaning (Newman & Newman, 2012, p. 65). In the quotation below, Charlie has tried to review the incident when he was slapped by his father after asking a question to his Aunt Helen.

“When I was around seven, I stopped asking about it because I kept asking like kids always do and my Aunt Helen started crying very hard. That's when my dad slapped me, saying, “You're hurting your Aunt Helen's feelings!” I didn't want to do that, so I stopped. Aunt Helen told my father not to hit me in front of her ever again and my father said this was his house and he would do what he wanted and my mom was quiet and so were my brother and sister. I don't remember much more than that because I started crying really hard and after a while my dad had my mom take me to my room. It wasn't until much later that my mom had a few glasses of white wine and told me what happened to her sister. Some people really do have it a lot worse than I do. They really do.” (Chbosky, 1999)

From the quotation above, Charlie does not seem to find the right reevaluation. He still blames himself for trying to stop asking a question and he judges that asking a question is an action that is always done by a kid. His inaccurate assessment is caused by his guilt feeling toward what he has done and nobody who did not attempt to justify what Charlie's father had done to Charlie. Therefore, Charlie only learns that it is all his fault.

During adolescence, individuals will be concerning an appropriate environment to match their early cultivated skills and roles (Erikson E. H., 1977). Thus, the adolescent only has to bring all the capacity he has from the previous crises and search for continuity and sameness. From the previous crises, Charlie seems to fail at

balancing the crises. Charlie develops too much of a sense of guilt and he fails to reevaluate the sense. Thus, he brings the sense of guilt to adolescence and this quotation below describes when Charlie shows his sense of guilt in adolescence.

“I feel ashamed, though, because that night, I had a weird dream. I was with Sam. And we were both naked. And her legs were spread over the sides of the couch. And I woke up. And I had never felt that good in my life. But I also felt bad because I saw her naked without her permission. I told Sam that I dreamt that she and I were naked on the sofa, and I started crying because I felt bad, and do you know what she did? She laughed. Not a mean laugh, either. A really nice, warm laugh.” (Chbosky, 1999, p. 15)

Charlie indirectly becomes Sam’s friend after meeting his senior classmate, Patrick, in a high school football game. Sam is Patrick’s stepsister who is also Charlie’s senior and loved at the first sight. After Charlie spends some time with Patrick and Sam, he goes home with a cheerful feeling. However, his happy feeling disappears when he wakes up in the morning. Charlie’s sense of guilt is overwhelming when he realizes that he had a dream in which he and Sam are naked and have sexual contact. His guilty feeling extremely distracts him until he tells it to Sam while crying. According to Barbara M. Newman and Phillips R. Newman (2012), individuals with a sense of guilt will feel wrong toward their fantasies about other people although neither bad things nor negative consequences have resulted.

In childhood, Charlie overly developed the sense of guilt which then emerges as malignancy: inhibition. It refers to an individual who will not attempt to do things in order to avoid guilty feelings (Boeree, 2006, p. 9). Besides the guilt, Charlie also carries a sense of inhibition to his adolescence. Furthermore, this quotation below shows when Charlie brings malignancy: inhibition to his adolescence.

“You see. Even Charlie stood up to his bully. You see. And this guy got really red-faced. And he looked at me. Then, he looked at her. And he wound up and hit her hard across the face. I mean hard. I just froze because I couldn’t believe he did it. It was not like him at all to hit anybody. He was the boy that made mix tapes with themes and hand-colored covers until he hit my sister and stopped crying. The weird part is that my sister didn’t do anything. She just looked at him very quietly. It was so weird. My sister goes crazy if you eat the wrong kind of tuna, but here was this guy hitting her, and she didn’t say anything. She just got soft and nice. And she asked me to leave, which I did. After the boy had left, she said that they were “going out” and not to tell mom or dad what happened.” (Chbosky, 1999, p. 9)

Charlie seems to be afraid or doubts about interfering in other people’s affairs which represents his sense of inhibition. From the quotation above, it seems that Charlie sees the incident when his sister’s boyfriend hit her. Charlie is worried about his sister and what his sister’s boyfriend has just done, but he also doubts interfering with his sister’s affair. Therefore, Charlie chooses to be quiet and leave his sister at her request instead of trying to help his sister.

