

**THE MAIN CHARACTER'S PSYCHOSOCIAL CRISIS IN JEANNETTE  
WALLS' *THE GLASS CASTLE***

**THESIS**

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2021**

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WALLS' *THE GLASS CASTLE***

**THESIS**

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2021**

## STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**The Main Character’s Psychosocial Crisis in Jeannette Wall’s *The Glass Castle***” is my original work. I do not include any materials previously written or published by another person, except those ones that are cited as references and written in the bibliography. Hereby, if there is an objection or claim, I am the only person who is responsible for that.

Malang, 9<sup>th</sup> December 2021

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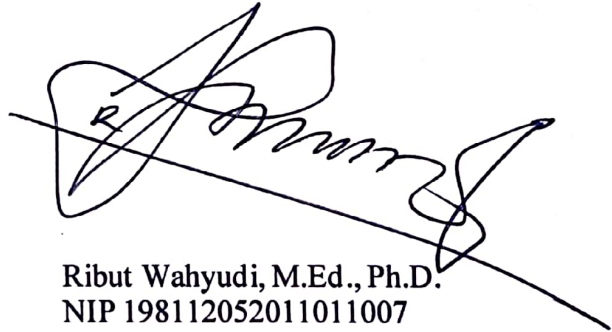
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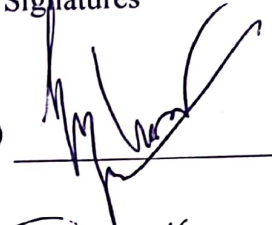
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## **MOTTO**

*Other Things May Change Us, But We Begin And End With Family.*

## **DEDICATION**

I dedicate this thesis to:

My dearest Family:

Father, Budi Nyoto (Alm)

Mother, Machfudzoh

Husband, Khalid Ilham A.

Daughter, Mahira Syauqiya K. A

My advisor:

Muhammad Edy Thoyib, M.A.

My Friends:

Happy Tsani, Naufal Farras Dafa E., A, Rois Ubaidillah, Iskobar Santani, M.

Hilman, Lusi Liana, Anisa Cahyani, Nur Ihsan, Eka Zuliati, Rara Savira, Indira Kartini, M. Nasrullah, and many more that I can't mention all of them, for sharing the same struggle, and giving me prays and supports.

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Finally, I hope this thesis will be useful for all the readers and may provide an additional source for those who want to study psychological criticism. This study may not be perfect. Hence, any comments, corrections, and criticisms are gently welcomed.

Malang, 9<sup>th</sup> December 2021



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## ABSTRACT

Yuniananda Rahmanisa. 2021. **The Main Character's Psychosocial Crisis in Jeannette Wall's *The Glass Castle***. Minor Thesis (*Skripsi*) Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Muhammad Edy Thoyib, M.A.

**Keywords** : Psychosocial, psychosocial crisis, stage development

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The theory of psychosocial development of Erik Erikson aims to uncover the development of personality from birth to old age. The most well-known aspect of Erikson's theory is description of the fundamental psychosocial tension, that individuals balance throughout their lives. Erikson called this state of tension a psychosocial crisis. This study reviews the events experienced by the figure of Jeannette Walls as primary data for analysis. The data obtained from the reading of the object of study are classified as a psychosocial crisis that Jeannette Walls experienced, and the way Jeannette Walls went through a phase of psychosocial crisis. Data on Jeannette Walls' journey in the psychosocial crisis phase are used to see and analyze how Jeannette went through the psychosocial crisis phase.

This research is categorized as literary criticism. The objective was to analyze the psychosocial crisis and Jeannette Walls resolution using the psychosocial theory put forward by Erik Erikson. The principle of which consists of the stages of development, developmental tasks, psychosocial crisis and the central process of resolving psychosocial crisis from Erikson's psychosocial theory would be applied in the character of Jeannette Jeannette as the main character of Jeannette Walls' *The Glass Castle*.

In accordance with Erikson's theory of psychosocial crisis, the results of the research obtained in this study are psychosocial crisis Jeannette divided by age (1) toddlerhood that occurs around the age of two to three years, Jeannette experienced a psychosocial crisis of autonomy against shame and doubt, (2) early school age that occurs around the age of four to six years, psychosocial crisis of Jeannette's initiative against her guilt, (3) middle childhood that occurs around the age of six to eleven years, Jeannette's psychosocial crisis towards industry against inferiority, , (4) adolescence that occurs around the age of twelve to twenty-four years, Jeannette's psychosocial identity crisis against alienation and identity confusion.

## ABSTRAK

Yuniananda Rahmanisa. 2021. **The Main Character's Psychosocial Crisis in Jeannette Wall's *The Glass Castle***. Skripsi Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Muhammad Edy Thoyib, M.A.

**Kata Kunci** : Psychosocial, psychosocial crisis, fase perkembangan

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Teori perkembangan psikososial Erik Erikson bertujuan untuk mengungkap perkembangan kepribadian sejak lahir hingga usia tua. Aspek yang paling terkenal dari teori Erikson adalah deskripsinya tentang ketegangan psikososial mendasar yang harus diseimbangkan individu sepanjang hidup mereka. Erikson menyebut keadaan ketegangan ini sebagai krisis psikososial. Penelitian ini mengulas peristiwa yang dialami oleh tokoh Jeannette Walls sebagai data primer untuk dianalisis. Data yang diperoleh dari pembacaan objek studi diklasifikasikan sebagai krisis psikososial yang dialami Jeannette Walls, dan cara Jeannette Walls melewati fase krisis psikososial. Data perjalanan Jeannette Walls dalam fase krisis psikososial digunakan untuk melihat dan menganalisis bagaimana Jeannette melewati fase krisis psikososial.

Penelitian ini dikategorikan sebagai kritik sastra. Tujuannya adalah untuk menganalisis krisis psikososial dan penyelesaiannya Jeannette Walls menggunakan teori psikososial yang dikemukakan oleh Erik Erikson. Prinsip yang terdiri dari tahap pengembangan, tugas perkembangan, krisis psikososial, dan proses sentral untuk menyelesaikan krisis psikososial dari teori psikososial Erikson akan diterapkan dalam karakter Jeannette Jeannette sebagai karakter utama *The Glass Castle* karya Jeannette Walls.

Hasil penelitian yang didapatkan pada penelitian ini adalah Sesuai dengan teori Erikson tentang krisis psikososial, krisis psikososial Jeannette dibagi berdasarkan usia (1) masa balita yang terjadi sekitar usia dua hingga tiga tahun, Jeannette mengalami krisis psikososial otonomi melawan rasa malu dan keraguan, (2) usia sekolah dini yang terjadi sekitar usia empat hingga enam tahun, krisis psikososial inisiatif Jeannette melawan rasa bersalahnya, (3) masa kanak-kanak pertengahan yang terjadi sekitar usia enam hingga sebelas tahun, krisis psikososial Jeannette terhadap industri melawan inferioritas, (4) masa remaja yang terjadi sekitar usia dua belas hingga dua puluh empat tahun, krisis identitas psikososial Jeannette melawan keterasingan dan kebingungan identitas.

## مستخلص البحث

رحمة النيساء، يوي أناندا. 2021. الأزمة النفسية والاجتماعية (Psychosocial Crisis) بنظرية جانيت في رواية "The Glass Castle" بواسطة جانيت والس. البحث العلمي، قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. مشرف الأستاذ محمد إيدي طيب، الماجستير

الكلمات المفتاحية : النفس، الأزمة النفسية والاجتماعية، مراحل التطوير

تهدف نظرية التطور النفسي والاجتماعي لإريك إريكسون إلى الكشف عن تطور الشخصية من الولادة إلى الشيخوخة. أحد الجوانب المعروفة في نظرية إريكسون هو وصفه للتوتر النفسي والاجتماعي الأساسي الذي يجب على الأفراد موازنتها طوال حياتهم. ووصف إريكسون حالة التوتر هذه بأنها أزمة نفسية واجتماعية. تستعرض هذه الدراسة الأحداث التي مرت بها شخصية جانيت والس كبيانات أولية للتحليل. تصنف البيانات التي تم الحصول عليها من قراءة موضوع الدراسة على أنها أزمة نفسية اجتماعية عانت منها جانيت والس والطريقة التي مرت بها جانيت وولز. بمرحلة الأزمة النفسية والاجتماعية. تستخدم البيانات حول رحلة جانيت والس في مرحلة الأزمة النفسية والاجتماعية لرؤية وتحليل كيفية مرور جانيت بمرحلة الأزمة النفسية والاجتماعية.

يصنف هذا البحث أنه نقد الأدبي. كان الهدف تحليل الأزمة النفسية والاجتماعية وحلها جانيت والس باستخدام النظرية النفسية والاجتماعية التي طرحها إريك إريكسون. المبادئ التي تتكون من مراحل التطور، المهام التنموية، أزمة نفسية اجتماعية والعملية المركزية لحل الأزمة النفسية والاجتماعية لنظرية إريكسون النفسية والاجتماعية سيتم تطبيقها في شخصية جانيت جانيت كشخصية رئيسية.

نتائج البحث الذي تم الحصول عليه في هذه الدراسة هي وفقا لنظرية إريكسون للأزمات النفسية والاجتماعية، أزمة نفسية اجتماعية جانيت مقسمة حسب العمر (1) الطفولة المبكرة التي تحدث في سن سنتين إلى ثلاث سنوات، جانيت تعاني من أزمة نفسية اجتماعية من الاستقلالية ضد الخجل والشك، (2) سن المدرسة المبكرة التي تحدث حول سن أربع إلى ست سنوات، الأزمة

النفسية والاجتماعية لمبادرة جانيت ضد ذنبها، (3) الطفولة المتوسطة التي تحدث في سن السادسة إلى الحادية عشرة، أزمة جانيت النفسية والاجتماعية تجاه الصناعة ضد الدونية، (4) المراهقة التي تحدث في حوالي سن الثانية عشرة إلى الرابعة والعشرين، أزمة هوية جانيت النفسية والاجتماعية ضد الاغتراب والارتباك في الهوية.

# **CHAPTER I**

## **INTRODUCTION**

This chapter covers an overview of the research background. Background of the study will provide a rationale for choosing the topic of the analysis of Jeannette psychosocial crisis in Jeannette Walls' the glass castle. Problems of the study and objective of the study will provide the main issues of the research. The scope and limitation will narrow the focus of the research. Definition key terms will provide a better understanding to understand the research. The previous study will provide a referral source as well as a comparison from the past research in the same area of topic or object. The research method will be used to provide the suitable research design, data source, data collection, and data analysis for the research.

### **A. Background of the Study**

Development is a reality that happen for every individuals. Kaplan (1983) defines development as movement towards perfection. It is literally a process rather than a state. Thus, individual is not described as under development if he or she has reached some ideal end-state. Individual can be justify as under development when he or she is moving in the direction of ideal end-state (Sugarman, 2001: 6).

Briefly, individual development begins before birth and ends with death. This development takes place in any given cultural context. Therefore, the development of biological processes will coexist with socio-cultural factor. The Changes in human behavior over the life span include biological processes (e.g., hormonal production in puberty; biological changes in old age) are interrelated with

socio-cultural factors (e.g., changing social roles and developmental tasks) (Albert and Trommsdorf, 2014).

Previously, individual's development is focused in infancy and early childhood, assuming that further development is not necessarily important. The key foundation to this statement was an assumption where most personality characteristics were seen as fully developed during young adulthood. However, due to more refined empirical studies, the studies of individual's development is now significantly change until very old age. Baltes, Staudinger, & Lindenberger (1999) argue that the farther human development extended into adult life and old age, the more particular cultural factors and resources to emerge. This argument is supported by an assumption where the older individuals needed more culture based resources (material, social, economic, psychological) to generate and maintain high levels of functioning.

In response to that phenomenon, literature is holding important role as developmental figure for individuals. Literature as a product of human creativity in writing or oral language is stressed in the use rather than the value (Wellek and Warren 1942: 28). In this case, literature is seen as a mimetic understanding, as mirror reflection of author real life society that poured into a creative work of art. Thus, the reader could possibly gain value and entertainment from reading literary works. In that way, the literature will hit the function of utility and pleasure (Wellek and Warren, 1954: 21).

