

**THE FOUR MAIN CHARACTERS' PSYCHOSOCIAL
DEVELOPMENT IN MATTHEW WEINER'S *HEATHER, THE
TOTALITY***

THESIS

By:

Bima Mahendra Putra

NIM 18320117



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2023**

**THE FOUR MAIN CHARACTERS' PSYCHOSOCIAL
DEVELOPMENT IN MATTHEW WEINER'S *HEATHER, THE
TOTALITY*
THESIS**

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

By:
Bima Mahendra Putra
NIM 18320117

Advisor:
Dr. Hj. Mundi Rahayu, M.Hum.
NIP 196802262006042001



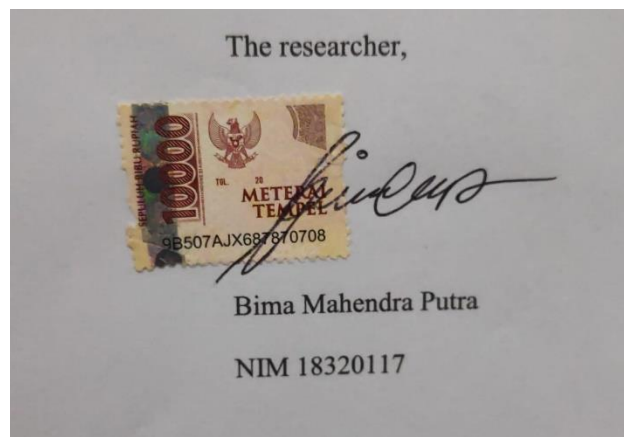
**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG**

2023

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**the Four Main Characters’ Psychosocial Development in Matthew Weiner’s *Heather, the Totality***” is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 06 December 2023

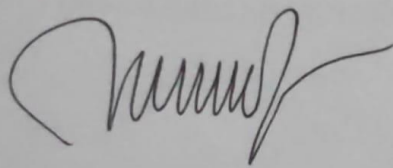


APPROVAL SHEET

This certify that Bima Mahendra Putra's thesis entitled **The Four Main Characters' Psychosocial Development in Matthew Weiner's *Heather, The Totality*** has been approved for thesis examination at Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S.)

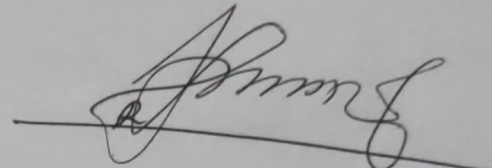
Malang, 06 December 2023

Approved by Advisor,



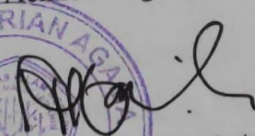
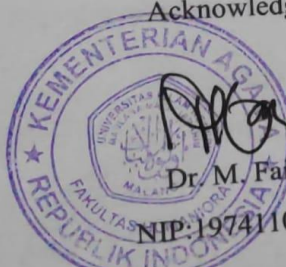
Dr. Hj. Mundi Rahayu, M. Hum.
NIP: 196802262006042001

Head of Department of
English Literature,



Ribut Wahyudi, M. Ed., Ph.D.
NIP: 198112052011011007

Acknowledge by Dean,


Dr. M. Faisol, M. Ag.
NIP: 197411012003121004


LEGITIMATION SHEET

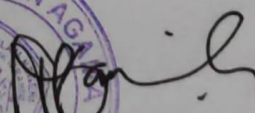
This to certify that Bima Mahendra Putra's thesis entitled "**The Four Main Characters' Psychosocial Development in Matthew Weiner's *Heather, the Totality***" has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Sastra* (S.S.) in Department of English Literature.


Malang, 06 December 2023

The Board of Examiners Signatures

1. Dr. Muzakki Afifuddin, S.S M.Pd (Chair)
NIP 197610112011011005
2. Dr. Hj. Mundi Rahayu, M.Hum (First Examiner)
NIP 196802262006042001
3. Agung Wiranata Kusuma, M.A (Second Examiner)
NIP 198402072015031004

Approved by
Dean of Faculty of Humanities,


Dr. M. Faisol, M.Ag.
NIP 197411012003121003



MOTTO

“Endure and Survive”

- Ellie, The Last of Us -

DEDICATION

This thesis is fully and gratefully dedicated to:

My beloved family, my mother, Dewi Sudewi, my father, Prasetyono, and my only sister Pradita Maharani Putri who always give me supports, encouragement, and prayings.

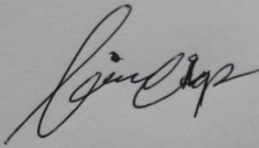
ACKNOWLEDGEMENT

May praise and gratitude always be given to Allah SWT. Who has blessed the researcher with health and safety so that he can complete this study completely as a requirement for obtaining a Bachelor of Literature (S.S.) degree. The creation of this thesis entitled "The Four Main Characters' Psychosocial Development in Matthew Weiner's Heather, the Totality" would not have been possible without the help and support of many parties who have devoted their energy and thoughts to the researcher. Therefore, here the researcher would like to thank those who have participated in compiling this research.

This gratitude is presented to:

1. Mrs. Dr. Hj. Mundi Rahayu, M.Hum as the thesis supervisor who has helped and directed the process of compiling my thesis.
2. Mrs. Nur Lathifah, S.S, M.Pd as the academic supervisor who has been caring and always helpful regarding my academic journey in the Department of English Literature.
3. All the lecturers in the English Literature department and humanities faculty who have given me valuable knowledge and lessons.
4. To my beloved Family, Mother, Father, and Sister, Dewi Sudewi, Prasetyono, and Pradita Maharani Putri, who have poured out pure love, affection, life lessons, care and full support so that I can get to this point.
5. All the close friends who have been involved in my life have provided a lot of experiences and lessons together. May you be given all the goodness in life and get what you strive for.

Malang, 06 December 2023

The Author

Bima Mahendra Putra

Abstract

Putra, Bima Mahendra. (2023). *The Four Main Characters' Psychosocial Development in Matthew Weiner's Heather, The Totality*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Dr. Hj. Mundi Rahayu, M. Hum.

Keywords: Psychosocial, Psychosocial Development, Crisis, Resolution

This research explores the psychosocial development of the four main characters; Heather, Bobby, Karen Mark, in Matthew Weiner's novel *Heather, The Totality*. Drawing from Erik H. Erikson's theory of psychosocial development, the research based on the eight stages of psychosocial development. The data for the study consists of sentences, paragraphs, and dialogues describing the four characters' psychosocial development stage in the novel, analyzed using a descriptive method with a psychology of literature approach. The data analysis reveals the four main characters' psychosocial development stages; Heather's stage preschool age, school age, and adolescence. Bobby's stage school age, adolescent. Karen's stage early childhood, early adulthood, and adulthood. Mark's stage early adulthood and adulthood. Additionally, the study identifies the crises and the resolution of every main character's psychosocial development stages. The four main characters' resolution are; Heather's resolution to overcome the new physical change, behavior changes, and priority her needs than other which leads into Identity. Bobby's resolution the bad environment to grow which leads him to role confusion. Karen's overcome to open for new relations which leads into intimacy, and success to build up the sense of generativity. Mark's resolution to overcome the lacks of confidence towards woman which he succeeded to build up the sense of intimacy and the sense of generativity. These findings offer the psychosocial development stages of the four main characters and the resolution on each crisis arise in every four main characters in the novel.

مستخلص البحث

فوطرا، بيما مهند ر. (٢٠٢٣). التطور النفسي والاجتماعي للشخصيات الأربعة الرئيسية في رواية هيدر "الشمولية" للمخرج ماثيو وينر. كلية العلوم الإنسانية، جامعة إسلامية نيجري مولانا مالك إبراهيم مالانغ. الإشراف بواسطة دكتور الهج. موندي راهايو، ماجستير الاء نسانية

كلمات البحث: النفسية، التنمية النفسية والاجتماعية، مصيبة، دقة

تستكشف هذه الدراسة الأشكال المختلفة للعمل الاجتماعي التي يقوم بها البطل، إيزيو أوديتوري، في رواية أوليفر بودين القتلة المؤمنون: النهضة. بالاستناد إلى نظرية ماكس فيبر للعمل الاجتماعي، تصنف الدراسة هذه الأعمال إلى أربعة أنواع: العمل العقلاني الأداة، العمل الموجه نحو القيم، العمل العاطفي، والعمل التقليدي. تتألف بيانات الدراسة من جمل وفقرات وحوارات تصف أعمال إيزيو أوديتوري الاجتماعية في الرواية، وتحليلها باستخدام أسلوب وصفي ونهج علم الاجتماع الأدبي. يكشف تحليل البيانات التردد لكل نوع من الأعمال، حيث يكون العمل العاطفي هو الأكثر انتشارًا بواقع عشرة بيانات، تليه العمل العقلاني القيمي بثمانية بيانات، والعمل العقلاني الأداة بخمسة بيانات، والعمل التقليدي باثنين من البيانات. بالإضافة إلى ذلك، تحدد الدراسة أربعة أهداف رئيسية يسعى الشخصية لتحقيقها: السعي للانتقام، كشف المؤامرات، القضاء على نظام الفرسان التمبلار، وحماية مدينة فلورنسا. يتم تسليط الضوء على استخدام العمل العقلاني الأداة كأكثر شكل سائد للعمل الاجتماعي وانخفاض استخدام العمل العقلاني القيمي في تحقيق هذه الأهداف. توفر هذه النتائج رؤى حول دوافع وسلوكيات إيزيو أوديتوري، مسلطة الضوء على الديناميات الاجتماعية المصورة في الرواية.

Abstrak

Putra, Bima Mahendra. (2023). Perkembangan Psikososial Empat Karakter Utama dalam *Heather, The Totality* karya Matthew Weiner. Tesis Sarjana. Jurusan Sastra Inggris Fakultas Ilmu Budaya Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr.Hj. Mundi Rahayu, M.Hum.