B. Peer’s Influence on Charlie’s Adolescence Crises

The individual in an adolescence crisis needs to bring all the capacity he has from the previous crises and search for continuity and sameness. The continuity and sameness potentially develop the sense of identity. In the other words, if adolescents do not find the appropriate continuity and sameness, they will develop a sense of role confusion. Moreover, individuals will develop a sense of role confusion when they failed to face previous crises. Role confusion refers to a person who undergoes feelings of not knowing who he is, where he had been, and where he will be (Boeree, 2006, p. 11).

At the beginning of entering high school, Charlie seems to fail to find continuity. Charlie revealed that he does not like high school and he feels lonely because he does not have a friend to talk to. When Charlie was in middle school, he had not had many friends. However, he still had Michael and Susan as his only friends. He used to spend time playing with them and watching football games. At the end of the middle school year, Michael committed suicide. In addition, after the death of Michael, Susan ignores him at high school. Moreover, after being left out by Susan, Charlie seems to be quiet and one of his classmates, Sean, notices him. Sean attempts to bother Charlie, and then, they started fighting, and Charlie beats him a lot while crying. Furthermore, after the incident, some of his friends give Charlie a bad look.

One of the adolescent's tasks is bringing all he had learned about himself as a son, a student, athlete, friend, Scout, newspaper boy, and so on (Elkind, 1970). Moreover, having friends is one of the tasks in childhood development (Newman & Newman, 2012, p. 367). Thus, Charlie's task in this stage is only to bring the ability to have friends or be a friend, but Charlie did not seem to find the continuity and sameness of having friends in his first month of entering high school. Due to the fact that he has been left out by his friends.

An individual at this stage tends to spend his time away from his family. Thus, peers become a crucial part of adolescents to interact and to be social support (Newman & Newman, 2012, p. 367). At the beginning of high school, Charlie has lost his social support because he gets peer rejection. However, after the incident,

Charlie does not give up to try to find other friends until he finds Patrick and Sam. Although they are his senior high school, Charlie seems to get along well. This quotation below describes how Charlie meets his continuity and sameness again.

“I didn’t know that other people thought things about me. I didn’t know that they looked. I was sitting on the floor of a basement of my first real party between Sam and Patrick, and I remembered that Sam introduced me as her friend to Bob. And I remembered that Patrick had done the same for Brad. And I started to cry. A beautiful song called “Landslide.” When we got out of the tunnel, Sam screamed this really fun scream, and there it was. Downtown. Lights on buildings and everything that makes you wonder. Sam sat down and started laughing. Patrick started laughing. I started laughing. And in that moment, I swear we were infinite.” (Chbosky, 1999, pp. 25-26)

Meeting and knowing Patrick and Sam, Charlie feels accepted. He finds his continuity and sameness which he had got from the previous stage. The continuity and sameness related to his experience of being Michael’s friend. Charlie has lost it at the beginning of entering high school after being left out by his friends, but he gets back the sense after meeting Patrick and Sam. They accept Charlie as he is. Charlie extremely feels welcome when Patrick and Sam introduce him to their friend's group. In addition, the group consists of Bob, Mary Elizabeth, Alice, Craig, and Peter.

Charlie’s friend's group can also be said as *cliques*. According to Ennett and Bauman (1996), *cliques* refer to small groups of people which consist of five to ten friends and provide frequent interaction both in school and neighborhood (Newman & Newman, 2012, p. 367). Being a member of a peer group in adolescence will develop an individual’s social skills which provide a long-lasting basis for functioning in a mature social group. These social skills refer to the individuals’

ability to determine whether their personal growth is compatible with the peer group or not (Newman & Newman, 2012, pp. 368-369).

Being a member of *cliques*, individuals may spend their time hanging out together, know about each other's families, planning activities together, and staying in touch with each other from day to day (Newman & Newman, 2012, p. 367). Therefore, as a member of the group of Patrick and Sam, Charlie is introduced to some new values and activities such as smoking, homosexuality, dating, and consuming alcohol and drugs. Those things are new things introduced to Charlie because he had not known some before from the previous experiences. The quotation below shows when Charlie is introduced to alcohol by his peers.