As a figure for the reader, literature give an example about author life society in a form of literary works. Struggle, pain, and success that portrayed by the



character within literary works would possibly be a good lesson for the reader. In this case, novel is the best genre of literary works that fit to be learning materials. Novel become the most suitable learning material due to its natural characteristic. Novels are mostly written in narrative text that's serve aesthetic seriousness in the art of expressing feeling into a complete story that pinpoints one or several major characters and provides a minor character to support the major character (Stefanie & Jarmila:2012). It makes the depiction of a character presented in a specific time and place to aim for a distinct purpose of action. Thus, it makes the story may emerge from the various way and perspective

Development is the main issues in the novel *The Glass Castle*. The story is about a memoirs of famous author Jeannette Walls. Jeannette is an American writer and journalist. She begin her early career at Brooklyn newspaper called *The Phoenix*. In 1987 to 1993 she continue her career to *New York Magazine* as a writer for intelligencer column. From 1998 to 2007, she contribute regularly to the gossip column scoop at *MSNBC.com* before eventually decide to work her career as full-time writer at 2007.

*The Glass Castle* (2005) is her greatest achievement in her career. It was well received among the critics and the public. The novel is crowned as amazon best-seller book for journalist biographies category and stay for seven years as *New York Times* best seller. More than 2.7 million of its copies has sold and translated into 22 languages. It received the Christopher Award, the American Library Association's Alex Award (2006), and the Books for Better Living Award. Thus, Paramount bought the film rights to the book with Brie Larson starring as Jeannette

Walls. The succession of *The Glass Castle* novel is one of my reason to make this novel as my research object.

The other reason why analyzing *The Glass Castle* is interesting is that the novel propose a significant lesson for developing individual's life. The problem of developmental studies is fairly related with Indonesia. As developed country, Indonesian people needs a role models to gain knowledge on how to become a better individuals. Thus, this research is conducted as a bridge to the lesson that reside within the novel.

As a focus of this research, the analysis will highlight the gradual way of Jeanette in overcoming her problem. Each state of Jeannette's development will be analyze using Erik Erikson Psychosocial crisis theory. In a straight line, the research is limited in finding each state of Jeannette within the novel. Then, each state will be analyze to portray Jeannette way in coping with her problem.

*The Glass Castle* novel was previously analyzed by Yusnaviza Alda on 2019 in her thesis. She explain the environmental influence on Jeannette's personality development. The first environmental influence is family which affected the traits of independent, smart, mature, firm, and caring in Jeannette's personality. The second environmental influence is school which affected the traits of tough, humble, and problem solving in Jeannette's personality. The third environmental influence is negative and positive sides of role-play and accepting reality in Jeannette's personality. All three influencing factor are supported by characters, event, setting within the novel. The characters are supporting the environmental influence through the media of socialization which later influence

Jeannette's personality. The events are supporting the environmental influence through the media circumstances which compel Jeannette to develop her personality. The settings are supporting the environmental influence through the existing society which makes Jeannette have to adjust by adapting her personality

The theory of developmental psychology by Erik Erikson was also used to analyze literary work by Saiful Anwar on 2014 in his thesis. He portrayed the psychosocial crisis of Maggie in Stephen Crane's *Maggie: A Girl of the Street*. The result of his study conclude that Maggie is experiencing three kinds of psychosocial crises. The first is identity versus role-confusion where Maggie cannot find her role within society. The second is intimacy versus isolation where Maggie feels worthless and unneeded. The third is generativity versus stagnation where Maggie couldn't afford the progress of her life.

The theory of developmental psychology by Erik Erikson was also tested on a real social phenomena by Dunn Joshua Amaro on 2015 in his thesis. He investigates the effect of parasocial relationship on personality development. His result showed that parasocial relationship had no effect on personality development. Yet, he explain that the result is just hypothetical due to methodological issues with measuring both psychosocial development and parasocial relationships which might affected he results of this study. Thus, in the future, a different approach will be used to attain more satisfying result. Ultimately, although his study did not support the anticipated predictions, it does offer a little bit more insight into how gender affects parasocial relationship in the identity crisis.

Finally, this novel is all about the process of self-development and the meaning of persistence. It is depicted through the struggle of the main character who has problematic environment. Jeannette can be seen as a figure of zero to hero in attaining an ideal end-state for her life. Thus, this research is conducted to analyze her story of life, what kind of psychosocial crisis that she experienced, and how she deals with her psychosocial crisis in the novel *The Glass Castle*.

### **B. Problems of the study**

Based on the background of this research, the problem in this study are:

1. What are the psychosocial crisis experienced by the main character in Jeannette Walls' *The Glass Castle* ?
2. How does the main character go through the phase of psychosocial crisis in Jeannette Walls' *The Glass Castle* ?

### **C. Objectives of the study**

The research objectives are a continuation of the research problem above.

The researcher concludes that the objectives of this study are:

1. To explain psychosocial crisis experienced by main character in Jeannette Walls' *The Glass Castle*.
2. To describe the phase of main character psychosocial crisis in Jeannette Walls' *The Glass Castle*.

#### **D. Significances of the Study**

Theoretically, the result of this study are expected to enhance the knowledge of analyzing literary works using developmental psychology theory. Literary work as reflection of author real life definitely has a tons of lesson for the reader. Exposing the lesson through developmental psychology theory is one way to utilize it.

Practically, this study is hoped to give the reader new perception on how to utilize psychological theory to analyze literary works. In addition, this study can also be used as a reference for research related with analyzing literary works using developmental psychology theory.

#### **E. Scope and Limitation**

The analysis of this research focused on finding and describing the psychosocial crisis experienced by Jeannette in Jeannette Walls' *The Glass Castle*. Then, the research concentrated on analyzing Jeannette resolve on her psychosocial crisis according to Erik Erikson's developmental psychology theory. All discussion narrowed to the character Jeannette Walls as the main character.

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theory. All discussion narrowed to the character Jeannette Walls as the main character.

## **F. Definition Key Term**

As a guideline for a better understanding of this research, several key terms will be provided as follows:

### 1. Developmental Psychology Theory

The scientific study of ways in which people change, as well as stay the same, from conception to death (Lally and French, 2019: 9)

### 2. Psychosocial

The study of human development as a product of the ongoing interaction between an individual's (*psycho*) biological and psychological needs and abilities on the one hand and societal (*social*) expectations and demands on the other hand (M. Newman and R. Newman, 2012: 62).

### 3. Psychosocial crisis

State of tension that results from the discrepancies between the person's competences at the beginning of a stage and the society's expectations for behavior at that period of life (M. Newman and R. Newman, 2012: 68).

## **G. Previous Studies**

*The Glass Castle* novel was previously analyzed by Yusnaviza Alda on 2019 in her thesis. She explain the environmental influence on Jeannette's personality development. The first environmental influence is family which

affected the traits of independent, smart, mature, firm, and caring in Jeannette's personality. The second environmental influence is school which affected the traits of tough, humble, and problem solving in Jeannette's personality. The third environmental influence is negative and positive sides of role-play and accepting reality in Jeannette's personality. All three influencing factor are supported by characters, event, setting within the novel. The characters are supporting the environmental influence through the media of socialization which later influence Jeannette's personality. The events are supporting the environmental influence through the media circumstances which compel Jeannette to develop her personality. The settings are supporting the environmental influence through the existing society which makes Jeannette have to adjust by adapting her personality

The theory of developmental psychology by Erik Erikson was also used to analyze literary work by Saiful Anwar on 2014 in his thesis. He portrayed the psychosocial crisis of Maggie in Stephen Crane's *Maggie: A Girl of the Street*. The result of his study conclude that Maggie is experiencing three kinds of psychosocial crises. The first is identity versus role-confusion where Maggie cannot find her role within society. The second is intimacy versus isolation where Maggie feels worthless and unneeded. The third is generativity versus stagnation where Maggie couldn't afford the progress of her life.

The theory of developmental psychology by Erik Erikson was also tested on a real social phenomena by Dunn Joshua Amaro on 2015 in his thesis. He investigates the effect of parasocial relationship on personality development. His result showed that parasocial relationship had no effect on personality development.

Yet, he explain that the result is just hypothetical due to methodological issues with measuring both psychosocial development and parasocial relationships which might affected he results of this study. Thus, in the future, a different approach will be used to attain more satisfying result. Ultimately, although his study did not support the anticipated predictions, it does offer a little bit more insight into how gender affects parasocial relationship in the identity crisis.

## **H. Research Method**

### **1. Research Design**

This research is the manifestation of literary criticism where the literary work is being interpret, analyze, and evaluate. According to Saeed (2016), literary criticism divided into Theoretical criticism, Practical criticism, Impressionistic criticism, and Judicial criticism. Theoretical criticism proposes an explicit theory of literature, in sense of general principles, together with a set of terms, distinctions, and categories, to be applied to identifying and analyzing works of literature. Practical criticism discuss a particular works and writers in an applied critique, the mode of the analysis, interpretation, and evaluation are often left implicit. Impressionistic criticism attempts to represent in words the felt qualities of a particular passage or work, and to express the responses that the work directly evokes from the critic. Judicial criticism attempts not merely to communicate, but to analyze and explain the effects of a work by reference to its subject, organization, techniques, and style, and to base the critic's individual judgments on specified criteria of literary excellence.



By using general principle, together with a set of terms, differences, and categories of individual psychology theory as an explicit literary theory, this research can be categorized as theoretical literary criticism. Thus, the psychological aspect from main character within a literary work will be identified and analyzed through the approach of psychosocial theory proposed by Erik Erikson. In this case, Erikson's theory of psychosocial will be used to identify and analyze the object of this research. The object of this research is Jeannette Walls's *The Glass Castle*. In sum, the principle that consist stages of development, developmental task, psychosocial crisis, and the central process for resolving the psychosocial crisis from Erikson's psychosocial theory will be applied in character Jeannette as the main character of Jeannette Walls's *The Glass Castle*.

## **2. Data Source**

The primary data source for this research is the 289 pages novel *The Glass Castle* by Jeannette Walls which is published in 2005 by Scribner. As supporting data, the writer is also considering to watch the film *The Glass Castle* which directed by Destin Daniel Cretton to gain a better insight on the novel story line.

## **3. Data Collection**

The data collection begin by skimming reading to obtain the general insight about the novel story line. Attaining general ideas about the meaning of the work, the essence of the plot and character, along with paying attention to the difficult words is the goal of this phase. Then, scanning reading is applied to understand how

the main characters interact within the story line of the novel. The aim of this phase is getting the essence of psychosocial crisis of the main character. This phase is also including annotating the event that related with psychosocial crisis.

#### **4. Data Analysis**

The data analysis following the steps proposed by Mathew B. Miles and A. Michael Huberman. This step started by summarizing and packaging the data from the novel. Then, the next step is repackaging and aggregating the data. Finally, the last step is developing and testing proposition to construct an explanatory framework in a form of case study report.

## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

This chapter provides general concept to the related theory that will be use to undergo the research. First, the researcher will present the basic insight of psychology of literature. Second, the researcher will present the common background of psychoanalytic theories of development. Third, the researcher will elaborate the theory of psychosocial crisis and central process to resolve the crisis.

#### **A. Notion of Psychology of Literature**

Practically, literature and psychology are two different disciplines. However, both literature and psychology share the salient correlation in studying human being as the primary object (Emir, 2016). The concern of psychological studies is mostly oriented to the human nature, function, and phenomena (Coleman, 1988:3). In correspondence, literature reflected human nature, function, and phenomena in a form of creative work of art as an effort to leave a trace of their existence (Klarer, 1999:1). It is applied through author's standpoint of objective, perception, ideologist, and valuation to open an imaginative world to the reader (Aras, 2014: 251). Briefly, the mutual correlation between psychology and literature reside within the evaluation of a literary work using the resources of psychology to obtaining psychological truths from a literary work (Emir, 2016). In other word, literature assist psychology in accordance of portraying human psychological conditions through literary work while psychology brings the reader

into the psychological dimension of human reality by analyzing character moods and expressions (Emir, 2016).