Kata Kunci: Psikososial, Perkembangan Psikososial, Krisis, Resolusi

Penelitian ini mengeksplorasi perkembangan psikososial empat karakter utama; Heather, Bobby, Karen Mark, dalam novel Matthew Weiner *Heather, The Totality*. Berdasarkan teori perkembangan psikososial Erik H. Erikson, penelitian ini didasarkan pada delapan tahap perkembangan psikososial. Data penelitian berupa kalimat, paragraf, dan dialog yang menggambarkan tahapan perkembangan psikososial keempat tokoh dalam novel, dianalisis menggunakan metode deskriptif dengan pendekatan psikologi sastra. Analisis data mengungkap tahapan perkembangan psikososial empat karakter utama; Tahap Heather usia prasekolah, usia sekolah, dan remaja. Tahapan Bobby usia sekolah, remaja. Tahapan Karen pada masa anak usia dini, masa dewasa awal, dan masa dewasa. Mark pada tahap dewasa awal dan dewasa. Selain itu, penelitian ini mengidentifikasi krisis dan penyelesaian tahapan perkembangan psikososial setiap karakter utama. Resolusi keempat karakter utama tersebut adalah; Resolusi Heather untuk mengatasi perubahan fisik baru, perubahan perilaku, dan memprioritaskan kebutuhannya dibandingkan kebutuhan lainnya yang mengarah pada Identitas. Keputusan Bobby untuk tumbuh di lingkungan yang buruk menyebabkan dia kebingungan peran. Karen berusaha untuk terbuka terhadap hubungan baru yang mengarah ke keintiman, dan keberhasilan untuk membangun rasa generativitas. Tekad Mark untuk mengatasi rasa kurang percaya diri terhadap perempuan berhasil membangun rasa keintiman dan rasa generativitas. Temuan ini menawarkan tahapan perkembangan psikososial keempat tokoh utama serta penyelesaian setiap krisis yang muncul pada setiap empat tokoh utama dalam novel.

Table of Contents

| | |
|---|------|
| THE FOUR MAIN CHARACTERS' PSYCHOSOCIAL DEVELOPMENT IN MATTHEW WEINER'S <i>HEATHER, THE TOTALITY</i> | i |
| STATEMENT OF AUTHORSHIP | ii |
| APPROVAL SHEET | iii |
| LEGITIMATION SHEET | iv |
| MOTTO | v |
| ACKNOWLEDGEMENT | vii |
| Abstract | viii |
| مستخلص البحث | ix |
| Abstrak | x |
| CHAPTER I | 1 |
| INTRODUCTION..... | 1 |
| A. Background of the Study..... | 1 |
| B. Research Questions..... | 6 |
| C. Significance of the Study | 6 |
| D. Scope and Limitation..... | 6 |
| E. The Definition of Key Terms..... | 7 |
| CHAPTER II..... | 8 |
| REVIEW OF RELATED LITERATURE..... | 8 |
| A. Psychology of Literature | 8 |
| B. Character | 9 |
| C. Psychosocial Development..... | 11 |
| CHAPTER III | 18 |
| RESEARCH METHOD | 18 |
| A. Research Design | 18 |
| B. Data and Data Source..... | 18 |
| C. Data Collection..... | 19 |
| D. Data Analysis..... | 19 |
| CHAPTER IV..... | 20 |
| FINDINGS AND DISCUSSION | 20 |
| A. The Four Main Characters' Psychosocial Development Stages in Matthew Weiner's <i>Heather, The Totality</i> | 20 |

| | |
|---|----|
| B. The Four Main Characters' Resolution over the Crises in Matthew Weiner's <i>Heather, The Totality</i> | 31 |
| CHAPTER V | 46 |
| CONCLUSION AND SUGGESTION | 46 |
| A. Conclusion | 46 |
| B. Suggestion | 47 |
| BIBLIOGRAPHY | 48 |
| CURICULUM VITAE | 51 |

CHAPTER I

INTRODUCTION

In this section, the researcher describes several points. The first point explains the background of the study that consist of the topic of the study. Moreover, the researcher also mentions research questions, significance of the study, scope and limitation and definition of key terms

A. Background of the Study

A novel is the result of a person's thoughts written on a piece of paper, creating a new world inside based on the person's or author's thoughts. Therefore, Miller (2019) said “It is the invention or discovery of an additional, new world that is a necessary supplement to the one that currently exists. This new world is also referred to as a metaworld or hyper-reality.” Literary works have their word to describe the world and all things that are written while adding more of the reality aspects we face in reality such as character background, social, and dynamic traits, and psychology of each character.

Literary criticism is one of the ways to analyze and explore a work of text in deeper meaning and search for the correlation between text and reality. Literary criticism has several classes of theory, such as formalism, gender studies, and psychoanalytic criticism. Psychosocial development occurs in the human lifespan which humans consciously or unconsciously become crucial through some stages and then develop for humans to socialize within society with a better personality. Maree (2021) states “every stage of people’s lives relates to a different and specific psychological struggle that constitutes a key facet of their personality.”

Literary work such novel will never come without the reality aspects of it. Character's psychology problem is caused by many factors such as social aspects. Psychosocial development deals with the principles of psychological and social development. "Erikson emphasizes the importance of eight human stages development that everyone must successfully work on to integrate a meaningful and fulfilling life" (Braaten, 2018). Therefore, characters in a novel should have the same stages as humans which lead them to psychosocial development based on the story.

Batra (2013) said that "every human child goes through a series of developmental stages from birth to old age." Therefore, human being must find their sense of adjustment in the interaction between the childhood phase, the function and emotional desire of the individual, and the nature of social influences. To have a meaningful life at the end of life, humans should overcome the stages of crisis based on Erikson's psychosocial development theory. Erikson's psychosocial development theory was influenced by Freud's psychoanalytic theory of development but enhanced it. For instance, Freud's focus was limited to childhood, arguing that most personality is formed around the age of five. On the other hand, "Erikson developed a lifespan theory, which he theorized about the nature of personality development from birth through old age" (Braaten, 2018). Psychosocial development is a time crisis for people to know themselves through the social, which leads to positive and negative possibilities. If the output is positive, then that person is achieving something useful for their future or at that

moment of that age. In contrast, if it is negative, it will affect the person and mostly awful for their future or present life.

The character in literary works such as novels has their traits as the actors, while some of them have psychosocial problems and psychosocial development. Many novels come with psychosocial development, including the novel by Matthew Weiner entitled *Heather, The Totality*. This novel is about a girl named Heather whose presence makes her parents help her and even overly approve of whatever she does. This novel has four main characters; Karen is a woman who has always been gossiped about not getting married in her late 30s while chasing her career for a greater life and later she meets Mark, an average nice man with a good career, not a handsome nor ugly man. Karen and Mark were introduced by their friends which led to their marriage in their nearly 40's. In their marriage, they were blessed with a daughter named Heather. Heather as the only daughter has the full attention of her mother and most protection from her father. Another character who had the opposite life, Robert known as Bobby, was born from a single mom without knowing who the father is and even grew up in an unpleasant neighborhood which made him known to alcohol from a young age.

Researcher has not found that the novel *Heather, The Totality* has been researched. Thus, the researcher used the same theory approach in the article and thesis which is psychosocial development by Erikson in the literary works, especially novels. An article entitled *Kepribadian Tokoh Utama Dalam Novel Api Tauhid Karya Habiburrahman El Shirazy: Kajian Psikologi Erik Erikson* (Yuliyani et al., 2021) researched the main character's psychosocial development,

Baiduzzaman, which succeed in all the stages (Basic trust vs Mistrust, Autonomy vs Shame and Doubt, Initiative vs Guilt, Industry vs Inferiority, Identity vs Role Confusion, Intimacy vs Isolation, Generativity vs Stagnation) except at the last stage at ego integrity vs despair. This article used Erikson's psychosocial development stages to know if Baiduzzaman succeed in every stage of character development or not while the researcher used some particular stages for collecting the data.

Next, an article written by Samsiarni (2019) entitled *Mamak in Novel Persiden by Wisran Hadi (Psychosocial crisis Erikson Analysis)* analyzed the problem that occurs in a character named Mamak facing the social and identity crisis. This article used Erikson's psychosocial development approach to know whether the character has a crisis and why they faced the crisis. Therefore, this paper had some necessary data and information to analyze the crisis in some stages.

Next, theses by Dani Ananda (2022) and Harianto (2020) analyze the main psychosocial development in a particular stage; school age, adolescence, early adulthood, and adulthood. Those theses used Erikson's psychosocial development theory for analyzing psychosocial development in particular stages and the crisis that occurred in certain stages this research will use some particular stages and not all stages.

Next, theses by *Agustini Eka Sari (2019)* and Purwaningsih (2020) found that a healthy environment and supportive family are the main factors of success in the crisis stage and have a great impact on good output for psychosocial

development. On the other hand, *Susanti (2017)* found that bad parenting, a bad society, and an unsupportive environment have a great impact on the negative output in psychosocial development. The data about how the environment, family, and society affected the psychosocial development output which the researcher will use later for advancing the analysis in this study.

The articles by Putra Kurniawan (2018) and Angelis AGM et al., (2020) found that the character experienced a psychosocial crisis in some stages but the character was able to advance himself through the psychosocial instrument in the form of friendship and supportive surroundings which help them in solving problems which leads him into successful in the stage. The articles help the researcher find that the crisis may occur in some stages and can be resolved at a later stage while the resolve can come from the surroundings of the character. Therefore, this study needs to analyze to know whether the character has some crisis or not.

The researcher found that no studies discuss about the psychosocial development of Karen, Heather, Mark, and Robert in Matthew Weiner's *Heather, The Totality*. This study is crucial because this study will discuss the psychosocial development in *Heather, The Totality*. This study discusses about the psychosocial aspect of Matthew Weiner's characters, Karen, Heather, Mark, and Robert. The researcher is applying the psychosocial approach to understand psychosocial development. This research is expected to fill the gap that other studies have not discussed.

B. Research Questions

In accordance with the consideration above, this study attempts to answer of the following questions:

1. What are the four main characters' stages of psychosocial development in *Heather, The Totality* by Matthew Weiner seen from Erikson's theory?
2. How do the four main characters resolve the crisis in *Heather, The Totality* by Matthew Weiner seen from Erikson's theory?

C. Significance of the Study

This research aimed to provide some benefit for readers and future researchers. In theory, this research is expected to assist English literature scholars in enriching the study of literature from the novel *Heather, The Totality*. Whereas, practically, this study tries to provide the approach of Erikson's theory in analyzing literary works, especially those related to psychosocial in terms of psychosocial development. In addition, this study also tries to contribute new insights in understanding psychosocial development.