“I was the youngest, and they didn't want me to feel out of place, especially after I said no to having a beer. I once had a beer with my brother when I was twelve, and I just didn't like it. It's really that simple for me.” (Chbosky, 1999, pp. 22-23).

The first time Charlie was introduced to the group of Patrick and Sam is when there is a party at Bob's house. Charlie is greeted by a smoky room and everyone is given a can of beer. Charlie has never been taught that consuming alcohol is bad behavior because almost all members of his family consume alcohol sometimes. However, Charlie refuses the offer to drink beer and nobody has a problem with that. From Ibrati's study, it seems that Miles as the main character has been warned not to smoke by his parents, but he accepts the offer to smoke from his friend after hesitating for a moment (Ibrati, 2018, p. 35). This situation is almost similar to Charlie's experience in which both of them are offered a bad habit. Unlike Miles, Charlie firmly refuses the offer. Both Charlie and Miles have their reasons which

underlie their action. Miles in Ibrati's study considers that smoking is bad behavior but it may become the way he finds meaning in life. From the quotation above, Charlie refuses to drink beer because he had ever tried to drink it, but he does not like it. This situation shows that there are two different points of view from the result of one statement. It says that adolescents tend to attempt to do everything and then determine which one is compatible (Fleming, 2004, p. 11). Miles had never smoked, thus, he attempts to smoke as an instinct of an adolescent who attempts to do everything he had never done. On the other hand, Charlie had consumed beer before, but he does not like it, therefore, he determines that he will not consume beer anymore.

When adolescents do not behave as their peer, they will get a sense of rejection. From the quotation above, Charlie's action can lead himself to be rejected. However, Charlie is still treated well although he refuses to do it while everyone else does it. Hence, Charlie is psychologically connected to social life. Barbara M. Newman and Phillips R. Newman (2012) revealed that individuals who become psychologically connected to social life have discovered a group that provides them a sense of group belonging, meets their social needs, and allows them to express their social selves.

Offering beer is one of the activities referring to peer influence. Brown (2004) revealed that it refers to the activity, habits, behaviors, and demands of the peer which possibly encourage and discourage individuals (Newman & Newman, 2012, p. 376). According to Brown (2004), there are four types of peer influence. First is a direct suggestion, it refers to compulsion in which an individual who does not behave as

peers want will possibly be rejected. Second is modeling, adolescents who often spend time with their peers will see each other's style of life and imitate the behaviors to consolidate their sense of group membership. The third is subtle normative, peers use teasing, gossiping, or sarcasm to influence each other's attitudes and behavior. Fourth is unsupervised activities, peers will conduct an event in which alcoholic beverage is served, cruising in cars, or arrange to meet at a park or mall when adults are not likely to be present.

Beer is one of the alcoholic beverage types. Charlie says that he does not like beer does not mean he does not like all liquors. Charlie sometimes consumes what he calls brandy and red wine. Charlie starts to drink the kind of alcoholic beverage when he meets Patrick and Sam. He had been introduced to this thing since he was a kid. His aunt Helen was living with him and she drank a lot after she had a problem with his boyfriend (Chbosky, 1999, p. 15). Moreover, some of the members of his big family are used to consuming alcohol when they are having a party (Chbosky, 1999, p. 50). Adolescents have a high probability to be influenced in consuming alcohol when their family alcohol use is high. Therefore, there is no thought which limits Charlie not to consume alcohol. This quotation below describe when Charlie consumes alcohol with his peer.

Patrick and I have been spending a lot of time together. We drink a lot. Actually, it's more like Patrick drinks, and I sip (Chbosky, 1999, p. 91).

In adolescence, Charlie starts to drink when he celebrates his first Christmas with his peer group (Chbosky, 1999, p. 39). From the quotation above, he drinks a lot

when he is only with Patrick. What Patrick has done is included in the fourth type of peer influence. Fourth is unsupervised activities, peers will conduct an event in which alcoholic beverage is served, cruising in cars, or arrange to meet at a park or mall when adults are not likely to be present. In the quotation above, Patrick asks Charlie to accompany him when he is coping with a hard situation. They go to a place where alcoholic beverage is served and there is no parental supervision. Patrick and Charlie spent time together in a park talking while drinking alcohol.