Wellek and Warren (1942: 75) introduce the term psychology of literature as the study of the author as the individual, the study of the creative process within the works of literature, the study of psychological aspect presented within literary work, and the study of the effect of literary work upon its reader. Shortly, psychology of literature can be divided into author-oriented, text-oriented, contextual-oriented, and reader-oriented. The author-oriented concern in analyzing relationship between the literary works and the biography of the author. The text-oriented concern in analyzing the language, style and the formal structure of literary works. The contextual-oriented concern in analyzing historical, social or political background within literary works. Reader-oriented concern in analyzing the admission of texts by the reader and the texts' general impact towards society (Klarer, 1999: 76).

In the beginning of 20th century, psychological literary criticism was introduced by Freud under the name psychoanalysis (Knapp, 2004: 102). Psychoanalysis was initially used and developed as a method of therapy for neuroses. The practices then expanded in the history of civilizations including warfare, mythology, religion, literature and other arts (Hossain, 2017). In the field of literature, psychoanalytic criticism overviews literary work as a suppressed feeling and thought which reflected in the form of expressive work of art, namely literature (Rezaei & Seyyedrezaei, 2013). However, this proposal receive several controversy among several theorist like Erikson, Adler, Fromm, and Horney. They

believe that the reader might uncover the hidden meaning within the text by interpreting how the literature idealized by its author rather to believe in unconscious motive behind it (Rajan, 2017: 2-3). This rejection leads the creation of Neo-Freudian, a group of theorist who alter and develop Freud's work on psychoanalysis.

Now days, Psychoanalysis is the most famous approach to performed psychological literary criticism. Whitehead (2016) asserted that utilization of psychological literary is conducted by employing psychoanalysis as a theory and match it with a literary work that going to analyzed. In regard to this research, the researcher will use the theory of Erikson's psychosocial to systematically analyze the literary work of Jeannette Walls's *The Glass Castle*.

## **B. Psychoanalytic Theories of Development**

Psychoanalytic theory describes development as unconscious (outside of consciousness) and deeply emotionally colored. Psychoanalytic theorists emphasize that behavior is only a surface characteristic and that a correct understanding of development requires an in-depth analysis of the symbolic meaning of behavior and the workings of the mind. Psychoanalytic theorists also emphasize that early experiences with parents broadly shape development. This characteristic is highlighted in the main psychoanalytic theory of Sigmund Freud (Santrock, 2011: 22).

Freud stressed developmental issues on the early age of human life. He believed that the infant is driven to obtain a form of bodily pleasure which derived

from the mouth, anus, and genitals, the erogenous zones that define the stages of development during the first 5 years of life (Schultz and Schultz, 2017: 52). Freud's stages of development are divided into oral, anal, phallic, latency, and genital. Each stage is determined by the way the resolve conflicts between sources of pleasure at each stage and the demands of reality which later highly influence adult personality. (Santrok, 2011: 22).

In later development, Freud's stages of development becomes a foundation for Erik Erikson's stages of development under his proposed theory of psychosocial. Erikson's psychosocial theory was arguably an enhance version of Freud's psychoanalysis theory due to the similar conception about personality that formed by the stages of development. However, Erikson renounce Freud opinion about basic personality that shaped in the first five years of life. He claimed that developmental change occurs throughout the life span. Therefore, Erikson asserted the importance of both early and later experiences in the eight stages of development. Eight stages of development unfold as the individual go through life. At each stage, a unique developmental task confronts individuals with a crisis that must be resolved. According to Erikson, this crisis is not a catastrophe but a turning point marked by both increased vulnerability and enhanced potential. The more successfully an individual resolves the crises, the healthier development will be (Santrok, 2011: 23).

### **C. Erikson's Psychosocial Theory**

Erik Erikson's theory of psychosocial development is the first, and arguably most influential, lifespan theory of development. Despite being highly influenced by Freud's psychoanalytic theory of development, psychosocial extended Freud's theory in two significant ways. First, Erikson developed a lifespan theory which aim to unfolds personality development from birth through old age. This is clearly the enchance version of Freud's theory that emphasize most of personality development is formed around age five. Second, Erikson's theory is considered psychosocial, emphasizing the importance of social and cultural factors across the lifespan. While in contrast, Freud's theory is considered a psychosexual theory of development, emphasizing the importance of sexual drives and genitalia in how children develop.

Despite Erikson's deviation from the sexual prominence of Freud's theory, Erikson's theory is undoubtedly a psychoanalytic theory heavily influenced by Freud. However, even though social tensions are highlighted above sexual tensions, Erikson's theory still fits an important role for childish sexuality, lifelong libidinal drives, and unconsciousness. Thus, Erikson's theory is slightly broader than Freud's (Syed and McLean, 2017).

The most well-known aspect of Erikson's theory is his description of fundamental psychosocial tensions that individuals must balance throughout their lives. Erikson refer this state of tension as psychosocial crisis. It is the results from the discrepancies between the person's competences at the beginning of a stage and

the society's expectations for behavior at that period of life (M. Newman and R. Newman, 2012).

## **1. Psychosocial Crisis**

### **a. Infancy ~ First 24 Month (Trust versus Mistrust)**

Infancy stage occurs at the first years of the individuals. The psychosocial crisis at this stage is caused by a positive pole of trust and negative pole of mistrust. This stage is a fundamental nature of an infant's sense of connection to the social world.

For infant, trust is positive emotion where their needs will be met and that they are valued. This emotion comes from the infant's capability to delay the feeling of gratification, warmth, and delight because of positive experience that gained from family member. Trust develops from a direct figure in the social environment to the support and responsiveness of the wider social and physical world. Infants also learn to trust their sensory systems in processing stimuli from the environment. In this function, trust extends to learning to trust one self (M. Newman and R. Newman, 2012: 178).

On contrary to trust, mistrust is negative emotion that caused by at least three sources: infant wariness, lack of confidence in the caregiver, and doubt in one's own lovableness. Wariness is initially associated with at least two infant reflexes, a startled response in response to loud sounds and a reflex in response to a sudden loss of support. Lack of confidence in the caregiver is usually caused by inappropriate respond towards them. Doubt in one's own lovableness is usually



caused by infant's frustration when they encounter the intensity of their own capacity for anger (M. Newman and R. Newman, 2012: 179).

**b. Toddlerhood ~ Ages 2 and 3 Years (Autonomy versus Shame and Doubt)**

Autonomy refers to the capability to act independently. The establishment of a sense of autonomy requires not only intense effort by the child but also great patience and support from parents. Toddlers' demands for autonomy are often irritating. They challenge their parents' common sense, goodwill, and goodwill. Parents must learn to teach, persuade, absorb insults, wait, and praise. Sometimes, they have to let the kids try things the kids might not be able to do. By encouraging their children to engage in new tasks, parents hope to increase their sense of competence. In the end, in the development of autonomy, toddlers shift from a somewhat rigid, to an independent, energetic, persistent one (M. Newman and R. Newman, 2012: 223).

Shame refers to an intense negative emotion to evaluate one self. Sense of shame is often caused by social ridicule and criticism. It most likely happen when a child is made to feel embarrassed or ridiculed for behaving in a stupid, thoughtless, or clumsy way. As a result, children may refrain from all kinds of new activities because they already possesses by the expectation of failing. Ultimately, when feelings of self-confidence and worth are replaced by constant doubt, the acquisition of new skills becomes slow and painful (M. Newman and R. Newman, 2012: 224).

**c. Early School Age ~ Ages 4 to 6 Years (Initiative versus Guilt)**

Initiative is an expression of the results of the initial experience of oneself as a causal agent which continues to be shown when children impose themselves and their ideas and questions into their social world. It is an active and conceptual investigation of the world, in the same sense that autonomy is the active physical manipulation of it. This can be identified from the child's curiosity, exploratory behavior, and active coping strategies in facing obstacles (M. Newman and R. Newman, 2012: 274).

Guilt is an emotion that accompanies the feeling that someone is responsible for unacceptable thoughts, fantasies, or actions. It is recognized as a fundamental moral emotion usually accompanied by regret and a desire to make amends for real or imagined wrongs. It has an adaptive function to promote social harmony, as it interferes with or inhibits aggressive actions and directs people to apologize or to compensate for wrongs they may have committed. Compared to shame, which is often accompanied by strong feelings of anger or resentment, guilt is usually associated with constructive attempts to repair damage done to others (M. Newman and R. Newman, 2012: 275).

**d. Middle Childhood ~ Ages 6 to 11 Years (Industry versus Inferiority)**

Industry is a desire to acquire skills and do meaningful work. During middle childhood, many aspects of work are intrinsically motivating. New skills. They bring children closer to adult abilities. Each new skill allows the child to have a certain independence and can even carry new responsibilities that enhance their

sense of worth. In addition to self-motivation factors associated with increasing competence, external sources of reward encourage skills development. Parents and teachers can encourage their children to get better grades by giving them material rewards, additional privileges, and praise. Peers also encourage the acquisition of some skills, although they may have some negative feedback regarding others (M. Newman and R. Newman, 2012: 322).

Inferiority is a feeling of worthlessness and inadequacy. It occurs when Children who cannot master certain skills experience feelings of inferiority. Individual differences in aptitude, physical development, and previous experiences result in experiences of inadequacy in several domains. No one can do everything well. Children find that they cannot master every skill they try. Even a child who feels quite positive about work and finds refreshing new challenges will experience some degree of inferiority in certain skills that he cannot master (M. Newman and R. Newman, 2012: 322).

**e. Early Adolescence ~ Ages 12 to 18 Years (Group Identity versus Alienation)**

Group identity emerges when young people integrate a set of ideas about the norms, expectations, and status hierarchies of important groups in their social world, constructing this representation of the group to which they are a member or of which they aspire to be a member. Associated with this scheme are strong emotional investments, cognitions, and possible patterns of behavior. As young people prepare to engage in the larger social world, a positive sense of group identity provides confidence in being meaningfully connected to society, having a

cognitive map of the characteristics of the social landscape, and the skills or tools to navigate the terrain. Regarding oneself as a competent member of a group or group is the basis of one's self-concept as well as one's willingness to participate and contribute to society (M. Newman and R. Newman, 2012: 371).

Alienation refers to a sense of social isolation, the absence of social support or meaningful social relationships. Alienation can be viewed as stemming from a dilemma related to issues of common identity, common bond, or both. The alienation associated with common identity issues can occur when young people are forced to take on roles or are expected to live up to the expectations of groups they do not belong to. This may occur as a result of stereotypes, racism, or elitism in the school or community. In this condition, adolescents perceive that their opinions, beliefs, and values differ substantially from the groups they consider as members. In many schools, some subsets of students are marginalized because of markers such as minority status, physical disabilities, or developmental delays, or as a result of poor social skills and low academic motivation. These students are often typed as nobody, loners, detached, or outcast (M. Newman and R. Newman, 2012: 375).

#### **f. Later Adolescence ~ Ages 8 to 24 Years (Individual Identity versus Identity Confusion)**

Individual identities emerge when adolescents are then preoccupied with questions about their essential character in the same way that early childhood children are preoccupied with questions about their origins. In an effort to define

themselves, adolescents must pay attention to the bonds that have been built between them and others in the past and the direction they hope for in the future. Identity serves as an anchor point, giving the person the essential experience of continuity in social relations (M. Newman and R. Newman, 2012: 412).

Identity confusion is maladaptive resolve of identity crisis. Young people at this stage cannot make the commitment to see for themselves. They may not be able to integrate the various roles they play. They may be confronted by conflicting value systems or by a lack of confidence in their ability to make meaningful decisions. On a personal, subjective basis, some young people may reach adolescence with difficulty accepting or setting clear ego boundaries, or they may not experience agency feelings (M. Newman and R. Newman, 2012: 415).

#### **g. Early Adulthood ~ Ages 23 to 34 Years (Intimacy versus Isolation)**

Intimacy is defined as the ability to experience open, supportive, and gentle relationships with others without fear of losing one's own identity in the process. Intimate relationships have both cognitive and affective components. Partners can understand each other's point of view. They usually experience self-confidence and mutual respect which reflects their respect as well as their affection for each other (M. Newman and R. Newman, 2012: 468).