D. Scope and Limitation

To avoid straying from the topic, the researcher should have a scope of limitation for maintaining the analysis to have a clear focus. There are numerous factors. Heather, Karen, Mark, and Robert on whom the researcher concentrates for the observation object. The researcher will concentrate on some stages because the data found in the novel only consist of early childhood, preschool age, school age, adolescence, young adulthood, and adulthood, as well as how they resolve the stages of their psychosocial development.

E. The Definition of Key Terms

Psychosocial refers to the result of the ego's successful mediation between physical stages and social institutions (Erikson, 1993).

Psychosocial Development is lists a series of conflicts or crises, which Erikson does not consider all development a series of crises: Erikson claims only that psychosocial development proceeds by critical steps (Erikson, 1994).

Crisis / Crises is designating a necessary turning point, a crucial moment, when development must move one way or another, marshaling resources of growth, recovery, and further differentiation (Erikson, 1994).

Resolution is lasting solution of the crisis during the stage indicated (Erikson, 1993).

CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. Psychology of Literature

Textual criticism has a particularly important role in studying the formation and development of a literary work. Therefore, research on literary work takes discipline to study, analyze, and interpret a piece of literary work through literary criticism. Charles E. Bressler (1994) state that:

“Literary criticism is not usually considered a discipline in and of itself, for it must be related to something else which is, a work of art and it is through this discerning activity that we can explore those questions that help define our humanity, evaluate our actions or simply increase our appreciation and enjoyment of both a literary work and our fellow human beings.”

Therefore, in the process of literary criticism, the researcher needs a literary theory that is turned into the basic thinking of the frameworks. There are a lot of literary theories such as Structural Criticism, Psychological Criticism, marxism, feminism, Formalist, Posthumanism, Postmodern, etc. However, this research attempts to use a psychological approach to analyze Heather, Karen, Mark, and Robert’s psychosocial development.

Rezaei and Seyyedrezaei (2013) found that:

“The theories and practice of Sigmund Freud (1856-1939) provide the foundation for psychoanalytic criticism in literature. He lays the foundation for a model of how our minds operate. During psychoanalysis, Freud has his client talk freely in a patient-analyst setting about their early childhood experiences and dreams. When we apply these same methods to our interpretations of works of literature, we engage in psychoanalytic criticism.”

Psychology is frequently used to refer to the sciences that study human mental health and behavior. The word "psychology" is derived from the teachings of Aristotle which refers to the study of the soul or the mind. "The difficulty of translating "psyche" is well known and for having cited at least two English equivalents which by their very nature indicate the difficulties this field of study has experienced in the period of its early development" (Borchart MA & Francis, 1984). Therefore, the object in studying psychology we learn by paying attention to the behavior. This behavior can be seen as a reflection of their mental state.

In order to analyze and treat neuroses, Freud created the dynamic form of psychology he called "psychoanalysis." However, he quickly broadened its application to encompass a wide range of historical developments and practices, such as mythology, religion, warfare, literature, and other arts (Abrams & Harpham, 2012). Freudian psychoanalytic interpretation, narration, is a systematic retelling of what someone is doing (Schafer, 1980), which is a literary work made in terms of a narrative style. Therefore, using Freud's points for applying a psychological approach to a literary work another psychology theory to apply it on literary criticism has been made. Thus, the psychology of literature is a literary criticism that uses a psychological approach for analyzing a literary work.

B. Character

While some people consider the plot to be the central theme of a tale, who is telling the story? Character and characterization have to do with who does what and experiences what, "what" in the story is referred to as an event or who causes the problems, and so on. Characterization refers to how the author portrays and

describes the characters in a story (Amidong, 2016), while character refers to an essential prerequisite in order to construct consistent and believable fictional persons (Varotsi, 2019).

In a story, characters are presented with more than one person who is called the main or central character and a subordinate character or supporting character. The main character is a character who plays a central role in the story, and most importantly has a high intensity of involvement in the events that build the story (Pradotokusumo, 2005). On the other hand, the subordinate characters or minor character whose position is not central in the story but whose presence are very necessary to support the main character (Klarer, 2004).

The most crucial components of a literary work are the characters, who are the focus of all fictional literary works. Through characters, readers can understand the author's message and each character shows a different character which leads to various conflicts. Characters are the persons represented in a dramatic or narrative work, who are interpreted by the reader as possessing particular moral, intellectual, and emotional qualities by inferences (Abrams & Harpham, 2012). Hermanto (2022) said Through the characters, the author can raise a problem and solve it. Also, the readers of literary works can draw conclusions that the characters can be described in various ways by the author. Characterization is the way of author for making a character based on the theme. Characterization is the balance of a character's entire personality in a variety of events, situations, and roles with other characters and character refers to a person's unique traits, which are strongly influenced by their circumstances, psychological

condition, positions, and roles. (Hasanuddin, 1996). Therefore, characters in fictional literary works based on their individual psychology and psychological approach can be analysed.

C. Psychosocial Development

Literary theory psychological criticism has psychosocial which was found by Erikson. Erik Homburger Erikson or Erik H. Erikson was born in Frankfurt (Germany) on 15 June 1902. Erikson became well-known for his work in developmental psychology. However, “his many writings on ‘identity crisis’ stand out as his most significant contribution to the field of psychology. Epigenetics lies at the heart of his theoretical framework and has strong links with the notion of ‘identity crisis’” (Maree, 2021).

Erikson is the expert that took the main idea of Freud’s psychosexual and discovered the psychosocial. While the Freud’s stages of infantile sexual development characterized by the particular ways in which the child gains sexual pleasure. (Rennison, 2001) tell the main idea of Freud’s work, that:

“The first stage is the ‘oral stage’ in which the emphasis is on the mouth as the baby breastfeeds. The second stage is the ‘anal stage’ which occurs between the ages of one and three which centers on the learning of voluntary control of the bladder and the bowels. The third stage is the ‘phallic stage’ and lasts from about the ages of three to five, which sensual pleasure is now focused on the genitals.”

While Erik H. Erikson has described eight stages in psychosocial development: “as stated, each stage can be seen as a particular time in the life sequence when physical growth, cognitive maturation, and certain social demands converge to create a particular developmental task” (Widick et al., 1978).

While Erikson has positioned the idea in such a way that it can be understood in the context of an organizational theory (ego psychoanalytic), its genesis can be experimentally explored, and identity research has implications for ego developmental and ego psychoanalytic theory. Therefore, “identity is not approached here as a free floating construct, but as one that is an integral part of a larger developmental scheme.” (Marcia et al., 1993).

Psychosocial is one of the disciplines of the psychoanalysis which rather to imply the external and internal factors. Frosh and Baraitser (2008) states that:

“Psychosocial studies with the interplay between what are conventionally thought of as ‘external’ social and ‘internal’ psychic formations has resulted in a turn to psychoanalysis as the discipline that might offer convincing explanations of how the ‘out-there’ gets ‘in-here’ and vice versa, especially through concepts such as projection, internalization and identification.”

The psychological theories and principles governing human conduct and character must be the foundation for literary researchers. Among his psychological principles, Erikson believes that his psychological principles are genetically necessary in the design of human development. Erikson's developmental psychology is the psychological theory applied in this paper.

The growth of ego quality is one of the most crucial aspects of psychosocial Erikson's levels. A level of consciousness that the researcher acquires through social engagement. The person's ego development will always vary according to the new knowledge and experience acquired through social interaction.

In addition, in psychosocial stages, every person has to face with the two crises. Man will be successful in every stage if they can conquer both crises. For instance, Initiative vs Guilt which occurs in every child at every stage, constitutes

a new hope and a new responsibility for everything the child is facing. From an early age, children learn to take greater risks on their own by actively interacting with their surroundings and demonstrating initiative. The most common way for young people to do this is through independent play, where they demonstrate their ability to interact with natural objects or their imagination. Next, “the negative pole represents the guilt connected with doing the activity that is not closely related to the caregiver, which implies that starting autonomous play betrays the already-established relationship” (Braaten, 2018). According to Erikson’s eight stages in human psychosocial development “that all people have to work through (navigate) successfully in order to lead integrated, meaningful, and fulfilled lives” (Maree, 2021), they are:

1. Basic trust vs Mistrust (infancy, 0-2 years).

The initial manifestation of social trust in babies can be observed by their feeding patterns, quality of sleep, and regularity of bowel movements. Later, the process of constantly managing his growing receptive abilities with the maternal skills of provision later assists him in managing the discomfort arising from his biological immaturity in homeostasis (Erikson, 1993).

Erikson (1994) states that parents must not only have certain ways of guiding by prohibition and permission; they must also be able to represent to the child a deep, an almost somatic conviction that there is a meaning to what they are doing. Basically, the development of mental disorders in youngsters can be attributed to the absence or deprivation of societal significance within their experiences of dissatisfaction from this stage.

2. Autonomy vs Shame and Doubt (early childhood, 2-4 years).

There are various methods via which experiences can be made accessible to introspection. These include observable behaviors that can be witnessed by others, as well as unconscious inner states that can be determined through testing and analysis (Erikson, 1993).

Muscular maturation sets the stage for experimentation with two simultaneous sets of social modalities: holding on and letting go. On the contrary, shame is an emotion insufficiently studied, because in our civilization it is so early and easily absorbed by guilt (Erikson, 1994).

3. Initiative vs Guilt (preschool age, 4–5 years).

In this stage, Maree (2021) has statement, that:

“children should be allowed to complete certain tasks successfully on their own. They need to try things out on their own and explore their own abilities. In so doing, they can develop the determination to achieve goals and gain a sense of direction in their lives.”

Therefore, Braaten (2018) mention that in this stage, “children demonstrate the ability to work with concrete materials and their own imaginations, while the negative pole, guilt, is associated with work-related guilt not closely related to initiate independent play. It responds to feelings and acts as a betrayal.”

4. Industry vs Inferiority (school age, 5–12 years).

The child has experienced a final feeling related to the fact that there is nothing to do more in his family and “becomes ready to apply himself to given skills and tasks, which go far beyond the mere playful expression of his organ modes or the pleasure in the function of his limbs” (Erikson, 1993).

Therefore, “the children become more competent and more adept in carrying out increasingly complex assignments. In the process, they consciously attempt to acquire new competencies.” (Maree, 2021).