With Patrick, Charlie is introduced to many things and one of them is homosexual. Patrick is gay and Charlie knows that since he unintentionally sees Patrick kissing Brad. Brad is the quarterback of Charlie's high school football team. This quotation below describes how Patrick give homosexual influence.

I opened the door, and I saw Patrick kissing Brad. It was a stolen type of kissing (Chbosky, 1999, p. 24).

As an adolescent, Charlie increases romantic relationships, sexual fantasies, and sexual behaviors as a result of biological changes, social, cultural, and historical contexts (Newman & Newman, 2012, pp. 344-345). Meeting Patrick, Charlie is introduced to a homosexual relationship. It is a romantic relationship between Patrick and Brad. He often sees their sexual behavior such as kissing and having sex. Patrick and Brad's behaviors are included in the second type of peer influence. The second type is modeling, adolescents who often spend time with their peers will see each other's style of life and imitate the behaviors in an effort to consolidate their sense of group membership. Patrick and Brad become a model for Charlie. As a peer of

Patrick, Charlie spends a lot of time with him and sees his style of life. Moreover, in the case of homosexual influence, Charlie gets peer pressure from Patrick and this quotation below shows the illustration.

We hugged good night, and when I was just about to let go, he held me a little tighter. And he moved his face to mine. And he kissed me. A real kiss. Then, he pulled away real slow (Chbosky, 1999, p. 91).

From the quotation above, Charlie experienced peer pressure when Patrick immediately holds and starts to kiss Charlie. Peer pressure is demands or compulsions for conformity. In a negative connotation, it refers to individuals who do not behave based on their beliefs because of afraid of peer rejection (Newman & Newman, 2012, p. 376). Charlie is actually uncomfortable when Patrick kisses him but he is afraid to disappoint him (Chbosky, 1999, p. 114).

Another influence from a peer is consuming drugs. Charlie is integrated into the groups of Patrick and Sam for the first time when there is a party at Bob's house. That moment is also his first time knowing and consuming drugs. This quotation below describes how Charlie is introduced to drugs and consumes those.

I was actually quite hungry because normally Sam and Patrick take me to the Big Boy after the football games, and I guess I was used to it by now. I ate the brownie, and it tasted a little weird, but it was still a brownie, so I still liked it. But this was not an ordinary brownie. Since you are older, I think you know what kind of brownie it was.

After thirty minutes, the room started to slip away from me. I was talking to one of the girls with the belly button ring, and she seemed like she was in a movie. I started blinking a lot and looking around, and the music sounded heavy like water (Chbosky, 1999, p. 23).

Charlie comes to his first party when he is introduced to the group of Patrick and Sam. He was pranked by Bob with a brownie that contains a drug. Due to the fact that

after Charlie has eaten the brownie, he hallucinates that the room slips away from him. This kind of influence is included in the fourth type of peer influence. Charlie is arranged to join an event or place where drugs are served and adults are not likely to be present. After the incident, Charlie tries to consume twice, but he does not seem interested to consume what he calls LSD (Chbosky, 1999, p. 23). According to the Cambridge dictionary, LSD refers to an illegal drug that makes the user see the world differently.

Moreover, the last bad influence of peers is smoking a cigarette. The quotation below shows how Charlie is introduced to cigarettes and smokes cigarettes.

“Can I have a cigarette?” I said. I couldn’t bring myself to say “bum a smoke.” Not for my first one. I just couldn’t. (Chbosky, 1999, p. 57).

Almost all the members of the group are used to smoking cigarettes. But no one offers Charlie to smoke a cigarette, they may know that Charlie was not used to smoking. They seem to appreciate Charlie’s way of life. One time, Charlie undergoes a bad day and he asks Patrick for his cigarette. Sam stops Patrick and asks what is going on with him because she thought that Charlie wasn’t used to smoking. Furthermore, Charlie tells her what has happened to him and after he finishes telling her, Sam gives him the cigarette. Sam’s action in stopping Patrick to ask Charlie is a form of attention that refers to the function of the peers which is social support (Newman & Newman, 2012, p. 367). In addition, as a fellow member, Sam does not attempt to inhibit Charlie, but she tries to let Charlie express his social self.