The negative pole of the psychosocial crisis in early adulthood is isolation. As social beings, people have a deep need for a sense of belonging and belonging. Isolation, and the accompanying feelings of not being able to experience inter-

subjectivity or shared meaning, are major sources of psychological distress (M. Newman and R. Newman, 2012: 416).

#### **h. Middle Adulthood ~ Ages 34 to 60 Years (Generativity versus Stagnation)**

Generativity includes procreation, productivity, and creativity, and thus the generation of new beings, as well as new products and ideas, including a kind of self-generation which deals with the further development of identity. Generativity is formed as a result of the experience of caring for the world, nurturing and caring, and caring (M. Newman and R. Newman, 2012: 512).

Stagnation indicates a lack of movement or psychological growth. Those who are unable to maintain a household, raise children, or manage their careers are likely to experience psychological stagnation in late middle adulthood. Ultimately, stagnation is positively associated with neurotic personality characteristics, indicated a high level of concern, and was negatively associated with personality characteristics of extraversion and openness to experience, demonstrated difficulty in social relationships, problems achieving a sense of social acceptance, and being highly controlled. Overall, these characteristics indicate a person who is not only closed to experiences with others, but also lacks in the types of experiences that will encourage self-development (M. Newman and R. Newman, 2012: 515).

#### **i. Later Adulthood ~ Ages 60 to 75 Years (Integrity versus Despair)**

The term integrity refers to the ability to accept the facts of life and face death without great fear. As they get older, they need to step back and find ways to

integrate or reconcile the events in their life with the hopes and dreams they may have had in their early or middle adulthood. This process of making meaning involves assessing a person's life and the extent to which worthy goals are sought and achieved. In the search for meaning in life, one looks for ways to assemble a coherent story about the order, purpose, and value of life's complex puzzle pieces (M. Newman and R. Newman, 2012: 551).

The polar opposite of integrity is despair. It is far more likely that an adult will resolve a crisis of integrity versus despair in a negative direction than an infant will resolve a crisis of trust versus mistrust in a negative direction. In order for babies to feel trust, they must rely on the benevolence of responsible caregivers who will meet their essential needs. In many cases, these caregivers are present, and babies learn to rely on other people. However, to experience integrity, older adults must incorporate into their self-image a lifelong record of conflicts, failures, and disappointments, along with accomplishments. They have to face what is sometimes referred to as "dream death" (M. Newman and R. Newman, 2012: 552).

## **2. Central Process for Resolving the Crisis**

### **a. Infancy ~ First 24 Month (Mutuality with the Caregiver)**

Mutuality with the caregiver as the central process to resolve the crisis of trust versus mistrust is characterized by a mutual relationship. Initially it is built on the consistency with which the caregiver responds to the infant's needs appropriately. Caregivers come to appreciate the diversity of infant's needs, and

infant learn to expect that their personal needs will be met (M. Newman and R. Newman, 2012: 180).

### **b. Toddlerhood ~ Ages 2 and 3 Years (Imitation)**

The main mechanism by which toddlers emerge as autonomous individuals is imitation. Imitation is one of the most widely used and efficient learning mechanisms. Along with teaching and practice, imitation is one of the basic mechanisms that support the transmission of culture from generation to generation. Children observe their more skilled parents, siblings, and friends. Each subsequent generation benefited from observing the previous generation's skilled behavior. Imitation plays a role in learning skills as well as in social cognition, enabling one to observe and reproduce the actions, expressions and gestures of others. Although imitation requires the presence of an active model, the result is a shift in action from model to copycat. In other words, once toddlers have succeeded in imitating a skill, it is theirs, and they can use it for whatever purpose they like (M. Newman and R. Newman, 2012: 226).

### **c. Early School Age ~ Ages 4 to 6 Years (Identification)**

The discussion of developmental tasks at an early age points to identification as a central process in resolving the conflict between initiative and guilt. Identification occurs when children actively seek to improve their self-concept by incorporating into their behavior some of the valuable characteristics of their parents. Through various processes, including observing the behavior of



others, imitating others, engaging in activities where others watch, and participating in games, conversations, and problem solving with others, children form internal representations of themselves that are coordinated with representations of those who other (M. Newman and R. Newman, 2012: 276).

**d. Middle Childhood ~ Ages 6 to 11 Years (Education)**

Education is a cultural process for transmitting valuable knowledge and skills from one generation to the next. Every culture must find a way to pass on the wisdom and skills of past generations to its younger generations. Education is also a process by which standards are set for exemplary, acceptable, or unacceptable performance. Consequently, education is the primary process by which children experience a sense of mastery and achievement associated with industry and critical feedback or negative evaluation associated with inferiority (M. Newman and R. Newman, 2012: 323-324).

**e. Early Adolescence ~ Ages 12 to 18 Years (Peer Pressure)**

Peer pressure refers to demands to conform to group norms and to show commitment and loyalty to group members. At the same time, adolescents outside the group form expectations that strengthen adolescent relationships with certain peer groups and prohibit their transfer to other groups. Likewise, an individual who belongs to a group is more acceptable to the social system than someone who tries to remain unaffiliated and aloof (M. Newman and R. Newman, 2012: 376).

**f. Later Adolescence ~ Ages 18 to 24 Years (Role Experimentation)**

The central process of role experimentation suggests answers to identity crises. Adolescents further experimented with roles that represented many of their possible future identities. They may imagine themselves in a variety of careers in an effort to anticipate what it would be like to be a member of a particular occupation group. They may take various summer jobs, change their college majors, read a lot, and daydream about success in multiple jobs. They considered whether to marry, and they began to determine the ideal qualities they were looking for in a long-term intimate partner (M. Newman and R. Newman, 2012: 417).

**g. Early Adulthood ~ Ages 23 to 34 Years (Mutuality among Peers)**

The main process by which intimacy is obtained is togetherness among peers. Mutuality refers to empathic awareness of one another, understanding of oneself and others, and the ability and willingness to regulate one's needs in response to one's partner's needs. One must be able to give and receive pleasure in an intimate context. Two young adults must bring the same strengths and resources to the relationship. Intimacy is built on their ability to meet each other's needs and accept each other's weaknesses. When one partner needs to depend, the other is strong and supportive; other times, the roles can be reversed. Every partner understands that the other is capable of many types of relationships. Togetherness facilitates partners' ability to meet each other's needs in different ways over time rather than resulting in a static, unified relationship (M. Newman and R. Newman, 2012: 473).

#### **h. Middle Adulthood ~ Ages 34 to 60 Years (Person-Environment Interaction and Creativity)**

Successful personality growth depends on the interaction between the demands of one's immediate environment and a person's needs, skills and interpersonal style. The concept of interaction shows the potential for reciprocal influence between the individual and the environment. As a result, the structure and demands of the organization can change a person's behavior, values, goals and self-esteem. People also have an impact on the arrangements in which they participate. In addition, creativity also plays an important role in imposing new perspectives on the organization, expression, or formulation of ideas (M. Newman and R. Newman, 2012: 516-517).

#### **i. Later Adulthood ~ Ages 60 to 75 Years (Introspection)**

Introspection is defined as recollection "the long-term memory of an event in which the reminder was one of the participants or observers". This nostalgic memory process allows adults to recapture some of the unforgettable events in their life history. Introspection may be a pleasant memory of a life adventure or a painful review of some personal or family crisis. (M. Newman and R. Newman, 2012: 552).

## CHAPTER III

### ANALYSIS

This chapter present the analysis of Jeannette's psychosocial crisis as well as her struggle to resolve those psychosocial crisis in Jeannette Walls' *The Glass Castle*. This chapter will be divided into two sub-chapter of finding and discussion. The writer will describe Jeannette's psychosocial crisis in finding section to exhibit the kind of psychosocial crisis that experienced by Jeannette. Subsequently, the writer will elaborate Jeannette's resolve to her psychosocial crisis in discussion section to analyze the way she struggle to resolve her psychosocial crisis. The description of Jeannette's psychosocial crisis will be an accordance to Erikson's eight stages of psychosocial crisis. Some important events from the novel will be cited to justify the correlation between Erikson's psychosocial theory and Jeannette's life-span development.

#### **A. Jeannette's Psychosocial Crisis**

Psychosocial crisis that experienced by Jeannette occurs in the age range of three to twenty-two. This mean, in accordance to Erikson's stages of psychosocial crisis, Jeannette undergo four stage of psychosocial crisis. Jeannette undergo psychosocial crisis of autonomy versus shame and doubt during toddlerhood state which occurs around ages of two to three. Then, Jeannette start psychosocial crisis of initiative versus guilt during early school age which occurs around ages of four to six. Later, Jeannette begin psychosocial crisis of industry versus inferiority during middle childhood which occurs around ages of six to eleven. Finally,

Jeannette enter psychosocial crisis of identity versus alienation and identity confusion during adolescence which occurs around ages twelve to twenty-four.

### **1. Jeannette's Toddlerhood (Ages 2 and 3 Years)**

During toddlerhood, Jeannette face psychosocial crisis of autonomy versus shame and doubt. Briefly, autonomy refers to the capability to act independently. The establishment of Jeannette autonomy comes from her effort to take action (M. Newman and R. Newman, 2012: 223). On the other side, shame refers to an intense negative emotion to evaluate one self which may cause the feelings of self-confidence and worth are replaced by constant doubt. The formation of Jeannette doubt comes from her negative imagination about something terrible (M. Newman and R. Newman, 2012: 224).

At the very beginning, Jeannette was doing very well to develop the adaptive crisis of Erikson's psychosocial crisis that is autonomous. Her autonomous character revealed when she was about to carry on an adult task which portrayed in the following quotation.

*"But at that moment, I was wearing the dress to cook hot dogs," (Walls: 10).*

The quotation above imply that Jeannette was capable to act independently. Moreover, the task that she did wasn't exactly the task that performed by a child at her age. Therefore, it signify the fact that Jeannette was an autonomous child.

The proof of Jeannette's capability as an autonomous child wasn't limited by her ability to carry on difficult task. She also capable to think autonomously

before making decision. The next following quotation will generate a brief overview about Jeannette's autonomous thinking.

*I got up and began to walk back toward the houses, and then decided that if Mom and Dad did come for me, they wouldn't be able to find me, so I returned to the railroad tracks and sat down again I was scrapping the dried blood off my legs when I looked up and saw the Green Caboose come back around the bend (Walls: 32).*

The quotation was take place when Jeannette fell from her family car. It show that the child Jeannette was able to handle the situation like an adult. Although at first she seems puzzled about what should she do, she finally got a reason to make a decisive action. Her action was considered exceptional for a child at her age. While other child at her age would probably cry and disoriented, she was able to stand fast and calmly make a decision.

However, no matter how strong the child Jeannette may seem, she also had a maladaptive crisis of Erikson's psychosocial crisis. Yet, her maladaptive crisis was developed not because of her initial experience. But, it rather caused by a negative imagination about something that she didn't exactly sure. The following dialogue excerpt will further describe the situation of Jeannette's maladaptive crisis.

*"I think there's something under our bed," I said to Lori.  
 "It's merely a figment of your overly active imagination," Lori Said.  
 "Something's there," I whispered.  
 "Go to sleep," Lori said.  
 Holding my pillow over my head for protection, I ran into the living room, where Dad was reading. "What's up, Mountain Goat?"  
 "Nothing, probably," I said. "I just think maybe I saw something in the bedroom." Dad raised his eyebrows "But it was probably just a figment of my overly active imagination" (Walls: 37)*

Those dialogue portrayed how child Jeannette was faced with something she didn't know for sure. Dealing with such situation, Jeannette was portrayed

having doubt of herself and ask for a help from her older sister. Unfortunately, her sleepy older sister didn't provide much of a help. So, she turned to the figure of the family that was her father.