5. Identity vs Role Confusion (adolescence, 13–19 years).

Adolescence become the most crucial for the most individual, because “a stronger ego, relative to other structures, emerges from adolescence as a result of identity formation and the ties to the superego figures of childhood are loosened as they are replaced by new ego ideals” (Marcia et al., 1993). It is a phase of role testing, presenting roles, but also confusion and identity conflicts.

Erikson drew attention to the danger of a “all or nothing totalistic quality of adolescence, which permits many young people to invest their loyalty in simplistically over-defined ideologies” (Friedman & Medeiros, 2019). Adolescence is the transition period between childhood and adulthood and “usually characterized by the significant development of an individual physical and is identified as puberty” (Dani Ananda, 2022).

Therefore, the environment become the biggest control over the adolescence. “Peers and what or whom around is impacted the characteristic of individual in this stage. Adolescents is largely determined by the influence of the environment or peers” (Purwaningsih, 2020).

6. Intimacy vs Isolation (early and emerging adulthood, 20–40 years).

In this stage the young adult is “eager and willing to fuse his identity with that of others, which intimacy, the capacity to commit himself to concrete

affiliations and partnerships and to develop the ethical strength to abide by such commitments (Erikson, 1994).

While the counterpart of intimacy is distantiation: “the readiness to isolate and, if necessary, to destroy those forces and people whose essence seems dangerous to one's own, and whose ‘territory’ seems to encroach on the extent of one's intimate relations” (Erikson, 1993).

7. Generativity vs Stagnation (adulthood, 40–65 years).

The concept generativity is meant to include such more popular synonyms as productivity and creativity, which, however, cannot replace it. On the other side, the fact of having or even wanting children, however, does not 'achieve' generativity (Erikson, 1993).

8. Ego Integrity vs Despair (maturity, 65+)

This stage is for the ego's accrued assurance of its proclivity for order and meaning. It is a post-narcissistic love of the human ego, not of the self, as an experience which conveys some world order and spiritual sense, no matter how dearly paid for (Erikson, 1993).

Erikson (1993) also states that “the acceptance of one's one and only life cycle as something that had to be and that, by necessity, permitted of no substitutions: it thus means a new, a different love of one's parents”.

Those Erikson eight stages of psychosocial development on individual which this study used for analyzing the main characters' psychosocial.

CHAPTER III

RESEARCH METHOD

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

A. Research Design

This research is literary criticism, which analyses a literary work's element which is a character and a character is a portrayal of a human being. Thus, human minds and behaves an object of psychology. Moreover, this research used novel and text-based research in which the researcher tries to critique a literary work or participate in a literature discussion. This study includes the description, analysis, and interpretation of a literary work in the form of a novel.

This study attempts to explore the psychosocial development of Heather, Karen, Mark, and Robert. In analysing the data, this study uses Erikson's psychosocial development. Erikson's psychosocial development theory consists of eight stages. This study focused on describing Heather, Karen, Mark, and Robert's psychosocial development's stages.

B. Data and Data Source

The data source of this research is a novel by Matthew Weiner entitled *Heather, The Totality*. Moreover, the data are in the form of sentences, phrases, dialogue, or expressions that are found in the novel. In addition, the novel was published in Great Britain in 2017 by Canongate Books Ltd, with total of 138 pages.

C. Data Collection

This research used a novel by Matthew Weiner's Heather, The Totality literary work as the object of study. Data collection is done by reading and writing techniques covering these stages. First, the researcher reads the novel deeply and identifies the sentences, phrases, dialogue, or expressions that are found in the novel. Second, note-taking and classifies the words, phrases, and sentences related to psychosocial development by Erikson (1993).

D. Data Analysis

All the data collected related to Karen, Heather, Mark, and Robert's characterization, personality structure, personality dynamic, and psychological development. Furthermore, the researcher analyzes it using Erik Erikson's Eight Psychosocial Developments. Next, all the relevant data would be included, the data is described and discussed in the form of a paragraph. Additionally, after discussing and analyzing all the data, the author concludes and links the findings to the study's limitations.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter will explain about psychosocial development that appear on the four main characters in *Heather, The Totality* by Matthew Weiner and the crises that occur with the resolutions by the four main characters. Next, will discuss about the stages of psychosocial development of the four main characters based on Erikson's psychosocial development.

A. The Four Main Characters' Psychosocial Development Stages in Matthew Weiner's *Heather, The Totality*

1. Heather
 - a. Initiative vs Guilt (preschool age, 4–5 years)

Maree (2021) states that children should be allowed to complete certain tasks successfully on their own. Therefore, in this stage, children need to try things out on their own and explore their own abilities, takes autonomy one step further. In early childhood, children learn to take greater risks in separating from their caregiver, actively engaging with their environments on their own terms taking initiative (Braaten, 2018).

Children with all the curiosity will have many questions to ask their parents especially. Heather at five, which indicates that she belongs to preschool age, also trying to know the situation or the other person's condition while having a trip with her mother. Karen as the parent tries to make Heather not involved in another person's business. The quotation in the novel is as follows.

“As Heather grew into a little girl, her beauty became more pronounced but somehow secondary to her charm and intelligence and, most notably, a complex empathy that could be profound. “Why are you crying?” she said at five years old from her stroller to a Woman on the subway who was not crying and who corrected her politely. Heather continued, “You shouldn’t be sad even if your bags are heavy. I can carry one.” The Woman then laughed nervously and sat down next to Karen as she said she could handle her things, but thank you. Karen lightly scolded her child to mind her own business and handed her a sippy cup.” (Weiner, p. 30).

The passage above explains that Heather was curious about her surroundings as a child and asked what bothered her or what she wanted to know. Heather asked another person what conditions the nature of her initiative was. The first question she asks the lady is a curiosity about the lady's emotion and leads into a second action of initiative that Heather was asking to help the lady carry her things and that the initiative. At age five, Heather has the initiative on the preschool stage which is a good development to help her grow in the future stages.

b. Industry vs Inferiority (school age, 5–12 years)

At this stage, children try to hone and master culturally important skills. Children begin to develop sense of what talents they possess. The honing of these talents and skills results in sense of industry and psychosocial strength of competence (Dunkel & Harbke, 2017). Heather develops her talent as a good student at 12 years old. Therefore, Mark and Karen trying their best for Heather to learn more from the supplementary tutors for the subjects. The excerpt in the novel is as follows.

“...Heather, now 12 years old, needing her attention with her academic and social life at their tony all-girls prep school. Despite the fact that Heather continued to be popular and an excellent student, Mark agreed with Karen that she should have supplementary tutors in all subjects in addition to her other assorted lessons. This schedule was exhausting for Karen but allowed her to monitor Heather's friendships which required real attention since Heather was not critical of people and was frequently taken advantage of by clingy and

maladjusted girls who used her to advance socially or as a sounding board for their self-centered dramas....” (Weiner, p.42).

The passage above shows that Heather became a good and smart student. Her parent sees the potential of their daughter to be smart and try to support her which gives her more tutors for the subjects of the study. Heather has become a good and smart student as a result of her industry. Heather explores her potential in her studies which leads to her so-called good and smart student. Heather’s sense of industry makes her obtain the title of a good and smart student. Therefore, Heather in her school age succeeded in overcoming the sense of industry which a good development resulted from the previous good development.

c. Identity vs Role Confusion (adolescence, 13–19 years)

The growing and developing youths, faced with this physiological revolution within them, and with tangible adult tasks ahead of them are now primarily concerned with what they appear to be in the eyes of others (Erikson, 1993). Heather's transition into an adolescent starts with a physical change from a little girl into a grown-up while her mother tries her best to accompany her and advise her about being a teenage girl. The passage in the novel is as follows.

“When she saw that Heather, now 13, was changing, first growing taller and leaner and then her breasts beginning to develop, Karen jumped in with delighted concern and took her bra shopping, reliving her own adolescence and sharing the wisdom that these changes were indeed for the better. Behind the transparent shower curtain that served as the dressing room of Madame Olga's brassiere boutique, they laughed like girl-friends, the foreign woman cupping and tucking Heather for a custom and indisputable fit. Karen even bought Heather a gift certificate that would allow her to buy more bras as she grew without dragging old Mom along.” (Weiner, p.62).

From the quotation above, Heather's physical change as an adolescent forced her to learn how to become a woman. Heather with the guidance of her

mother trying to understand her new body. Heather starts to learn the needs of her new body which she confused in terms of maintaining the needs of the new body.

In this stage is a common things that the adolescent become delinquent, because that the adolescent may feel uncomfortable about their body for a while until they can adapt and “grow into” the changes (McLeod, 2018). In the search for a new physical comfort, Heather starts to ignore her mother's calls, hygiene more often, and home chorus being ignored. The excerpt in the novel is as follows.

“...Heather's rebellion actually triggered it because it came in a tidal wave just weeks later. Chores and phone calls were ignored, curfew was broken, makeup was stolen, and Heather's hygiene first lapsed and then became extreme with two showers a day.

During the next year Heather found catastrophic uses for her newly acquired power like quitting all her lessons and failing to hear her mother's voice so often that Karen took her to an audiologist...” (Weiner, p.63).

The passage above explaining about the rebellious behavior of Heather. In adolescence, the transition not only occurred in the physical changes but also behavior, likes and dislikes, and even the way of speech. Heather in search of a suitable activity for the new body has to take some initiative which leads to bad behavior. Heather's new behavior is leading her to the meaning identity of. The way Heather used to explore her new physical body led to her sense of identity. Heather knows how to explore her new body she started to shower twice a day, put a makeup, and even started to build up her schedule to what was suitable for her. Those are the action of identity senses, the purpose of her adolescence, and adaptation to her current situation. Therefore, since an individual's likes and

dislikes are constantly changing, social influences that do not match the emerging sense of the self are either dismissed or perceived as threats (Batra, 2013).

2. Karen

a. Autonomy vs Shame and Doubt (early childhood, 2–4 years)

In this stage, the part of adults around the children gives to the child of good will the confident expectation that the kind of autonomy fostered in childhood will not lead to undue doubt or shame in later life (Erikson, 1993). Karen's childhood was mostly alone because her parents were busy with their jobs. She is always tentative about risks which makes her doubt doing something first, she likes to observe other than doing that on her own. The quotation below shows Karen's background while she was a toddler.