From the quotation above, it seems that Charlie's peers implement the second type of peer influence which refers to the action of imitation. Charlie often hangs out and spends a lot of time with his peers who are used to smoking. However, Charlie is never forced to smoke and his friends do not mind that he does not smoke. Charlie unintentionally observes his peers' behavior and imitates it. On the other hand, peers become a model for Charlie to smoke. Moreover, after Charlie lit his first cigarette, Charlie is used to smoking.

From the discussions about peer's bad influences, it seems that Charlie has been influenced by some inappropriate things such as homosexuality, consuming alcohol and drug, and smoking. Referring to Charlie's action, he seems lost in the flow of his friends influence. Therefore, he develops some sense of role confusion in which he is more likely to be influenced by his peer (Newman & Newman, 2012, p. 415). However, the inappropriate influence does not affect his process to find his new way of life. It does not badly affect his whole life because he seems to get better grades from Bill (Chbosky, 1999, p. 28).

In addition, Charlie's peer group also brings a good influence on his development. For example, Charlie is introduced to how to build a romantic relationship with a girl and this quotation below shows it.

"I mean it's not like in the movies where girls like assholes or anything like that. It's not that easy. They just like somebody that can give them a purpose" (Chbosky, 1999, p. 16).

During adolescence, the individual develops romantic relationships, sexual fantasies, and sexual behaviors as a result of biological changes, social, cultural, and historical

contexts (Newman & Newman, 2012, pp. 344-345). A romantic relationship is such a dating. It is reasonable for Charlie to have an interest in a girl. He has crushed on Sam since he meets her for the first time. However, Charlie is an innocent boy who never dates. Therefore, he directly reveals his feeling to Sam. This is a quite weird situation because it is his second meeting with her and he immediately says that he has a crush on Sam. In adolescence, individuals learn the art of flirtation, practice how to approach and how to coyly refuse, and learn the rules of engagement between the sexes, which vary from culture to culture (Newman & Newman, 2012, p. 345). Thus, from the quotation above, Patrick gives an insight to Charlie into what he should do when he has crushed on a girl.

Another good influence of peers is when Charlie is introduced to the fanzine Punk Rocky by Alice and this quotation below is the illustration.

“I did start working for a fanzine called Punk Rocky. It’s this xerox magazine about punk rock and The Rocky Horror Picture Show. I don’t write for it, but I help out” (Chbosky, 1999, p. 29).

Being integrated into the group of Patrick and Sam, Charlie feels accepted which affects his confidence to involve himself in social activities. Charlie is introduced to some activities such as a party where alcoholic beverages and drugs are served. On the other side, Charlie is also introduced to some great activities. One of the great activities is working for Xerox magazine about punk rock and The Rocky Horror Picture Show. This activity helps him to finally find his desire to be a writer and

possibly develops Charlie's ability to write. Although he does not work to write, it is a good step for Charlie to begin his effort to find a meaningful life.

Charlie has failed in the childhood crises in which he developed too much of a sense of guilt. The sense of guilt then emerge malignancy: inhibition. It refers to an individual who will not attempt to do things in order to avoid guilty feelings (Boeree, 2006, p. 9). The sense of inhibition makes Charlie always afraid to reject the coercion of others and to involve himself in a problem. However, one of his peers realizes Charlie's inhibition sense and she tries to help Charlie. Moreover, this quotation below shows how Sam helps Charlie out of inhibition sense.

“You can't just sit there and put everybody's lives ahead of yours and think that counts as love. You just can't. You have to do things. Charlie, I also told you not to tell Mary Elizabeth she was pretty. And to ask her a lot of questions and not interrupt her. Now she's with a guy who does the exact opposite. And it works because that's who Peter really is. He's being himself. And he does things” (Chbosky, 1999, pp. 113-114).

In the quotation above, Sam attempts to encourage Charlie to involve himself when he finds a problem that he wants to fix and to give priority to his life. Sam implicitly pushes Charlie to remove the sense of inhibition. Erikson (1959) revealed that adolescents have to learn to be most themselves to achieve a sense of identity (Newman & Newman, 2012, p. 412). Charlie actually wants to do things and involve himself, but because of the sense of inhibition, he repressed his desire. Thus, Sam's statement “*you have to do thing*” and “*he is being himself*” is unintentionally trying to help Charlie develop his sense of identity or to help Charlie become most himself.