The depiction of Jeannette's psychosocial crisis of autonomy versus shame and doubt that had been previously mentioned above give a strong implication about Jeannette's lifespan development during toddlerhood. Her lifespan development was definitely moving toward adaptive crisis rather than the maladaptive one. Although she was depicted having some maladaptive crisis, the fact that she was capable to act, think, and decide like and adult proved her autonomous personality.

## **2. Jeannette's Early School Age (Ages 4 to 6 Years)**

During early school age, Jeannette face psychosocial crisis of initiative versus guilt. According to Erikson in M. Newman and R. Newman, (2012: 274) Initiative is an expression of the results of the initial experience of oneself as a causal agent which continues to be shown when children impose themselves and their ideas and questions into their social world. Meanwhile, guilt is an emotion that accompanies the feeling that someone is responsible for unacceptable thoughts, fantasies, or actions (M. Newman and R. Newman, 2012: 275).

In the stage of initiative versus guilt, Jeannette was depicted able to keep up her adaptive crisis. Her autonomous personality bear fruit to the next dominant adaptive crisis of initiative. The portrayal of Jeannette's initiative personality was depicted in the following quotation.

*“School wasn’t so bad. I was in the first grade, and my teacher, Miss Cook, always chose me to read aloud when the principal came into the classroom. The other students didn’t like me very much because I was so tall and pale and skinny and always raised my hand too fast and waved it frantically in the air whenever Miss Cook asked a question” (Walls: 47)*

The quotation above show Jeannette’s exploratory behavior in social world. In this case, She express her idea into a social world by actively interact with her teacher in school. Her personality was considered dominant among other students because the other students were described didn’t like very much about her behavior. The occasion like that was common in the school age. Sometimes competition may resulted feelings of envy that lead to hatred.

The depiction of Jeannette’s initiative not only limited in the social world. Beyond the school society, Jeannette also showed having an initiative personality in the nature. She actively explore her surroundings in like the depiction in the quotation below.

*“The thing we liked to do the most was go exploring in the desert. We’d get up at dawn, my favorite time, when the shadows were long and purple and you still had the whole day ahead of you” (Walls: 55).*

The quotation above proved Jeannette’s initiative in exploring her surroundings. Her exploration in the desert was the evidence of her love to nature. Therefore, at the time, Jeannette wasn’t only manage to proceed her initiative into the social world, but also to the nature environment

However, being a target of other students’ envy also influenced Jeannette’s personality. Her initial experience being hated because of her brilliance lead to the new conception about herself. She began to think that her action to actively answer teacher question was inappropriate. Therefore, in the next opportunity, Jeannette



begin to carry out a different behavior like the depiction of the following quotation below.

*“Mom and Dad had already taught me nearly everything Miss Page was teaching the class. Since I wanted the other kids to like me, I didn’t raise my hand all the time the way I had in Blythe” (Walls: 59).*

The quotation above depicted the result of Jeannette initial experience in being brilliance in her class. She faced a problem of being hated by other students because she never give the other students a chance to answer teacher question. Feeling guilty because of that action, Jeannette decided to hold herself and let the other students answer the teacher question sometimes.

Fortunately, Jeannette’s restraint only occur in school environment. Around family constellation, she still as curious as before. This lead to more exploration that she did like in the following quotation.

*“The next day after school we came back to the laboratory with a box of Dad’s matches. We unscrewed the lids of some of the jars, and I dropped in matches, but still nothing happened. So we mixed up a batch of what Brian called nuclear fuel, pouring different liquids into a can. When I tosses in the match, a cone of flame shot up with a whoosh like a jet afterburner” (Walls: 62).*

The quotation above showed a proof that Jeannette’s exploration with family member still continue without any restrain. Because of that, her experimentation that mentioned in the above quotation was considered bold and reckless. Up to this point, Jeannette’s initiative can be considered surpass the boundaries of danger.

The portrayal of Jeannette’s psychosocial crisis of initiative versus guilt in the previous description has showed that she continue to progress the adaptive crisis. Although at some point she must adapt to the situation because of her feeling

of guilty, she still move forward to continue her initiative. As a matter of fact, within a family constellation where she doesn't need to restrain herself, her initiative might be exaggerating because it might bring danger on herself.

### **3. Jeannette's Middle Childhood (Ages 6 to 11 Years)**

During middle school age, Jeannette face psychosocial crisis of industry versus inferiority. At this stage, in accordance to Erikson's psychosocial theory in M. Newman and R. Newman (2012: 322), Jeannette began to develop industry which marked by the desire to a acquire skills and do meaningful work. Also, this is the stage where Jeannette experience inferiority when she began to realize the deficiency that her family had.

Entering the stage of industry versus inferiority, Jeannette was already in possession of some quite meaningful personality thanks to her previous stage. Therefore, at this stage, Jeannette began to put her autonomous and initiative characteristic into industry of meaningful skill and work for herself and even for her family. The proof for Jeannette's industry was briefly described in the following quotation.

*“None of us kids got allowances. When we wanted money, we walked around the roadside picking up beer cans and bottles that we redeemed for two cents each. Brian and I also collected scrap metal that we sold to the junk dealer for a penny a pound – three cents a pound for copper” (Walls: 63).*

The quotation above was depicted the first evidence of Jeannette's transformation from the autonomous and initiative child into an industry child. Previously, Jeannette exploration was anchored by the curiosity without any sense

of purpose. Now, she was capable to put her autonomous and initiative into the direction of meaningful work such as earning money.

During this stage, Jeannette also developed a sense of responsibility. It was happened when she try to contribute for the family. The following dialogue reveal Jeannette's participation to contribute for the family.

*"We all have to help out", Lori said.  
 "I'll cut the prices on my rocks," I said.  
 "I don't think that will be enough," Lori said.  
 "I guess we can eat less," I said (Walls: 68-69).*

The previous dialogue show how Jeannette able to improve her sense of worth by realizing her responsibility to help out the family. Her statement suggested that if she cannot help to boost her family financials, she should try to lessen the expenses by eating less. Although it seems that it was a bold and reckless decision, she already shows her responsibility as a member of the family.

The emergence of Jeannette's responsibility over others indicate that she already realized her position in social world. Therefore, it can be said that she already acquired self-competence. On the occasion that will depicted on the following quotation, Jeannette's self-competence was depicted in term of self-protection.

*"Pervert!" I yelled and kicked at the man's hand. Brian came running into the room with a hatchet he kept by his bed, and the man bolted out the door. Dad was out that night, and when mom slept, she was dead to the world, so Brian and I ran after the man ourselves" (Walls: 107).*

The quotation above show Jeannette was able to protect herself without a help from an adult. In this situation, a child at her age would probably freak out and panic. But Jeannette was different. Instead of just screamed, she responded to

Brian's arrival and instantly rushed to his aid. This incident indicate that Jeannette's competence was influenced by Brian.

All the previous depiction over Jeannette' industry doesn't mean that she always stand strong on everything. She also an ordinary child who susceptible to sensitive feeling. Especially knowing the fact that her family is very different from others family in general. In the case from the following statement below, Jeannette is depicted having an inferiority over herself.

*"I was feeling kind of embarrassed and started to climb up" (Walls: 108).*

The above statement was occurred during the situation where Jeannette family decided to cool themselves during hot weather in a public fountain at the civic center. At first, Jeannette think it was a good idea before their act suddenly attracted a small crowd of people. Realizing that her family behavior was not in the line with public's views, Jeannette began to feel inferior to herself and her family.

In the next depiction, Jeannette was back in the track of industry. This time her industry was depicted in the form of attention toward her father. Jeannette's father is an alcoholic person. He is actually a good father who teaches his children about dream and hope. But, the alcoholic drink makes him less like a father his children expected to be. So in the following dialogue, Jeannette try to fix her father by asking him to stop drinking alcoholic drink.

*"Do you think you could maybe stop drinking?"*

*"You must be awfully ashamed of your old man," he said.*

*"No, it's just I think Mom would be a lot happier. Plus we'd have the extra money" (Walls: 121).*

The dialogue implies that Jeannette hoped the best version of her father. She think that her father will be a good father if he stop drinking. Based on the expectation and responsibility as a good daughter, Jeannette decided to ask her father to stop drinking even though at the moment she was actually scared if her father may mad at her. This occasion proved that Jeannette determination as a good daughter was strong beyond her own fear.

However, Jeannette falls under the grasp of inferiority when her father back to drink again. She began to desperate on how to deal with her father. Her desperation was reflected in the following quotation.

*“I didn’t feel like celebrating. After all he’d put himself through, I couldn’t believe Dad had gone back to the booze” (Walls: 128).*

The quotation show that Jeannette was disappointed in her father. After all his effort to stop drinking and Jeannette attempt to overcome her fear just only to ask him to stop drinking, He just back to drink again. In this situation, it can be assumed that Jeannette was inadequate to stop her father to drinking. Therefore, as a result for that inadequacy, she feel inferior as a daughter.

In the next following depiction, Jeannette was moved to his father birth place in Welch, West Virginia. There, she was enrolled in Welch elementary school where she must accept her inferiority once again. The following quotation depicted Jeannette’s inferiority when she enrolled in Welch elementary school.

*“The principal decided that Brian and I were both a bit slow and had speech impediments that made it difficult for others to understand us. He placed us both in special classes for students with learning disabilities” (Walls: 139).*

The quotation implies that Jeannette and her brother Brian was inferior because of their speech impediment. Jeannette speech impediment lead to the fact that she cannot master speech skills in some certain degree that was set by the principal of Welch elementary school. Therefore, it can be concluded that Jeannette was considered inferior in the environment of Welch elementary school.

Jeannette's inferiority in the environment of Welch elementary school also doesn't stop just from the principal judgement. The poor financial condition of her family also lead to another cause of inferiority. The following quotation will reflect the effect of Jeannette's family financial condition on her social live in Welch elementary school.

*"You think you as good as me?" She punched at me. When, instead of raising my hands in defense, I kept clutching my coat closed, she realized it had no button. "This girl ain't got no buttons on her coat!" she shouted. That give her the license she need. She pushed me I the chest, and I fell backward. I tried to get up, but all three girls started kicking me. (Walls: 142).*

The quotation above indicate that Jeannette receive bullying from other student. At first the bullying was caused by the situation when Jeannette proposes her disapproval of the teacher's opinion. Because of that situation Jeannette started to become the laughing stock of the class. After class, several girls surrounded Jeannette and feeling offended from Jeannette's statement in the class. Then, they started to oppress Jeannette. In the process, the girls realize that Jeannette's school uniform had no button. Thus, it makes them seems that they had a right to oppress Jeannette because they financially better than Jeannette. This case clearly depicted that Jeannette's inadequate family finances lead her being inferior in school environment.

Fortunately, the treatment that Jeannette received at Welch elementary school doesn't affect her personality as a good girl. It was reflected when Jeannette still want to help other people in Welch even after being treated badly by her fellow student at Welch elementary school. The following quotation will exemplify Jeannette's good personality.

*"I picked up a stick and raced toward them. "Go on now!" I shouted at the dog. When I raised the stick, it whimpered and slunk off. The dog teeth had not broken the boy skin, but his pant leg was torn, and he was trembling as if he had palsy. I offered to take him home, and I ended up carrying him piggyback" (Walls: 144).*

The quotation reflect Jeannette's personality as a kindhearted girl. Although recently she received bad treatment, she didn't turn her back on the boy who need her help. In conclusion, this occasion further demonstrate Jeannette's sense of worth within the social world.

Jeannette is also depicted as self-motivated woman. She is the type of hardworking woman who never gives up on situations. Her disorganized family doesn't stop her to keep looking ways for improvement. The following quotation will give a brief picture of Jeannette as hardworking woman.

*"I kept looking for other ways to make improvements. One day Dad brought home a five-gallon can of house paint left over from some job he'd worked on. The next morning, I pried the can open. It was nearly full of bright yellow paint, I realized, would completely transform our dingy gray house. It would look, at least from the outside, almost like the houses other people lived in" (Walls: 161).*

The quotation above depicted Jeannette attempt to improve the look of her family house. She expected the house to be at least looking feasible like the house that most people had. Her intention was enough to prove that she was someone who wanted to push forward to be a better person than she was.