“On the other hand, not fighting for anything might've been a liability. Karen was by nature easily controlled by other people and tentative about risks. She was never the first one to dive into the pool but preferred to watch a few people try it. Also, her mother went back to school for library science when she was a toddler, and her father, a patent attorney, was unable to take on all of the housekeeping and parenting duties that lapsed. He was in love with his work, frequently appropriating his clients' creativity as his own. He had fantasies of invention and would tinker but for the most part enjoyed having the neighbors see him walking in and out of the house with rolled-up blueprints under his arm, schematic drawings of electrical and chemical structures beyond his comprehension.” (Weiner, p.28).

The passage above explains the point of view of Karen as a toddler observing her parents' behavior as a lonely child looking at the parents' workaholic behavior. Karen who lacks of parent's presence makes her doubts her decision. The way she observes the environment and her preference of seeing other people doing it first is the doubt that conquers her action. Furthermore, the way she was easily controlled by other people is the fruit of the many shames stacked up. Therefore, too many shames lead to doubt and Karen in his early

childhood was conquered by shame and doubt which makes her observant and not brave enough to become the first person to try something. Furthermore, if caregivers provided appropriately guided opportunities for a child to explore their world, a sense of autonomy develops (Dunkel & Harbke, 2017). Karen's early childhood resulting into a bad development.

b. Intimacy vs Isolation (early and emerging adulthood, 20–40 years)

Young adulthood ready for intimacy, that is, the capacity to commit himself to concrete affiliations and partnerships and to develop the ethical strength to abide by such commitments (Erikson, 1993). Karen in her thirties nearly giving up on the relationship was set up on a date with Mark, but Karen tried to miss the date that her friend was setting up for her. The passage in the novel follows.

"...Karen was nearly 40 and had given up on finding someone as good as her father and had begun to become bitter about the seven years relationship she'd had after college with her former Art teacher. In fact, when she was set up with Mark, she nearly turned the date down because Mark's only prominent quality was his potential to be rich..." (Weiner, p.3).

The quotation above explains that Karen's having a hard time moving on from her last relationship which leads into a long time single without any relationship. Karen agrees that getting closer to Mark is a sense of intimacy. Karen considers having a relation with Mark because of his potential to be rich, even though the date was set up by her friend. Karen tries to open her heart to start a new relationship with Mark which leads her into intimacy. The passage in the novel is as follows.

"They started dating and three or four weeks in, they had sex in his apartment because she might want to leave right after. But she didn't. His rooms were well appointed but not slick and his hands had held her waist so firmly that her hips were pleasantly sore, so she relaxed into his down pillows, soothing and familiar

with the scent of lavender dryer sheets. And then they had sex again the same night and she felt that he desired her. And that was very attractive.” (Weiner, p. 6)

Karen tries to open her heart and start a new relationship after the last relationship a sense of intimacy is going through her actions. Karen finds Mark attractive and her feelings toward him make her want to have bigger bonds which leads to a sense of intimacy. Thus, intimacy is a developmental achievement of note in that it calls for the deepest commitment to the relationship (Knight, 2017). Karen’s intimacy is a good development.

c. Generativity vs Stagnation (adulthood, 40–65 years)

Erikson (1993) states that mature man needs to be needed, and maturity needs guidance as well as encouragement from what has been produced and must be taken care of. Karen as a mother is guiding her only daughter in the most needed which is in her adolescent. Karen helps Heather to go through adolescent with the change of Heather physical change and how to maintain the needs of the new body. Karen’s guiding Heather in the passage is as follows.

“When she saw that Heather, now 13, was changing, first growing taller and leaner and then her breasts beginning to develop, Karen jumped in with delighted concern and took her bra shopping, reliving her own adolescence and sharing the wisdom that these changes were indeed for the better. Behind the transparent shower curtain that served as the dressing room of Madame Olga’s brassiere boutique, they laughed like girl-friends, the foreign woman cupping and tucking Heather for a custom and indisputable fit. Karen even bought Heather a gift certificate that would allow her to buy more bras as she grew without dragging old Mom along.” (Weiner, p.62).

Karen, as the quotation above, was trying to leave a legacy through her daughter which is the way how to maintain the newly developed body in Heather’s adolescence. The way Karen tells her daughter how to fulfill the needs of the adolescent body is the sense of generativity toward the future generation.

Therefore, Karen is guiding her daughter which is the future generation in the sense of generativity, and a good development.

3. Mark

a. Intimacy vs Isolation (early and emerging adulthood, 20–40 years)

At this stage, the young adult explore relationships leading toward longer term commitments with someone other than a family member (McLeod, 2018). Mark was attracted to Karen because of her looks. His friends, who set up the date, were trying to tell the scale of Karen looking up to ten was seven or eight, but Mark was telling his friend that Karen is a ten. The quotation in the novel is as follows.

“When he asked his coworker who'd set them up how he could have left this detail out, the co- worker revealed he'd never seen her. His wife knew her and said she was an 8, she'd actually said she was a 7 but he couldn't tell that to Mark, especially after Mark had openly declared her a 10. The coworker was pleased but curious and when he finally met Karen at the Christmas party he was confounded by the fact that she was indeed very beautiful, although not a 10, and she did have a great rack.” (Weiner, p. 9).

The passage above tells how Mark was attracted to Karen through her looks and how attractive she was. Mark's attractiveness toward Karen is a sense of intimacy. The way he rates Karen's look with his coworker is a sign that he tries to open his heart into a relationship which is a sense of intimacy. Young adulthood poses the task of creating a relationship characterized by mutual devotion and chosen active love. The young adult must decide whether to fuse some parts of his identity with those of another to create shared commitments (Widick et al., 1978).

b. Generativity vs Stagnation (adulthood, 40–65 years)

During adulthood we establish our careers, settle down within a relationship, begin our own families and develop a sense of being a part of the bigger picture (McLeod, 2018). Mark, as a father and the head of the family, should provide the family with the best he can do to make his legacy success. Therefore, Mark provides all that he can do to help his only daughter prepare for the future. Mark supports Heather through this stage in the novel quotation as follows.

“Despite the fact that Heather continued to be popular and an excellent student, Mark agreed with Karen that she should have supplementary tutors in all subjects in addition to her other assorted lessons. This schedule was exhausting for Karen but allowed her to monitor Heather's.” (Weiner, p. 42).

The passage tells that Mark agrees to provide Heather with extra lessons outside the school to help her gain the skills she needs in the future. The consideration of Mark towards the preparation of what comes for her daughter is the sense of generativity that provides and helps youngsters to move forward in life. Mark's sense of generativity helps Heather gain more skills from the tutors. Karen and Mark have a generativity sense in this stage, Karen with guidance toward her daughter adolescence's stage and Mark provides it with the material that his family needs.

4. Robert / Bobby

a. Industry vs Inferiority (school age, 5–12 years)

At this stage the children are consistently encouraged and praised by significant others, and their chances of acquiring an adequate sense of proficiency

and self-belief are increased (Maree, 2021). Bobby who grows up in an inappropriate neighborhood found that school is a great place for escaping the bad environment. His mother also finds it beneficial for her, could spend her time alone. Bobby also finds that his sad story about his life and his mother makes a profit through the teacher that pities his life. Those in the novel are as follows.

“It was a relief to both Bobby and his mother when he started school. He enjoyed it because it was structured and there was something to eat other than Taylor ham sandwiches, but soon he realized he was smarter than all of the students and most of the teachers. He discovered that he could get anything he wanted by simply telling the truth about his mother or his poverty, particularly to the younger teachers whose eyes would fill with tears and buy him fast food and promise things would change. Nothing did, of course. The worst that would happen was his mother would get a visit, but she was impossible to get in trouble because she had no shame and would frequently greet bureaucrats and dogooders in her oversized T-shirt nightgown or a ratty kimono.

Bobby spent most of his time alone. It was hardest in the summer when the house was full of junkies and the TV had to be watched on mute. He would go down to the river which was littered with abandoned appliances and tires and feel lonely and sick because “he, too, felt thrown away,” as a prison psychologist would one day tell him.” (Weiner, p.19-20).

The quotation above tells that Bobby taking advantage of his teacher from his sad story which makes him the bad kid in the smart way. When he gets a visit from the teacher or the school administrator, he always makes his mother solve the problem which does not make him solve the problem itself and it leads to his sense of inferiority. Bobby’s inferiority makes him feel lonely even on his holiday when normal children would spend most of their time playing, exploring, and even spending time with families. Bobby spent most of his time alone in the sense of inferiority towards other people. In Bobby’s house, he spent his summer with a strict rule that the TV should be watched mutely TV became his entertain but he could not enjoy it. The problems that occurred in school and at his house made him feel inferior which resulted in his sense of inferiority at the school age.

b. Identity vs Role Confusion (adolescence, 13–19 years)

An adolescent is faced with the question, “Who am I?” and the transition from childhood to adulthood is most important which occurred in this stage (Erikson, 1994). Next, Bobby in his adolescent trying to survive in his unpleasant environment. He did not complete his degree in high school, instead, he is working in the lumberyard and trying to make his own space in his home.

“Bobby dropped out of high school and got a job at a lumberyard loading trucks and eventually pallets once he figured out the forklift. He continued to live at home after staking out his own room with a padlock and in his off-hours he would watch TV and drink vodka and absorb the meaningless talk and explosive laughter of his mother's friends and lovers at her spontaneous nightly gatherings.

Sometimes a fight would break out and he would just leave and sit on the stoop or walk to the corner store for more beer. A neighbor girl, known as Chi-Chi, would frequently be on her stoop as well and he thought her very beautiful and could tell she was finding a way to talk to him. Once, on a particularly overcast Saturday afternoon, he crossed the street early so he could pass closer and said, “Nice sunny day, huh?” She smiled back and he was pleased that he had said one of those things people say.” (Weiner, p.21)

According to the excerpt above, Bobby is working during his adolescence and not completing his high school. In their search for a new sense of continuity and sameness, adolescents have to re-fight many of the battles of earlier years (Erikson, 1993). Bobby goes through his adolescence without help from his mother, he tries his best for himself and builds up his comfort zone. Even though Bobby makes his comfort zone, he still tries to blend into the meaningless conversation which leads to role confusion. Furthermore, when he crossed with a girl named Chi-Chi and greets her with a basic greeting, he feels glad that he said what normal people say which makes Bobby feels that he is not a normal being like others and that is confusion. Bobby does not know what he is talking about with his mother’s friend and doing a normal greeting like something special is a

role confusing sense. Therefore, Bobby development in this stage is a bad development.