Through the good influences, Charlie begins to reevaluate his childhood stage: initiative vs. guilt. Due to the fact that adolescents can attempt to undertake a reexamination of childhood identifications and from the present, they identify and evaluate their talents, interests, and abilities (Newman & Newman, 2012, p. 412). Through the good influences, Charlie successfully develops a sense of initiative. He seems to show the sense of initiative by joining in some events and working in the fanzine Punky Horror.

C. The Resolution of Charlie's Adolescence Crises.

An individual in adolescence is going to deal with the task to develop identity and avoid too much sense of role confusion. Identity refers to a sense of who he is, where he had been, and where he will be (Erikson J. M., 1998). In psychosocial development: identity vs. role confusion, there is an alternative way to achieve identity selectively which is a psychosocial moratorium. It refers to a delay of adult commitment for an individual to know or observe himself before determining identity (Erikson E. H., 1968, p. 157). A psychosocial moratorium allows an individual to explore the surroundings in search of things that Erikson called worthwhile ways of life. In the case of Charlie, after exploring the surrounding, he has shown two principles of life. The principles are "There are other people who have it a lot worse" and "To participate".

My dad said, "There are other people who have it a lot worse." (Chbosky, 1999, p. 5)

The quotation above was when Charlie's sister had a problem with his boyfriend and his father give her a piece of advice so that she stops crying. His father

meant to tell her not to be too sad when she got a problem because many people are in more horrible trouble. Charlie who heard his father's voice attempts to apply it to his life. He compares some incidents he experienced with people's incidents. *Some people really do have it a lot worse than I do. They really do* (Chbosky, 1999, p. 6). It was when Charlie reviews his memories of being slapped by his father and he compares it with Michael's problem. Following that, he realizes that Michael has a lot worse problem than his problem, thus, he is not sad anymore.

Charlie in adolescence has undergone some incidents which make him feel sad. A prominent incident is the re-emergence of memories with Aunt Helen. Charlie has experienced post-traumatic disorder (PTSD) which is a result of being sexually abused by his Aunt Helen (Austriani, 2017). In the beginning, Charlie repressed the memories of when Aunt Helen sexually abused him, but being an adolescent and being in a peer group, he involves himself in many things which especially refers to sexual intercourse. Due to the fact that during adolescence, individual increases romantic relationships, sexual fantasies, and sexual behaviors as a result of biological changes, and social, cultural, and historical contexts (Newman & Newman, 2012, pp. 344-345). Moreover, Charlie's trauma is overwhelming when he is going to have sexual contact with Sam. The sexual contact is uncomfortable for Charlie because his memories of his aunt Helen have arisen. Charlie is too sad at that moment and this quotation below shows how Charlie attempts to resolve his sadness by applying his father's advice.

And even if somebody else has it much worse, that doesn't really change the fact that you have what you have. I don't know. It's just different. Maybe it's good to put things in perspective, but sometimes, I think that the only perspective is to really be there. Like Sam said. Because it's okay to feel things. And be who you are about them (Chbosky, 1999, p. 119).

When the memories of his Aunt Helen are overwhelming, Charlie tries to think that people have it a lot worse. Nevertheless, it does not work, he does not feel better. Following that, Charlie is hospitalized after being unconscious while he is naked and watches television that is not on. Hereinafter, he reevaluates and reinterprets his father's statement. He considers that the value does not really fit him, he considers that people may have a lot worse but it never changes what has happened to him. Adolescents tend to attempt to do everything and then determine which one is compatible (Fleming, 2004, p. 11) Therefore, he seems to override the value and focuses only on what Bill and Sam have suggested because he considers it is the most compatible for him. This quotation below shows how Charlie gets the second principle.

"Do you always think this much, Charlie?"

"Is that bad?" I just wanted someone to tell me the truth.

"Not necessarily. It's just that sometimes people use thought to not participate in life."

"Is that bad?"

"Yes."

"I think I participate, though. Don't you think I am?"

"Well, are you dancing at these dances?"

"I'm not a very good dancer."