As Jeannette growing older, she is depicted becoming more and more competence. Along with her siblings, they try to make out their ignorant parents. They would help anything that they can to provide their family's survival needs just as depicted in the following quotation.

*"We couldn't afford wood any more than we could afford coal, and Dad wasn't around to chop and split any, which meant it was up to us kids to gather dead branches and logs from the forest" (Walls: 178).*

The depiction from above quotation show that Jeannette's powerful bond with her siblings is determined to keep family together. Although her parents didn't really taking care of Jeannette and her siblings, they somehow manage to still have faith in them. Therefore they help each other and carry on the responsibility to take care of the family.

The depiction of Jeannette's psychosocial crisis of industry versus inferiority shows Jeannette determination to move forward to acquire meaningful skill. In the previous description, Jeannette was portrayed to be easily walk in the path of industry because of her initial succession from the previous stage of initiative versus guilt. However, at some point, when Jeannette was faced with new environment, she also experienced inadequacy. But the inadequacy that experienced by Jeannette doesn't make her fall under maladaptive crisis of inferiority. On contrary, Jeannette was even motivated to develop adaptive crisis of industry even further.



#### 4. Jeannette's Adolescence (Ages 12 to 24 Years)

During adolescence, Jeannette face psychosocial crisis of identity versus alienation and role confusion. In this stage, Jeannette embark on the quest to search her identity which is an adaptive crisis in the adolescence stage. This process include integrating a set of ideas about norms, expectations, and status hierarchies of important groups in their social world (M. Newman and R. Newman, 2012: 375). Later, the process of obtaining identity serves as an anchor point for continuity in social relations (M. Newman and R. Newman, 2012: 412). In the process, individual who seek identity will be intercepted by maladaptive crisis of alienation and role confusion. Alienation is a condition where adolescents perceive that their opinions, beliefs, and values differ substantially from the groups they consider as members (M. Newman and R. Newman, 2012: 375). Whereas, role confusion is a stage where adolescent cannot make the commitment to see for themselves. This may lead adolescent having lack of confidence in their ability to make meaningful decisions (M. Newman and R. Newman, 2012: 415).

Jeannette begin her quest to search for identity along with her elder sister Lori. Both of them were the oldest among other siblings and they are ready to start looking for their own path of life. Initially, they start over the simple thing which depicted in the following quotation.

*“Lori and I did work on the budget, and we included a generous allowance for mom to cover luxuries such as extra-large Hershey bars and cut crystal vases. If we kept to our budget, we believe, we could afford new clothes and shoes and coats and buy a ton of coal at the cheaper off-season price” (Walls: 202).*

The quotation shows that Jeannette and Lori began to construct identity as the oldest siblings. As the oldest siblings they knew that their closest responsibility is to help the family economy. As a result for their action, they were able to fulfill family survival needs such as food, clothes and a material for comfortable house to live in.

The quest to construct identity include finding rationale to achieve an ideal life. One of the many factors for ideal life is finding a fitting mate. This idea also happened to Jeannette in the following quotation.

*“Even though I didn’t trust boys, I sure did wish one would show some interest in me” (Walls: 204).*

The quotation above reflected Jeannette expectation to find a fitting mate. Although the quotation was depicted in the form of imaginary hoped, it surely does contain an expectation where someday there will be a men who will accept Jeannette as she was. The depiction implies that Jeannette’s identity construction entering a phase where she made a criteria for her future life.

Jeannette’s path to achieve an ideal life cannot be considered smooth. From the beginning, Jeannette never receive significant material support from her parents. This makes her somewhat different in value compare to her peers who receive support from their parents. Because of that Jeannette was depicted receiving alienation in the following quotation below.

*“Every time I looked in the mirror, I longed for what the other kids called a barbed-wire mouth” (Walls: 205).*

The above quotation was surely a depiction of irony. At the moment, Jeannette was probably being bullied because of her bad teeth. She even earn the

nickname *'barbed-wired mouth'*. This implies the difference between Jeannette's value and her peers. In this case, because of the nick names, Jeannette's value was most likely lower.

Being alienated by her peers doesn't make Jeannette down. In fact, she is able to develop even further. Knowing that paying attention on such silly stereotype will bring nothing, Jeannette decided to turn her back on her peers. She choose to search a community that possibly makes her develop. Jeannette decision is reflected in the following quotation below.

*"That year i started working for the school newspaper, The Maroon Wave. I wanted to join some club or group or organization where I could feel I belonged, where people wouldn't move away if I sat down next to them"* (Walls: 207).

The quotation show Jeannette's determination to construct identity by wisely chose her decision. She explicate the importance of a positive sense of group identity. The group will provides her with confidence in being meaningfully connected to society. In this way, Jeannette will feel motivated to develop and not overwhelmed by others expectation.

Although Jeannette is finally able to find the group where she feel belonged, there are still, always, some people who blinded by stereotypical thinking. This lead to unreasonable hatred that still not necessarily proven to be true. In Jeannette's case, she receive stereotype as grubby woman in the following depiction below.

*"I tried to remain inconspicuous in the newsroom, but one of the typesetters, a crabbed, chain-smoking woman who always wore a hairnet, took a dislike to me. "She thought I was dirty. When I walked by, she'd turn to the other typesetters and say loudly, "Y'all smell something funny?" Just like Lucy Jo Rose had done to Mom, she took to spraying disinfectant and air freshener in my general direction. Then she complained to the editor, Mr. Muckenfuss, that I might have head lice and could infect the entire staff"* (Walls: 208).

The depiction above shows that Jeannette received an unjustified behavior from one of her co-worker. Same as the case before, in this case Jeannette is looked down upon for looking like a dirty woman. Once again, the differences in viewing value is the main issues of this case. Therefore alienation is something that inevitable in Jeannette point of view

However, Jeannette is glad for working in the school newspaper. She feel constructing her identity towards this kind of job is the right thing to do rather than following her uncertain parents. The proof for Jeannette gratitude conveyed through the following quotation.

*“When my work was done, I read the stories on the wire services. Because we never subscribed to newspapers or magazines, I'd never known what was going on in the world, except for the skewed version of events we got from Mom and Dad—one in which every politician was a crook, every cop was a thug, and every criminal had been framed. I began to feel like I was getting the whole story for the first time, that I was being handed the missing pieces to the puzzle, and the world was making a little more sense” (Walls: 209).*

The quotation gives a clear message about Jeannette feeling before she work in the school newspaper. Her ignorance parents was the reason for the alienation she suffered. They were the reason Jeannette feels being separated from the world. Luckily, Jeannette able to gradually construct her identity and reaching the point where she deem working for school newspaper is a good idea.

Parents who should be responsible for managing family had failed. All of the kids including Jeannette feels neglected. Therefore, the accumulated experience that Jeannette had with her parents gives her a clear sign how she should construct her identity. The quotation below will gives clear depiction on how Jeannette made up her decision for the future.

*“All through the long walk, the pain had kept me thinking, and by the time I reached the tree trunk, I had made two decisions. The first was that I'd had my last whipping. No one was ever going to do that to me again. The second was that, like Lori, I was going to get out of Welch. The sooner, the better. Before I finished high school, if I could” (Walls: 226).*

The quotation depicted Jeannette overwhelmed stress over her parents. Her stress was even capable enough to awaken her inner conscious about her life. She know that she would attain no decent progress if she stay. So she made up her decision that she should looking for opportunity by leaving her parents. This action implies that Jeannette was ready to take a major leap towards attaining identity.

Although Jeannette has made her decision clear to leave her parents, her road still long way to go. What already done can't easily changed. Jeannette who has been labeled different because of her family condition already being alienated by her social circle. Jeannette's alienation is depicted through the following quotation.

*“Since I'd never made a lot of friends in Welch, I hardly ever went to the school's football games or dances or rallies. I felt awkward sitting by myself when everyone else was with friends” (Walls: 237).*

The last sentence of the above quotation is clear enough to describe Jeannette's alienation. Just as previously discussed, Jeannette's alienation is caused by her difference of value. Her chaotic family makes her peers assume she was somewhat different than any girl at her age. Therefore most of them didn't want to be friends with Jeannette.

But, Jeannette also relieve that she found a group where she belonged at school newspaper. She feel like people from school newspaper knew to treat her well. She seemed very fond of his job because the job makes her connected to the

world. More importantly, as the quotation below will illustrate, the job makes her someone valuable.

*“But when I was working for the Wave, I had a reason to be there. I was on assignment, a member of the working press, with my notepad in hand and the Minolta around my neck. I began going to just about every extracurricular event at the school, and the kids who shunned me before now accepted me and even sought me out, posing and clowning in hopes of getting their picture in the paper. As someone who could make them famous among their peers, I was no longer a person to be trifled with” (Walls: 237).*

The above quotation illustrates that Jeanette's job allows her to catch up with anything that she missed previously. The most important thing that she wants to catch up based on the above quotation is recognition. As someone who originated from such a weird family, recognition is the first step that she must take to construct her identity in the viewpoint of society.

In the next depiction, Jeanette is ready to move forward to construct her ideal identity. After receiving recognition as a reporter, she starts to devise her plan to leave her parents. Her arranged plan is poured in the following quotation below.

*“Ever since I'd started eleventh grade, I'd been counting off the months—twenty-two of them—until I would join Lori. I had my plan worked out. Once I had graduated from high school, I'd move to New York, enroll at a city college, and then get a job with AP or UPI, the wire services whose stories unspooled from the Welch Daily News Teletype machines, or with one of the famous New York papers” (Walls: 241).*

The quotation above interprets the next step that Jeanette will take. After receiving recognition as a reporter in her hometown, Jeanette thinks she will be ready to move into another town. Briefly said, Jeanette's effort to construct identity is intended as a stepping stone towards her freedom. Keeping together with her parents means that Jeanette would hardly make any progress. Therefore, she

decided to leave them and creating her own ideal identity in order to pursue a better life.

After succeed in saving up and prepare to leave her parents, Jeannette depart to New York following her elder sister Lori. As a new comer in a big city such as New York, Jeannette begin to puzzled. It seems that all the socialization that she had learn in her previous town is nothing compared to New York. In short, Jeannette is clearly experienced cultural shock just as the depiction that will be provided below.

*“My heart started to race, and my palms grew damp. I walked down the bus aisle to the tiny restroom in the rear and washed up in the metal basin. I studied my face in the mirror and wondered what New Yorkers would think when they looked at me. Would they see an Appalachian hick, a tall, gawky girl, still all elbows and knees and jutting teeth?” (Walls: 249).*

The depiction above shows that Jeannette is shocked with the condition in New York. Clearly, New York would be very much different with her home town. Jeannette feels like she was some uncivilized girl roaming wildly in the street of New York. The assumption lead to the presumption where Jeannette feels alienated. Jeannette’s alienation is caused by her reckless judgement about herself. As a result, she became insecure with her current self.

In the following time, Jeannette begin to adapt with New York. She seems know what to do with herself. As this quotation below will portray, Jeannette already set her ideal identity in which she should pursue.

*“I now saw no point in going to college. It was expensive, and my aim in going would have been to get a degree to qualify me for a job as a journalist. But I now had my job at The Phoenix. As for the learning itself, I figured you didn't need a college degree to become one of the people who knew what was really going on. If you paid attention, you could pick things up on your own” (Walls: 254).*

In the above depiction, Jeannette already learn the lesson as a new comer in New York. From there, she decided to set her identity in the point where she doesn't need to enroll in the college. She think that opportunity is abundant in a big city such New York. People can easily catch up with each other if they pay enough attention.

Jeannette's life in New York was favorable unlike when she still lived with her parents. However, her favorable life wasn't last long when her parents suddenly catching up to live in New York. This lead Jeannette to a big confusion just as the following quotation depicted.

*“I didn't know what to do. Part of me wanted to do whatever I could to take care of Mom and Dad, and part of me just wanted to wash my hands of them” (Walls: 260).*

The quotation above portray Jeannette's confusion about her parents. As a daughter and the stand point of society, Jeannette still have responsibility to take care of them. But, the pain of getting ignored during most of her childhood makes her hesitated. On this point, it can be said that Jeannette is having role confusion as a daughter.