The four main characters' stage above needed for the data in analyzing the next research question. The four main characters' stages in Erikson's psychosocial development as follows; Heather's stages are initiative vs guilt (preschool age), industry vs inferiority (school age), and identity vs role confusion (adolescence). Karen going through in autonomy vs shame and doubt (early childhood), intimacy vs isolation (early adulthood), and generativity vs stagnation (adulthood). Mark's stages are intimacy vs isolation (early adulthood) and generativity vs stagnation (adulthood). Last, Bobby's stages are industry vs inferiority (school age) and identity vs role confusion (adolescence).

B. The Four Main Characters' Resolution over the Crises in Matthew

Weiner's Heather, The Totality

After analyzing Erikson's psychosocial development stages of the four main characters in Matthew Weiner's *Heather, The Totality*, which helps for the next analysis of the crises in the four main characters' stages. Erikson (1993) states that being deprived of all the phases, but their "achievements" are matched by attempts to characterize or evaluate them as "traits" or "aspiration," without first creating a methodical link between the advanced idea. Therefore, the psychosocial development stages occur in the human lifespan but the resolution of the crises itself depends on what that person has been going through, and the resolve of every crisis is based on that human situation. Thus, the writer analyzed the four main characters' crises in the stage found in the research above.

1. Heather

a. Identity vs Role Confusion (adolescence, 13–19 years)

Heather crisis in this stage is that she was confused to overcome the change within her physical changes, behavioral changes, and the priority towards herself than others. Heather going through puberty at the adolescent stage in her twelve years old. The assistance of her mother also going endlessly to provide Heather with what she needs. The quotation in the novel as follows.

“When she saw that Heather, now 13, was changing, first growing taller and leaner and then her breasts beginning to develop, Karen jumped in with delighted concern and took her bra shopping, reliving her own adolescence and sharing the wisdom that these changes were indeed for the better. Behind the transparent shower curtain that served as the dressing room of Madame Olga's brassiere boutique, they laughed like girl-friends, the foreign woman cupping and tucking Heather for a custom and indisputable fit. Karen even bought Heather a gift certificate that would allow her to buy more bras as she grew without dragging old Mom along.” (Weiner, p.62).

Heather was going through the puberty while guided by her mother to makes her knowing what needed to fulfill the needs of the new body. A new body is unknown to the owner of the body. Thus, Heather trying to know her body with the guidance from an adult woman. During the transition from adolescence to young adulthood, adolescents and young adults remain connected to parents (Jones et al., 2014). Therefore, Karen, as parent trying to connect her experience as a woman to help Heather going through the puberty in adolescent stage so Heather will have the best resolution in her crisis.

At this transitional life phase, the individual, beset with a changing body, is developing a mind capable of abstract, reflective thought which allows him to conceptualize ideas ranging from his life ten years ahead to the purpose of

existence (Widick et al., 1978). After going through in puberty which changing the body structure, Heather trying to know her new body needs. Heather trying to overcome the needs of the new body of her. Thus, Heather trying to change the routine to match her new body. Heather's behavior changes which occurred in the novel as follows.

"...Heather's rebellion actually triggered it because it came in a tidal wave just weeks later. Chores and phone calls were ignored, curfew was broken, makeup was stolen, and Heather's hygiene first lapsed and then became extreme with two showers a day.

During the next year Heather found catastrophic uses for her newly acquired power like quitting all her lessons and failing to hear her mother's voice so often that Karen took her to an audiologist..." (Weiner, p.63).

Heather's rebellious behavior is one of the way Heather searching for the right behavior towards her new body. Heather in finding what her new body capable of and what her capability in her adolescence, she even going to oppose her mother which makes her a rebellious. Rebellious behavior are the stages that adolescent should pass in order to know the new body capability in social aspect such as not doing the task which is given to the adolescent. An adolescent is faced with the question, "Who am I?" Positive resolution results when a sense of self-continuity is achieved (Dunkel & Harbke, 2017). Thus, the question is regarding in the new body changing, as puberty, and more consider about what other people see themselves. As Erikson (1994) states in his books that:

"They are sometimes morbidly, often curiously, preoccupied with what they appear to be in the eyes of others as compared with what they feel they are, and with the question of how to connect the roles and skills cultivated earlier with the ideal prototypes of the day."

From the passage above, the adolescent often questioning how the other person see them than make themselves comfortable. Heather always thinking how

other feels from what she doing. The action of consideration from other is the crisis in adolescent should resolved. Heather consideration of other's point of view towards her, in the novel as follows.

"Once in Central Park, as they picked their iced coffees at the restaurant near the sailboats, Karen dropped her purse and the contents spilled across the cement. A young French tourist couple began to help them gather the things and at that moment Heather said, "Thank you so much. My friend is a little clumsy." Karen became so emotional that Heather blanched, fearing that she'd hurt her mother irreparably..." (Weiner, p. 66-67).

Heather action which calling his mother as a friend of her, makes Heather thinking is her action hurting her mother feelings and incurable. How people look at me and how my action towards other people was the crisis which occurred in the adolescent, like Heather in the passage above. They are now primarily concerned with what they appear to be in the eyes of others as compared with what they feel they are (Erikson, 1993).

Once some sense of self-understanding and definition is achieved one can begin to truly know others (Dunkel & Harbke, 2017). Identity refers to the organization of the individual's drives, abilities, beliefs, and history into a consistent image of self (Kasinath, 1991). Therefore, Heather trying her best to do what she likes and trying to learn herself during the crisis. The passage in the novel as follows.

"...Heather had begun ninth grade by enthusiastically joining the debate team, and her afternoons and weekends were occupied by practices and tournaments, sometimes out of town.

She was good at it and was becoming political and argumentative even though her natural charm made everything she said seem reasonable..." (Weiner, p. 69)

Heather exploring her adolescent with an extra activity which suits her and she choose those activity because those activity makes her comfortable in the new

body of hers. Heather's bravery to overcome this stage was the result of a supportive family. The strength of the young people's mind is strongly affected by the family (Rahayu, 2020). And those actions she made leads her into the personality of a person who thinks about herself first while understanding the other. The quotation as follows.

"This dishonesty troubled her, as did her increasing interest in herself. It had been years since she'd worried about her father having a heart attack while jogging or her mother being wrecked with sadness when she left for school. But why should she care about them? Didn't both of her parents deserve to be ignored for being exhaustingly needy of her time and affection? Hadn't they earned it? Other parents acted similarly but Heather's were the most suffocating and although it took some effort, she was never disloyal by sharing their behavior" (Weiner, p. 95-96).

Heather understands what the most of herself needed, which is the understanding herself than thinking about other like the passage above. Heather always looking for her parents which makes her thinking about the parent first than herself, but now she makes herself the first priority which makes her going through the adolescence into a good resolution. The adolescent will adapt and "grow into" the changes. McLeod (2018) states that, "the success in this stage will lead to the virtue of fidelity. Fidelity involves being able to commit one's self to others on the basis of accepting other even when there may be ideological differences". Thus, Heather resolution through the adolescent was successful and get the senses of the identity. A sense of ideal identity: 'The way you see me now is the way I really am, and it is the way of my forefathers' (Erikson, 1993).

2. Karen

a. Intimacy vs Isolation (early and emerging adulthood, 20–40 years)

The crisis of Karen as a young adult is the acceptance into a relationship. Karen which in her thirties trying to search for a good candidate for her partner but still has a little hesitation about going through marriage. The passage in the novel is as follows.

“...Karen was nearly 40 and had given up on finding someone as good as her father and had begun to become bitter about the seven years relationship she'd had after college with her former Art teacher. In fact, when she was set up with Mark, she nearly turned the date down because Mark's only prominent quality was his potential to be rich...” (Weiner, p.3).

Karen in her way of for searching a lifetime partner was aware of the identity she wanted, which was economic stability. Furthermore, Karen who cannot move on into a relationship after the broken relationship she had with her former art teacher, makes her hesitate to go into a new relationship, which if this feeling continues will lead to isolation in this stage. The hesitation in acceptance of a new relationship is the crisis of Karen. Karen tried to overcome the hesitation in relations which she was set up to meet with Mark. Karen sees the prominent of Mark which is the potential to be rich and that behavior is a way to make Karen open up to a new relationship. Thus, the young adult, emerging from the search for and the insistence on identity, is eager and willing to fuse his identity with that of others (Erikson, 1993). Intimacy is a developmental achievement of note in that it calls for the deepest commitment to the relationship (Knight, 2017).

Karen's decision on how she has Mark as a good candidate based on her economy status was suited to what she wants. Mark's action towards her is what Karen wanted to be, loved. Karen finds that Mark is attractive in the passage as follows.

“She laughed and he looked at her, his face kind of changing with surprise and he said, “People don't get me sometimes.” For Karen, this was lovely. Maybe they were meant to be together because she thought he was very funny. A lot of the stories had happened to him and he was frequently the butt of the joke. It was almost like he had the personality of someone very confident, some-one who came off so strongly that they felt they had to constantly deprecate themselves. Still, his face said the opposite. They started dating and three or four weeks in, they had sex in his apartment because she might want to leave right after. But she didn't. His rooms were well appointed but not slick and his hands had held her waist so firmly that her hips were pleasantly sore, so she relaxed into his down pillows, soothing and familiar with the scent of lavender dryer sheets. And then they had sex again the same night and she felt that he desired her. And that was very attractive.” (Weiner, p. 5-6)

Besides Mark's wealth, Karen finds his personality attractive, which makes her want to be him. Karen already overcomes the isolation into an open relation with Mark which makes her sense of intimacy grow and resolve in love. To choose a life partner, it is necessary to explore the character of the partner so that an individual can assess and choose who is the right person to be a potential life partner (Sufah et al., 2023). The ability to share with and commitment to another, most often in the form of romantic relationships. The psychosocial strength that can be gained in the sixth stage is love (Dunkel & Harbke, 2017). Thus, Karen's resolution in this stage is the best which is love comes from intimacy.

b. Generativity vs Stagnation (adulthood, 40–65 years).

Karen's crisis in this stage is the way she overcomes the stagnation so she must have the generativity. Therefore, Karen in her marriage life as a wife makes sure her husband welcomes her pregnancy with a happy face because she wants to make sure that her husband wants to make a legacy which leads them into a sense of generativity. Karen's action in giving the good news to her husband about the pregnancy as in the passage as follows.