"Are you going on dates?" (Chbosky, 1999, pp. 16-17)

The big problem for Charlie as an adolescent is bringing all he had learned in the previous stages because he had failed in one of the stages. In childhood, especially, in the psychosocial development: initiative vs. guilt, Charlie developed a lot of sense of

guilt which then emerged the inhibition. From the quotation above, Bill encourages Charlie to get out of the sense of inhibition by advising Charlie to participate more than just think. Bill is his advanced English teacher who knows Charlie's potency in writing. Therefore, he encourages Charlie to participate more in his life in order to sharpen the sense in his words. Bill's advice then becomes a meaningful word that does not only develop Charlie's ability in writing but also becomes one of the worthwhile ways of life. Moreover, the adolescent tends to attempt to do everything and then determine which one is compatible (Fleming, 2004, p. 11). After determining statements of Bill's advice as his inspiration to live, Charlie attempts to do activities that represent the essence of the statement. He tries to follow some activities to implement Bill's advice which is "to participate". The quotation below describes how Charlie tries to implement "to participate".

"I don't know what it was, and I know we didn't really accomplish anything, but it felt great to sit there and talk about our place in things. It was like when Bill told me to "participate." I went to the homecoming dance like I told you before, but this was much more fun. It was especially fun to think that people all over the world were having similar conversations in their equivalent of the Big Boy" (Chbosky, 1999, pp. 60-61).

The first time of being told "to participate", Charlie actually does not really understand it. Therefore, he does everything which involves himself such as joining the homecoming football game and dance. From the quotation above, it seems that Charlie is extremely enthusiastic to do what Bill has suggested because he even comes to a dance party without a partner. In psychosocial development: initiative vs. guilt, Charlie has developed a lot of sense of guilt. When an individual is in adolescence, he will bring all the results of the early stages. Therefore, Charlie's

sense of guilt and malignancy: inhibition rearises in adolescence. Charlie in adolescence has shown some illustrations of a sense of guilt and inhibition such as when his sister is slapped by her boyfriend and he just does nothing. “to participate” is a way to reevaluate his failure in the early stages. Due to the fact that individuals cannot be back to the earlier stages but they can review and reinterpret previous stages to find new resolutions or meanings (Newman & Newman, 2012, p. 65).

This way of life helps Charlie to find the sense of initiative that he has failed in the early stage. Charlie slowly pushes his limitation and tries to remove his sense of guilt which emerges as ego strength: inhibition. This sense, as stated before, refers to an individual who will not attempt to do things in order to avoid guilty feelings (Boeree, 2006, p. 9). Moreover, this quotation below shows when Charlie attempts to emerge a sense of initiative and purpose.

“I did start working for a fanzine called Punk Rocky. It’s this xerox magazine about punk rock and The Rocky Horror Picture Show. I don’t write for it, but I help out” (Chbosky, 1999, p. 29).

Indeed, Charlie shows some sense of inhibition in adolescence but he also attempts to encourage himself to develop a sense of initiative. Thus, he will achieve ego strength of purpose. Purpose refers to individuals whose thoughts and behavior have basic direction and meaning. Moreover, it does not only the action and behavior which has meaning, but also the individual (Newman & Newman, 2012, p. 278). After being advised by Bill, Charlie seems to do everything on the basis “to participate”. Thus, what Charlie does at the moment shows a clear basic direction or meaning in which he tries to work for a fanzine because he wants to participate as Bill has said. Charlie,

as an individual who is initiating, also has meaning or direction in which he seems to find his desire to be a writer in the future. Thus, after meeting Bill, Sam, and Patrick, Charlie begins to reevaluate his childhood crises. From his peer's good influence, he successfully develops the sense of initiative. Moreover, from Bill's advice, Charlie's sense of initiative emerges ego strength: purpose.

By achieving the senses, Charlie as an adolescent develops his sense of identity. Adolescents who are classified as identity achieved have already experienced a crisis time and made occupational and ideological commitments (Newman & Newman, 2012, p. 415). In this context, crisis refers to the period of an individual undergoing experimentation, exploration, and decision-making. Moreover, commitment refers to personal involvement in the areas of interpersonal relationships, religion, occupational choice, and political ideology.