Upon her parents' arrival, Jeannette already bothered with a thought to either stay with her favorable life that she built up herself or to follow her parents to live in the street. However, a manner as a good daughter still attached in her.



Thus, this confusion even lead her to the point where she is ready to let go a live that she built. The following quotation will reveal how prepared Jeannette is.

*“For a while I considered dropping out of Barnard to help. It felt unbearably selfish, just downright wrong, to be indulging myself with an education in the liberal arts at a fancy private college while Mom and Dad were on the streets” (Walls: 262)*

The quotation shows that the confusion that caused by her parents arrival has lead Jeannette to think she should let go her current life. She know that her degree from the college is important. But ignoring her parent would seem very wrong.

However, things got better by days. Jeannette’s parents finally got a place to live. They seems enjoyed their life so much. This fact however, has lead Jeannette into another confusion. The following quotation will reveal Jeannette’s confusion.

*“When they had moved into their squat—a fifteen-minute subway ride south and about half a dozen worlds away—it seemed as if they had finally found the place where they belonged, and I wondered if I had done the same” (Walls: 272).*

The quotation above reveal that Jeannette is having a doubt on herself. As she learn that her parents could live happily with their adventure, Jeannette beginning to questioned herself whether she had done the same. She is confused about the happiness that he seeks all this time. Is it a fancy and wealthy live in a big city or life as it is but full of wonderful adventure. Jeannette is puzzled by the two option.

In the end, Jeannette’s answer for her confusion comes from her mother. Turn out her mother always pay attention on Jeannette all this time. It can be said

that her mother knew Jeannette better than she did. Through the following statement, Jeannette mother answer the confusion that happened on Jeannette.

*"No one expected you to amount to much, Lori was the smart one, Maureen the pretty one, and Brian the brave one. You never had much going for you except that you always worked hard" (Walls: 274).*

The statement shows that Jeannette's mother was actually a thoughtful mother. The statement implies that Jeannette's identity reside within her hardworking characteristic. It is not wealth or fancy thing that can makes Jeannette happy. It is a passion for something. A passion that makes her ready to work hard for it.

The previous elaboration of Jeannette psychosocial crisis of identity versus alienation and confusion gives a great picture about how Jeannette go through the period of adolescence. From the beginning, Jeannette was depicted as delicate woman who actively seek her identity. This action lead her to certain point where she receive either direction or error. The direction that Jeannette take is to seek her group identity where she feel belonged. However, her path to achieve healthy group is not without obstacle. At one point Jeanette had been rejected from the group where she should have been part of that group. This lead to alienation which is the opposite of her intention to seek identity. Being alienated made her experienced the error of her decision. But, as a delicate woman, Jeannette know which turn she should take to handle those alienation. So, she keeps moving forward to seek individual identity as she began to construct the foundation for the way of her life. But, once again Jeannette also experienced something that error while constructing her way of life. This error leads her to the state of confusion where she isn't so sure

whether what she was doing is right or wrong. In the end, It was her mother who enlighten her and tell her about what is her true identity.

## **B. Psychosocial Resolve**

Jeannette's psychosocial resolve occurs in accordance to her psychosocial crisis. This mean, Jeannette also experience four stage of psychosocial resolve. During toddlerhood, Jeannette develop a psychosocial resolve of imitation. Then, during early school age, Jeannette develop a psychosocial resolve of identification. Later, during middle childhood, Jeannette develop a psychosocial resolve of education. Finally, during adolescence, Jeannette develop a psychosocial resolve of peer pressure and role experimentation.

### **1. Jeannette's Toddlerhood (Ages 2 and 3 Years)**

Jeannette's psychosocial crisis on toddlerhood ages, in accordance to the elaboration from the previous chapter was a inclined towards adaptive crisis rather than maladaptive crisis. This subsequent leads to the implication that Jeannette was able to resolve her psychosocial crisis. Jeannette's resolve to her psychosocial crisis at toddlerhood phase cannot be separated from the role of her parents. Although the way of Jeannette's parents transmit their skills into Jeannette is somewhat different from most of the parents, they did genuinely success at making Jeannette able to resolve her psychosocial crisis. The depiction of Jeannette's imitation below will show how odds but surprisingly effective Jeannette's parents makes Jeannette imitate their way of life.

*"It wasn't like there was some complicated recipe that you had to be old enough to follow. The pan was too heavy for me to lift when it was full of water, so I'd put a chair next to the sink, climb up and fill a glass, then stand on a chair by the stove and pour the water into the pan. I did that over and over again until the pan held enough water. Then I'd turn on the stove, and when the water was boiling, I'd drop in the hot dogs. "Mom says I'm mature for my age," I told them. "And she lets me cook for myself a lot." (Walls: 12).*

The depiction above explains that Jeannette's confession led to the assumption that cooking isn't something hard to do even for her age. From the quotation that Jeannette mentioned, it is clear that her parents teach her to do such a task. To do a task as difficult as cooking at Jeannette's age who was still three years, it was something frivolous. But, on the bright side, Jeannette is able to master a skill a lot faster than any child at her age.

Subsequently, Jeannette's parents also proved to motivate Jeannette not easily afraid or traumatized by something. This explains why Jeannette was bold enough to take a difficult task such as cooking. Moreover, even after Jeannette's boldness to cook by which caused her to burn herself, her mother still motivated her as mentioned from the following statement.

*"Good for you," Mom said when she saw me cooking. "You've got to get right back in the saddle. You can't live in fear of something as basic as fire." (Walls: 16).*

The statement from Jeannette's mother that depicted above implies something so valiant yet reckless. It can be said valiant because Jeannette's mother suggests that Jeannette shouldn't be afraid of fire because fire is something that is needed to sustain life. However, it can also be said reckless because fire can be dangerous. It might harm those who do not carefully use it.

As reckless as it seems from the previous elaboration, Jeannette's parents also genuinely taught Jeannette in proper manner. It seems like Jeanette's parents were balanced in giving bold lessons and subtly taught lessons. The following quotation will exemplify how Jeannette's parents give Jeannette subtly taught lessons.

*“Mom and Dad did most of our teaching. Mom had us all reading books without pictures by the time we were five, and Dad taught us math. He also taught us the things that were really important and useful, like how to tap out Morse code and how we should never eat the liver of a polar bear because all the vitamin A in it could kill us. He showed us how to aim and fire his pistol, how to shoot Mom's bow and arrows, and how to throw a knife by the blade so that it landed in the middle of a target with a satisfying thwack.”*

The above quotation shows that Jeannette's parents was quite the opposite of what was described earlier. Previously, they were depicted teaching a lesson that might hurt Jeannette. This time, they were depicted teaching a lesson that clearly useful for Jeannette. This proved that the teaching method that they use is combining between bold and mild lesson. In this way, Jeannette was given the option to permeate the lesson that benefit her.

However, as someone who considered life as an adventure, a bold teaching became the dominant teaching taught to Jeannette. Bold teaching was taught in needs for survival necessity. Therefore it was like the provisions they wanted to put in Jeannette in order to survive. The purpose taught by Jeannette's parents was reflected in the following quotation.

*“Mom always said people worried too much about their children. Suffering when you're young is good for you, she said. It immunized your body and your soul, and that was why she ignored us kids when we cried. Fussing over children who cry only encourages them, she told us.” (Walls: 29).*

The above quotation reflected how bold teaching important for Jeannette. As her mother implied, Jeannette must strengthen her body and soul. Only by then, Jeannette will be able to survive in accordance to her parents' expectation.

## **2. Jeannette's Early School Age (Ages 4 to 6 Years)**

Upon success in the previous stage of toddlerhood, Jeannette's psychosocial crisis on the next stage that is early school age also reaping success in adapting adaptive crisis. The success that Jeannette gain can't be separated from her ability to resolve her psychosocial crisis. By successfully resolve the previous psychosocial crisis, Jeannette gain the basic virtue of will. This virtue will help Jeannette to resolve the psychosocial crisis in this stage. In this stage, the resolve of psychosocial crisis will be in a form of identification. The following depiction will show the identification that Jeannette did.

*"I grabbed the biggest rock I could find and hit one of the girls on the head with it. From the jolt in my arm, I thought I'd cracked her skull. She sank to her knees. One of her friends pushed me to the ground and kicked me in the face; then they all ran off, the girl I had hit holding her head as she staggered along." (Walls: 48).*

The above depiction was happened when Jeannette being bullied by one of her peers. It can be seen that Jeannette was incorporating the behavior that had been taught in the previous stage. As a result, when faced with such a situation, Jeannette already had a self-concept to defend herself. The emergence of self-concept marks Jeannette succession in mastering identification as a central process to resolve psychosocial crisis in early school age.

Jeannette's identification is gradually develop as the education that she receive from her parents arouse the value of adaptation. In the next following depiction, Jeannette will be shows being taught about a self-concept of improvise from anything that she can used.

*"Since we didn't have money for furniture, we improvised. A bunch of huge wooden spools, the kind that hold industrial cable, had been dumped on the side of the tracks not far from our house, so we rolled them home and turned them into tables. "What kind of fools would go waste money on store-bought tables when they can have these for free?" Dad said as he pounded the tops of the spools to show us how sturdy they were." (Walls: 53).*

The depiction above shows how Jeannette incorporating the teaching that taught by her father. The quotation that mentioned by Jeannette father implied that improvisation can lead the self-concept of economize. This concept is suited as the adaptation to Jeannette's current family condition which is not sufficient enough. This lead to the fact that Jeannette's identification process was helped by her father.

The identification that Jeannette learn from her father continues to develop to the point where she actively seeking the activity that might improve herself. The activity include improvising anything and made it as a game to entertain herself during her father absence. The following depiction will show how Jeannette improvise.

*"When Dad wasn't there, we invented our own games. We didn't have many toys, but you didn't need toys in a place like Battle Mountain. We'd get a piece of cardboard and go tobogganing down the depot's narrow staircase. We'd jump off the roof of the depot, using an army surplus blanket as our parachute and letting our legs buckle under us when we hit the ground, like Dad had taught us real parachutists do." (Walls: 55).*

The depiction above portray the situation when Jeannette explore her hometown with her siblings. At the moment, Jeannette and her siblings are capable

to carry on the teaching from their father. It can be said the depiction implies the identification to improve self-concept that happened on Jeannette was highly influenced by her father.

Subsequently, the identification that Jeannette's father taught becoming useful. It was occurred when Jeannette was in the elementary school at the following moment that will be depicted in the following quotation.

*"I tried to explain to her about binary numbers, and how they were the system that computers used and how Dad said they were far superior to other numeric systems. Miss Page stared at me." (Walls: 59).*

The quotation above occur at the moment when Jeannette asked by the teacher. At the time, Jeannette show her problem solving that previously had been taught by her father. In this case, the depiction of Jeannette's attempt to solve her teacher question is also can be included as identification process that she learn from her father.

### **3. Jeannette's Middle Childhood (Ages 6 to 11 Years)**

In the following phase of middle childhood, Jeannette success in adapting adaptive crisis from her psychosocial crisis mark her capability to resolve the psychosocial crisis. On this phase, in accordance to Erikson in Newman and Newman (2012: 323-324), the resolve for psychosocial crisis is education. The role of parents is very decisive to determine the success of education. In this case, Jeannette's parents clearly capable to educate her so that she adapt adaptive crisis of industry. The following quotation will explain how Jeannette's parents educate Jeannette.



*“At night Mom and Dad always left the front door and the back door and all the windows open. Since we had no air-conditioning, they explained, we needed to let the air circulate. From time to time, a vagrant or a wino would wander through the front door, assuming the house was deserted. When we woke up in the morning, we'd find one asleep in a front room. As soon as we roused them, they shambled off apologetically. Mom always assured us they were just harmless drunks.” (Walls: 106).*

The quotation above explain that Jeannette’s parents give Jeannette a reason for their action as well as giving her an education. The education that Jeannette’s parents give is the value of sharing. The quotation has the implication about the fact that there are some people whose fate is not as fortunate as their family. Therefore, Jeannette’s parents imply that helping them by letting them asleep in a front room is a good action.