“Karen woke Mark on his 41st birthday with her head under the blankets and her mouth on him. After, when she came back from brushing her teeth, she curled up next to him and told him she was pregnant. Mark's enthusiasm was immediate despite his depleted state but his feelings deepened as Karen spoke in a strategic tone about their need for a larger apartment. She had planned for a week to deliver the news that way and was giddy with relief that he reacted with sufficient excitement.” (Weiner, p. 14-15).

Karen in her adulthood tries to convince her husband that she wants a legacy which is a child in her belly, fortunately her husband welcomes her pregnancy with joy which makes one step toward the sense of generativity. Generativity is primarily the concern for establishing and guiding the next generation (Munley, 1977).

Adult man needs to be needed, needs to teach; his task is to find a way to direct those needs outward to create a society which sustains its members (Widick et al., 1978). Karen as a parent, finds raising a child is the main purpose which leads her to give Heather, her daughter, preparation for her puberty. Karen's care towards Heather during her puberty in the passage is as follows.

“When she saw that Heather, now 13, was changing, first growing taller and leaner and then her breasts beginning to develop, Karen jumped in with delighted concern and took her bra shopping, reliving her own adolescence and sharing the wisdom that these changes were indeed for the better. Behind the transparent shower curtain that served as the dressing room of Madame Olga's brassiere boutique, they laughed like girl-friends, the foreign woman cupping and tucking Heather for a custom and indisputable fit. Karen even bought Heather a gift certificate that would allow her to buy more bras as she grew without dragging old Mom along.” (Weiner, p.62).

Thus, Karen in this stage of adulthood was giving her legacy which is knowledge of how to overcome the adolescence stage with the new physical change. Karen leads Heather and gives guidance to her as the next generation while in her puberty. Karen, as a mother, builds a sense of generativity toward her love and sometimes she just does what she has to do without Heather asking or Mark

asked, it is often considered as unconscious or ‘implicit’ action, people do it repeatedly (Rahayu, 2022). Karen’s action to help Heather to fulfill her adolescence needs is the sense of generativity toward the next generation. Thus, Karen with her knowledge success to build the sense of generativity. Success to build up the sense of generativity in this stage will lead to the virtue of care (McLeod, 2018). Karen’s resolution is generativity and leads to care, which makes her successful in overcoming the sense of generativity in this stage.

3. Mark

a. Intimacy vs Isolation (early and emerging adulthood, 20–40 years)

Mark’s crisis is the lack of confidence to open a new relationship with a woman which leads him into near isolation in this young adulthood stage. Mark in this young adulthood was trying to understand and approach women which he finds woman is a mystery. Mark’s trying to build confidence for approaching women as in the novel’s passage as follows.

“Women had been a mystery to Mark. His Mother was an eternal cheerleader and his older, smarter Sister had wrapped the family in the drama of an eating disorder in her early teens, her battle to delay adulthood finally won when she had a heart attack after returning from treatment at seventeen and died. In addition, he learned that he had none of his Father’s charisma and his physical appearance, his face mostly, was no help to him in developing confidence with women.” (Weiner, p. 7-8).

Mark finds that he lacks confidence because of his appearance which makes him build up the confidence to approach girls. Thus, when Mark meets Karen, he likes her appearance because she is beautiful. Mark’s meeting with Karen and deciding to marry her in the passage as follows.

“Mark had openly declared her a 10. The coworker was pleased but curious and when he finally met Karen at the Christmas party he was confounded by the fact

that she was indeed very beautiful, although not a 10, and she did have a great rack. The night Mark and Karen finally undressed before each other, he stared at her as she got up to get a robe and go to the bathroom... He thought he would never get tired of having sex with her and he took that thought very seriously and knew they would marry.” (Weiner, p. 9).

Mark chooses Karen as his life partner which leads him to go through isolation into the intimacy and got the virtues in this stage, which is love. Mark, as a young adulthood, is ready for intimacy, the capacity to commit himself to concrete affiliations and partnerships and to develop the ethical strength to abide by such commitments (Erikson, 1993). Intimacy here involves both romantic and platonic relations it is about sharing oneself with others (Braaten, 2018). Thus, Mark in this stage resolution is love which is the best resolution to get in this stage.

b. Generativity vs Stagnation (adulthood, 40–65 years).

Mark as the head of a family was happy when he heard the pregnancy of his wife, Karen. McLeod (2018) states that this stage adulthood should “establish our careers, settle down within a relationship, begin our own families and develop a sense of being a part of the bigger picture”. Therefore, Mark with a wonderful joy thinks about making his legacy with his family. The passage in the novel is as follows.

“...Mark enjoyed all of it: he was giving beautiful Karen the life she wanted, he was creating a family, a legacy; and what he enjoyed most was her shift from carnal to practical in the course of a few minutes. It made him want her again although he wasn't sure if it was healthy in her condition...” (Weiner, p. 15).

Mark provides his wife and his child with a proper need which is what a head of a family should do. Generativity, the ability to care for one’s offspring, one’s work, one’s community, and one’s future generations (Zhang, 2015). Thus,

Mark's concern toward his wife and his child to make his legacy is a sense of generativity come from Mark.

Mark as the head of a family and Karen as his support in raising his daughter Heather complete examples for caring everyone. The real condition of community, in which man is the patriarch and woman is the subordinates (Rahayu, 2016). Next, children confirm or give an endorsement of sorts to their parents in the parents' sense of Generativity as much as parents in turn provide necessary supportive conditions (Knight, 2017). Mark provides the necessary support for his daughter in academic things the main purpose of him is to guide Heather, his daughter, to be ready for the future. The passage in the novel is as follows.

“Despite the fact that Heather continued to be popular and an excellent student, Mark agreed with Karen that she should have supplementary tutors in all subjects in addition to her other assorted lessons...” (Weiner, p. 42).

Mark's decision to give Heather more courses to learn is a way to prepare Heather's future and that is the sense of generativity. Mark going through adulthood building a sense of generativity and getting the best resolution which is generativity and leads into the virtue of care.

4. Robert / Bobby

a. Identity vs Role Confusion (adolescence, 13–19 years)

Bobby's crisis in this stage is, the unhealthy environment to grow, and the confusion of the identity of social class. The environment for Bobby for going

through the adolescent stage was unpleasant and inappropriate which makes him stuck in the cycle of a delinquent habit. The passage in the novel is as follows.

“Bobby dropped out of high school and got a job at a lumberyard loading trucks and eventually pallets once he figured out the forklift. He continued to live at home after staking out his own room with a padlock and in his off-hours he would watch TV and drink vodka and absorb the meaningless talk and explosive laughter of his Mother's friends and lovers at her spontaneous nightly gatherings.

Sometimes a fight would break out and he would just leave and sit on the stoop or walk to the corner store for more beer. A neighbor girl, known as Chi-Chi, would frequently be on her stoop as well and he thought her very beautiful and could tell she was finding a way to talk to him. Once, on a particularly overcast Saturday afternoon, he crossed the street early so he could pass closer and said, "Nice sunny day, huh?" She smiled back and he was pleased that he had said one of those things people say.” (Weiner, p. 21)

Bobby’s behavior in this stage was the result of the bad environment for him to grow. Bobby dropping out of high school and starting to get a job is a behavior in which he tries to overcome his potential to earn money in society. The way he talks to the adult with unknown purposes and his alcoholic behavior are the result of his bad environment which makes him a delinquent and resulting him into role confusion. Furthermore, Bobby greets a girl named Chi-Chi with a normal greeting making him happy to do what others did. Bobby is confused that the normal greeting is something special for him and that behavior was confused against the social class. The delinquent behavior and the confusion of social class are leading to role confusion.

Erikson (1993) states that, “the danger of this stage is role confusion. Where this is based on a strong previous doubt as to one's sexual identity, delinquent, and outright psychotic episodes are not uncommon”. Bobby’s action for quitting high school was considered a delinquent, which was a result of a role confusion. Erikson (1994) explain in his book that;

“...adolescence, runs away in one form or another, dropping out of school, leaving jobs, staying out all night, or withdrawing into bizarre and inaccessible moods. Once "delinquent," his greatest need and often his only salvation is the refusal on the part of older friends, advisers, and judiciary personnel to type him further by pat diagnoses and social judgments which ignore the special dynamic conditions of adolescence.”

As Erikson explains, dropping out of school, staying out all night, and extreme mood switching are considered “delinquent” actions. Therefore, as the passage in the novel above Bobby is a delinquent person and has a role confusion which is the worst resolution in the adolescence stage. In response to role confusion or identity crisis an adolescent may begin to experiment with different lifestyles (McLeod, 2018).

In conclusion, Heather was successful in gaining the Identity of an adolescent which is a result of a good development from the earlier stages. Karen and Mark go through young adulthood with the best resolution which leads to intimacy with the virtue of love. Next, Karen and Mark in adulthood were in their best resolution which is generativity and leads to the virtue of care. Next, Bobby was gaining role confusion as a result of delinquent behavior which was a result of a bad development. Last, those crises that occurred within the four main characters are common in a middle-class society like Heather’s family which is interesting to find in a novel.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing the four main characters' psychosocial development by Erikson in Matthew Weiner's *Heather, The Totality*, this research comes to the last chapter which consists of the conclusion and suggestions. This chapter will conclude with the result of the analysis of the research questions, which have been done in the previous chapter. Furthermore, this study offers suggestions for those who are future researchers who could apply a similar theory or topic to the subject of this study.

A. Conclusion

This study's main objective is to obtain the psychosocial development of the four main characters in Matthew Weiner's *Heather, The Totality* using Erik H. Erikson's psychosocial development theory. Moreover, the problems of this study are "What are the four main characters' stages of psychosocial development in *Heather, The Totality* by Matthew Weiner seen from Erikson's theory?" and "How do the four main characters resolve the crisis in *Heather, The Totality* by Matthew Weiner seen from Erikson's theory?". First, this study found that the four main characters' psychosocial development stages as every character are; Heather's stages are; preschool age, school age, and adolescence. Karen's stages are; early childhood, young adulthood, and adulthood. Mark's stages are; young adulthood and adulthood. Last, Robert or Bobby's stages are; school age, and adolescence.