From the whole discussion, Charlie seems to experience a crisis time. He tries to do experimentation when he is out of his comfort zone to reach the meaning of "to participate". He explores his ability to write with the guidance of Bill and he decides to be a writer for his future. Moreover, Charlie has made a commitment in which he demonstrates personal involvement in his peer group and working for a fanzine called Punky Horror. Therefore, this study considers that Charlie has achieved the sense of identity.

The development of the sense of identity balances Charlie's adolescence crises and emerges ego strength: fidelity. This ego strength refers to the capacity of adolescents to pledge loyalty to a group and to sustain faithfulness to the

commitments which they make to others (Newman & Newman, 2012, p. 377). Rosenberg & McCullough (1981) emphasized that mattering is one of the branches of fidelity. It refers to the relational aspect of the self-concept that reflects an assessment of how aware others are of you, how important you are to others, and how much others rely on you (Newman & Newman, 2012, p. 377). Charlie's peers integrated him into their group which develops Charlie's social skills. They help Charlie in implementing "to participate" and teach him about it. Likewise, Charlie is important to them. For instance, when Patrick has a problem with Brad, Charlie becomes the one who accompanies Patrick. Thus, this study considers that Charlie has developed ego strength: fidelity

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing Charlie's Adolescence Crises by using literary criticism through psychosocial development theory by Erik H. Erikson, this study comes to the last chapter which consists of a conclusion and suggestion. This chapter will consist of a conclusion that reckons with the analysis, which has been done in the previous chapter. Furthermore, this study gives a suggestion related to this study for the readers, especially for the next researchers who use a similar theory or subject as used in this study.

A. Conclusion

The objective of this study is to grasp Charlie's adolescence crisis by using Erik H. Erikson's psychosocial development theory. Moreover, the problems of this study are "How does Charlie's childhood crises influence adolescence crises in Chbosky's *The Perks of Being A Wallflower* novel?", "How do Charlie's peers influence Charlie's adolescence crises in Chbosky's *The Perks of Being A Wallflower* novel?" and "How are Charlie's adolescence crises resolved in Chbosky's *The Perks of Being A Wallflower* novel?." First, this study finds that Charlie failed to balance his childhood crises: initiative vs. guilt which influences his adolescence crises. He gets too much sense of guilt after he receives harsh treatment from his father and after the death of his aunt Helen. The development of the sense of guilt then emerges malignancy: inhibition. Charlie seems to bring both the sense of guilt and

malignancy: inhibition to adolescence. The sense of guilt appears when Charlie extremely feels guilty after dreaming about Sam. Moreover, the malignancy: inhibition appears when he refuses to involve himself in the incident when his sister is slapped by her boyfriend. Thus, Charlie develops some sense of role confusion in which he seems lost in the flow of his peers' bad influences.

Second, Charlie's peers are crucial to him in that they help him to fix his previous crises. After meeting Patrick, and Sam, he experiences reevaluation. He reevaluates his childhood stage in which he develops the sense of initiative that emerges ego strength: purpose. Charlie's sense of initiative is when he attempts to join some events like a homecoming football game and a party dance and works for a fanzine called Punky Horror. He tries to work for fanzine because he wants to participate as Bill has said. Moreover, after being advised by Bill, Charlie seems to do everything based on "to participate". Thus, what Charlie does "to participate" shows a clear basic direction or meaning which represents ego strength: purpose.

Finally, this study concludes that Charlie successfully balances his adolescence crises. The balance of childhood crises causes the development of the sense of identity which then emerges ego strength: fidelity. Charlie is classified as identity achieved because he has already experienced a crisis time and made occupational and ideological commitments. The development of the sense of identity makes Charlie knows his desire that is to be a writer. Furthermore, as the result of the development of identity sense, Charlie develops ego strength: fidelity. This

development is marked by how aware Charlie's peers are of him, how important Charlie is to them, and how much they rely on Charlie.

B. Suggestion

This study focuses on Charlie's adolescence crises, and how Charlie's childhood crises and peers influence his adolescence crises by using Erik H. Erikson's eight psychosocial developments. There are several aspects of the novel that have not been analyzed. *The Perks of Being a Wallflower* novel has a movie version. Thus, the future researcher who is fascinated in conducting a study using Stephen Chbosky's *The Perks of Being a Wallflower* novel as the main object can conduct a comparative study between the novel version and the movie.

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