From the previous elaboration, it was clear that Jeannette’s parents want to educate Jeannette to be an individual that care for each other. Not only that, Jeannette’s parents also want Jeannette to be her own personal version of self without being influenced by others. In the next following quotation, it was Jeannette’s mom who educate her to be confident on herself.

*“Mom told me, and to make it clear she paid no nevermind to such people or their opinions” (Walls: 108).*

The quotation above show the education that taught by Jeannette’s mom to Jeannette. Jeannette’s mom explain that Jeannette shouldn’t mind others people opinion to make an action. This kind of education imply that Jeannette should be confident on herself.

After getting the education about the value of confident, Jeannette receive another education about self-competence from her father. This time the education is about the value of hard work which depicted in the following statement below.

*"You know if it's humanly possible, I'll get it for you. And if it ain't humanly possible, I'll die trying."(Walls: 121).*

The above statement show how Jeannette's father educate Jeannette from his statement. Jeannette's father's statement explain that he would try anything for Jeannette. His explanation even mean that he would keep trying although it is impossible for him to achieve. This education leads Jeannette to the value of hard working. Although it was hard or impossible to achieve, she should keep trying to make it possible.

In term of social behavior, Jeannette was also getting educated. This time it comes from her mother who educate her the value of kindness. The context of kindness that Jeannette mother suggest is a suggestion not to be a vengeful person. The following quotation will exemplify Jeannette's mother education about kindness.

*"Erma can't let go of her misery," Mom said. "It's all she knows." She added that you should never hate anyone, even your worst enemies. "Everyone has something good about them," she said. "You have to find the redeeming quality and love the person for that."(Walls: 147).*

The above quotation show how Jeannette's mother makes an example from Jeannette's grandmother about not being a vengeful person. In this case, Jeannette is hating her grandmother because of her rude act. Thus, Jeannette's mother try to educate Jeannette not to hate her grandmother. Jeannette's mom even explaining that even the worst enemy have the value to be loved.

The education that Jeannette receive isn't just about social behavior. It is also about respect to nature. The following statement will show how Jeannette's mother educate Jeannette to respect nature.

*"All seasons have something to offer," she said. "Cold weather is good for you. It kills the germs."(Walls: 180).*

The above statement show that Jeannette's mother educate Jeannette that all seasons always had a benefits for any living being. It is just a matter of perspective about how to react to each season. In this case, cold weather from the winter can kills the germs.

#### **4. Jeannette's Adolescence (Ages 12 to 24 Years)**

Adolescence phase is the hardest among all the phase for Jeannette. In this phase the adaptive and maladaptive crisis is almost depicted evenly. However, Jeannette is considered success in resolving the psychosocial crisis at this phase. It is because the resolve that she applied makes her able to adapt adaptive crisis, the resolve that depicted from Jeannette is in accordance to Erikson in Newman and Newman, 2012: 376-417) which is the application of peer pressure and role experimentation. The following quotation will give a clear depiction on how Jeannette resolve her psychosocial crisis by utilizing peer pressure and role experimentation.

*"Mr. Muckenfuss conferred with Miss Bivens, and she told me that as long as I kept clean, she'd fight for me."(Walls: 208).*

The quotation above show that Jeannette utilizing her peer pressure with Miss Bivens to resolve her maladaptive psychosocial crisis. The quotation imply that Jeannette relation with Miss Bivens makes her remain affiliated and attached.

In this way, Jeannette is able to restrain the maladaptive crisis of alienation and strive to adaptive crisis that is group identity in her work place.

Jeannette attempt to utilize peer pressure isn't depicted only in her work place. As an adolescence, Jeannette began to realize that her parents, especially her father isn't did her role as parents well. Therefore, Jeannette assume that she should leave her parents if she want to attain a better life. So, she work on her peer pressure with her elder sister Lori to make a better living by leaving her parents. The following quotation will exemplify how Jeannette work her peer pressure with her elder sister Lori.

*"I told Lori about my escape fund, the seventy-five dollars I'd saved. From now on, I said, it would be our joint fund. We'd take on extra work after school and put everything we earned into the piggy bank. Lori could take it to New York and use it to get established, so that by the time I arrived, everything would be set."(Walls: 228).*

The quotation show how Jeannette began her peer pressure with her elder sister Lori. Based on the same necessity, they arrange a plan to realize their wish. In this way, Jeannette hopes that she will not being alienated in her family because she start to be different.

Jeannette is very serious about what she is planning. Jeannette seriousness hit the point where she willingly do anything to realize her plan. The following dialogue of Jeannette and Lori will show Jeannette determination to her plan.

*"I'll never get out of here," Lori kept saying. "I'll never get out of here."  
"You will," I said. "I swear it."(Walls: 235).*

The dialogue above show that Jeannette is ready for everything to stand up for Lori. This kind of depiction show that the peer pressure between Jeannette and Lori is strong. On one side, Lori needs Jeannette help to move to New York. On the

other side, Jeannette need Lori to prepare everything when the time has come for her to move to New York.

Finally, Jeannette plan goes to success. Now Lori has settle in New York and it is time for Jeannette to catch her up. In the following quotation below, it also depicted that Lori is prepared to welcome Jeannette arrival.

*“Lori, when I called her, approved of my plan. I could live with her, she said, if I got a job and chipped in on the rent.”(Walls: 244)*

The quotation above show that Lori keep her promise about getting prepared for Jeannette arrival. The quotation also implied the succession of Jeannette plan and peer pressure with Lori. Thus it is clear that Jeannette is being meaningfully connected with Lori.

Upon her arrival in New York, Jeannette began to work on her own individual identity. In order to do that, Jeannette utilize role experimentation to find a suitable role that fit on her wishes. The following quotation will exemplify how Jeannette began to applied role experimentation to achieve individual identity.

*“The very next day, I landed a job at a hamburger joint on Fourteenth Street. After taxes and social security, I'd be taking home over eighty dollars a week. I had spent a lot of time imagining what New York would be like, but the one thing that had never occurred to me was that the opportunities would come so easily.”(Walls: 251).*

The quotation above show that Jeannette start to experiment by taking a job as hamburger seller. Although it is clear that Jeannette have a passion in journalist world, she can't go straight to that in New York. This show Jeannette determination to build her individual identity in New York.

As the time goes by, Jeannette continue to build her individual identity even further. In the following quotation, she even willingly to resign from her previous job as hamburger seller and start another role experimentation as reporter.

*"I had just turned eighteen. I quit my job at the hamburger joint the next day and became a full-time reporter for The Phoenix. I'd never been happier in my life. I worked ninety-hour weeks, my telephone rang constantly, I was always hurrying off to interviews and checking the ten dollar Rolex I'd bought on the street to make sure I wasn't running late, rushing back to file my copy, and staying up until four a.m. to set type when the typesetter quit. And I was bringing home \$125 a week." (Walls: 253).*

The quotation above show how Jeannette's experiment to take a job as reporter. In the depiction from quotation above, Jeannette gain better result in this job. The quotation above also imply that Jeannette feel more suited to her current job rather than the previous one. This indicate that Jeannette's role experimentation continues to develop over time.

Gaining success with her role as reporter, Jeannette still expand her role experimentation. Now, knowing that she has a decent amount of expenses, she try to take a role as the back bone of the family. However, she still needs more as she enrolled in college. Therefore, in the following dialogue, Jeannette position is depicted as a daughter who receive living from her father.

*"There's nine hundred and fifty bucks," Dad said. He opened the plastic bag, and a fur coat tumbled out. "That there's mink. You should be able to pawn it for fifty, at least."*

*I stared at the loot. "Where did you get all this?" I finally asked.*

*"New York City is full of poker players who wouldn't know their ass from a hole in the ground."*

*"Dad," I said. "you guys need this money more than I do."*

*"It's yours," Dad said. "Since when is it wrong for a father to take care of his little girl?"(Walls: 269).*

The dialogue above shows that Jeannette can't pay her college tuition. On that moment, her father suddenly shows and give her the money she need. At first Jeannette refuse to take the money because she already able to make her own living. But as a daughter she must accept the fact that she still a daughter from her parents. The dialogue above imply that Jeannette had been lost her role as daughter since she able to work on her living by herself. But now that she is faced with the obstacle of paying tuition, she must accept her role as a daughter once again.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

In this chapter, the writer will draw a conclusions from the analysis that have been conducted in the chapter three. The organized conclusion will be provided to answer the previous problem statement in the chapter one. Also, the suggestion is provided for further study on related research of developmental psychology. Particularly, an analysis of developmental psychology from Erik Erikson's psychosocial crisis theory which applied on literary work.

#### A. Conclusion

Based in the analysis that had been conducted in chapter III, the main character Jeannette experienced four stage of psychosocial crisis. In accordance to Erikson's theory of psychosocial crisis, Jeannette's psychosocial crisis is divided based on age. Jeannette experienced psychosocial crisis of autonomy versus shame and doubt during toddlerhood state which occurs around ages of two to three. Then, Jeannette's psychosocial crisis of initiative versus guilt during early school age which occurs around ages of four to six. After that, Jeannette's psychosocial crisis of industry versus inferiority during middle childhood which occurs around ages of six to eleven. Finally, Jeannette's psychosocial crisis of identity versus alienation and identity confusion during adolescence which occurs around ages twelve to twenty-four.

During toddlerhood, Jeannette is considered success in achieving adaptive crisis of autonomy rather than maladaptive crisis of shame and doubt. Jeannette's



success in attaining adaptive crisis of autonomy can't be separated from her ability to resolve the psychosocial crisis. In this case, Jeannette's is able to utilize imitation which is the main mechanism to resolve psychosocial crisis in toddlerhood phase. Subsequently, Jeannette manage to reach a basic virtue of will. The basic virtue of will lead Jeannette to successfully imitate older generation's skills and use it for whatever purpose Jeannette's deemed necessary.

During early childhood, Jeannette also manage to success in achieving adaptive crisis of initiative. Jeannette process to adapt adaptive crisis of initiative can be considered easy because of her success in the previous phase. However, just like the previous stage, Jeannette succession also determined by her capability to resolve the psychosocial crisis. In this case, Jeannette is adequate to utilize identification which is the main mechanism to resolve psychosocial crisis on early childhood stage. As a result, Jeannette gain the basic virtue of purpose. By attaining the basic virtue of purpose, Jeannette actively seeking to identify her surrounding social environment.

During middle childhood Jeannette successfully achieve adaptive crisis of industry thanks to her parents' guidance. In this stage, adaptive crisis of industry is largely influenced by education which is transmitted through parents' role. Jeannette's parents are proven to be able to provide good education for Jeannette's development. In this case, because of her parents' role, Jeannette gain the basic virtue of competence. The basic virtue of competence lead her to become inclined to adaptive crisis of industry.

During adolescence, Jeannette is struggled to achieve adaptive crisis of identity. Her struggle is caused by the role of parents who doesn't really help Jeannette to achieve identity. However, because of her succession on the previous stage, Jeannette independently able to attain her identity. Slowly but steadily Jeannette build up her identity by applying psychosocial resolve of peer pressure and role experimentation. In this way, Jeannette eventually success in gaining the basic virtue of fidelity and love. Basic virtue of fidelity lead Jeannette to find a peers who she feels belonged. Subsequently, basic virtue of love lead her to find a the ideal mate she is looking for in a long-term intimate partner.

## **B. Suggestion**

In the end, the writer expected that this study will enrich the reader knowledge about the study of developmental psychology using psychosocial crisis theory from Erik Erikson. The writer also hoped that this study also contribute a new insight about analyzing literary work in a form of novel using the theory of psychosocial crisis from Erik Erikson. However, as perfect as this research wanted to be, the analysis of this research is limited to the elaboration of psychosocial crisis and its interpretation of resolve to psychosocial crisis. As asserted by Erikson in Newman and Newman (2012: 67), psychosocial theory also discussed about developmental task which is age graded expectation for behavior. In this case, the writer hoped that developmental task can be considered included in the future research.

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## **CURRICULUM VITAE**



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