Finally, this study concludes the four main characters' crises and their resolution towards the crises. Heather in her adolescence overcame the strangeness of his newly developed body, behavior knows her identity by providing for herself first rather than thinking about others. In Karen's young adulthood stages she succeeds in building new relations which leads her to gain the virtue of intimacy which is love, and in the adulthood stage she success in building the sense of generativity which leads into the virtue which is care. Mark's young adulthood succeeded which overcoming his lack of confidence and giving him intimacy and love, and in the adulthood stage, Mark succeeded in building the sense of generativity that leads to love. Last, in Bobby's adolescent stage he was confused about his role which led him into a delinquent.

B. Suggestion

This study focused on the four main characters' psychosocial development and the resolutions of the four main characters' crises in their psychosocial development stages by Erikson. There are several aspects of the novel which have not been analyzed. Thus, the future researcher who is attracted to conducting research using Matthew Weiner's Heather, The Totality as the subject, can conduct research using other psychosocial or psychological approaches.

BIBLIOGRAPHY

- Abrams, M. H., & Harpham, G. G. (2012). *A Glossary of Literary Terms* (Tenth). Wadsworth.
- Amidong, H. H. (2016). Penokohan dalam karya fiksi. *Universitas Muslim Indonesia*, 2–3.
- Ananda, M. D. (2022). *Adolescence crises of Charlie in Chbosky's The Perks of Being a Wallflower* [Maulana Malik Ibrahim Islamic State University Malang]. <http://etheses.uin-malang.ac.id/id/eprint/39653>
- Angelis AGM, C., Miranti, I., & Dwiastuty, N. (2020). the Character Development of 'Ben' in Gifted Hands: the Ben Carson'S Story Through Erikson'S Psychosocial Theory. *LiNGUA: Jurnal Ilmu Bahasa Dan Sastra*, 14(2), 261–270. <https://doi.org/10.18860/ling.v14i2.6699>
- Batra, S. (2013). The Psychosocial Development of Children: Implications for Education and Society — Erik Erikson in Context. *Contemporary Education Dialogue*, 10(2), 249–278. <https://doi.org/10.1177/0973184913485014>
- Borchart MA, D. H., & Francis, R. D. (1984). *How to Find Out in Psychology A guide to the literature and methods of research* (first). Great Britain by A. Wheaton & Co. Ltd.
- Braaten, E. B. (2018). Erikson's Theory of Psychosocial Development. *The SAGE Encyclopedia of Intellectual and Developmental Disorders*. <https://doi.org/10.4135/9781483392271.n178>
- Bressler, C. E. (1994). *Literary Criticism Writing: An Introduction to Theory and Practice* (A. Reeves (ed.)). Prentice-Hall Inc.
- Dunkel, C. S., & Harbke, C. (2017). A Review of Measures of Erikson's Stages of Psychosocial Development: Evidence for a General Factor. *Journal of Adult Development*, 24(1), 58–76. <https://doi.org/10.1007/s10804-016-9247-4>
- Erikson, E. H. (1993). *Childhood and Society* (Vol. 18, Issue 6). Paladin Books. <https://doi.org/10.1007/s10856-007-0140-3>
- Erikson, E. H. (1994). *Identity Youth And Crisis*. W. W. Norton & Company, Inc.
- Frosh, S., & Baraitser, L. (2008). Psychoanalysis and Psychosocial Studies. *Psychoanalysis, Culture & Society*, 13(4), 346–365. <https://doi.org/10.1057/pcs.2008.8>
- Hariato, M. B. A. P. (2020). *Adolescence Crises of The Main Character in Ahmad Fuadi's The Land of Five Towers*. Maulana Malik Ibrahim Islamic State University Malang.
- Hermanto, P. (2022). Karakter Tokoh Utama Dalam Novel Simple Miracles Doa dan Arwah Karya Ayu Utami. In *Universitas Katolik Indonesia Santu Paulus Ruteng* (Issue 8.5.2017). Universitas Katolik Indonesia Santu Paulus Ruteng.

- Jones, R. M., Vaterlaus, J. M., Jackson, M. A., & Morrill, T. B. (2014). Friendship characteristics, psychosocial development, and adolescent identity formation. *Personal Relationships*, *21*(1), 51–67. <https://doi.org/10.1111/pere.12017>
- Kasinath, H. M. (1991). *Adolescence: Search for an Identity*. *7*(1), 1–6.
- Klarer, M. (2004). *An Introduction to Literary Studies* (Second Edi). Routledge.
- Knight, Z. G. (2017). A proposed model of psychodynamic psychotherapy linked to Erik Erikson's eight stages of psychosocial development. *Clinical Psychology and Psychotherapy*, *24*(5), 1047–1058. <https://doi.org/10.1002/cpp.2066>
- Kurniawan, I. P. (2018). Personality Development of The Main Character in Kinderroman Jutta Richter's "Hinter Dem Bahnhof Liegt Das Meer": Developmental Psychological Analysis by Erik Erikson. *Theodisca Lingua*, *7*(4), 369–378. <https://doi.org/10.21831>
- Marcia, J. E., Waterman, A. S., Matteson, D. R., Archer, S. L., & Orlofsky, J. L. (1993). *Ego Identity A Handbook for Psychosocial Research*. Verlag New York Inc.
- Maree, J. G. (2021). The psychosocial development theory of Erik Erikson: critical overview. *Early Child Development and Care*, *191*(7–8), 1107–1121. <https://doi.org/10.1080/03004430.2020.1845163>
- McLeod, S. (2018). Erik Erikson. *Psychology for Actors, 1959*, 134–150. <https://doi.org/10.4324/9781351130950-7>
- Miller, H. J. (2019). On Literature: Thinking in Action. In S. Critchley & R. Kearney (Eds.), *Journal of Chemical Information and Modeling*. Routledge.
- Munley, P. H. (1977). Erikson's theory of psychosocial development and career development. *Journal of Vocational Behavior*, *10*(3), 261–269. [https://doi.org/10.1016/0001-8791\(77\)90062-8](https://doi.org/10.1016/0001-8791(77)90062-8)
- Pradotokusumo, P. S. (2005). *Pengkajian Sastra Teori dan Aplikasi*. CV. Djiwa Amarta Press.
- Purwaningsih, I. (2020). *Psychosocial Development of The Main Character in Iwan Setyawan's 9 Summers 10 Autumns*. Maulana Malik Ibrahim Islamic State University Malang.
- Rahayu, M. (2016). Women in Achebe's Novel "Things Fall Apart." *Register Journal*, *3*(1), 36–49. <https://doi.org/10.18326/rgt.v3i1.440>
- Rahayu, M. (2020). the Discourse of Radicalism and Family Roles in Standing Against Radicalism Represented in Garin Nugroho'S Film "Mata Tertutup." *Jurnal Ilmiah Islam Futura*, *20*(1), 105–119. <https://doi.org/10.22373/jiif.v20i1.5790>
- Rahayu, M. (2022). Symbolic Violence Represented in Royyan Julian's Bulan

- Merah Rabu Wekasan . *Proceedings of the Fifth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2021)*, 595(Icollite), 466–470. <https://doi.org/10.2991/assehr.k.211119.072>
- Rennison, N. (2001). Freud and Psychoanalysis. In *Communication Studies: The Essential Resource*. Pocket Essentials.
<https://doi.org/10.4324/9781315662466-9>
- Rezaei, A., & Seyyedrezaei, S. H. (2013). The Contribution of Psychological Theories in Literary Criticism. *Procedia - Social and Behavioral Sciences*, 84, 1908–1911. <https://doi.org/10.1016/j.sbspro.2013.07.056>
- Samsiarni, S. (2019). Mamak in Novel Persiden By Wisran Hadi Psycho-Socialcrisis Erikson Analysis (Mamak Dalam Novel Persiden Karya Wisran Hadi Kajian Psycho-Socialcrisis Erikson). *Gramatika STKIP PGRI Sumatera Barat*, 5(1), 16–24. <https://doi.org/10.22202/jg.2019.v5i1.3141>
- Sari, P. A. E. (2019). *Analisis Tokoh Watanabe Ruri Dalam Novel Jisatsu Yoteibi Karya Akiyoshi Rikako Dengan Teori Psikososial Erik Erikson*. 13–14.
- Schafer, R. (1980). Action and Narration in Psychoanalysis. *The Analytic Attitude*, 12(1), 240–256. <https://doi.org/10.4324/9780429481024-15>
- Sufah, F., Latipah, E., & Izzah, I. (2023). Early Adult Psychosocial: Synthesizing Erick Erikson's Theory in Islamic Concepts. *Islamika*, 5(3), 1141–1157. <https://doi.org/10.36088/islamika.v5i3.3605>
- Susanti, R. H. (2017). The Impacts of Abusive Environment on Psychological Development of Children Depicted in Sheila , a Character from Torey Hayden ' s ' One Child ' (A Study Case of Psychosocial by Erik Erikson). *Asian Academic Society International Conference, 5th*, 48–59.
- Varotsi, L. (2019). Conceptualisation and Exposition: A Theory of Character Construction. In *Conceptualisation and Exposition: A Theory of Character Construction*. <https://doi.org/10.4324/9780429060762>
- Weiner, M. (2017). *Heather, The Totality*. Canongate Books Ltd.
- Widick, C., Parker, C. A., & Knefelkamp, L. (1978). Erik Erikson and psychosocial development. *New Directions for Student Services*, 1978(4), 1–17. <https://doi.org/10.1002/ss.37119780403>
- Yuliyani, A., Juidah, I., & Logita, E. (2021). Kepribadian Tokoh Utama Dalam Novel Api Tauhid Karya Habiburrahman El Shirazy: Kajian Psikologi Erik Erikson. *Bahtera Indonesia; Jurnal Penelitian Bahasa Dan Sastra Indonesia*, 6(1), 35–55. <https://doi.org/10.31943/bi.v6i1.109>
- Zhang, L. (2015). Erikson's Theory of Psychosocial Development. *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, 7, 938–946. <https://doi.org/10.1016/B978-0-08-097086-8.23200-5>

CURICULUM VITAE



Bima Mahendra Putra was born in Denpasar on November 24th 1997. He graduated from Darussalam Gontor Islamic Boarding School, Ponorogo in 2016. He started studying at UIN Maulana Malik Ibrahim Malang, especially the Department of English Literature in 2018. While on campus he was active in organization called English Literature Student Association (ELSA) in 2020 and Faculty Student Executive Council (DEMA-F) in 2021.