

**THE MAIN CHARACTER'S UNRESOLVED IDENTITY
CRISIS AND IMPACT ON INTIMACY IN *MY DARK*
VANESSA**

THESIS

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FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG**

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VANESSA**

THESIS

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2025

STATEMENT OF ACADEMIC INTEGRITY

I state that the thesis entitled "*The Main Character's Unresolved Identity Crisis and Impact on Intimacy in My Dark Vanessa*" is my original work. I do not include any materials previously written or publish by another person, except those cited as references and written in the bibliography, hereby if there any objection or claim that Iam the only person who is responsible for that.

Malang, 20th May 2025

The researcher



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APPROVAL SHEET

This is to certify that Azkannadiyah Elsyarevah's Thesis entitled "*The Main Character's Unresolved Identity Crisis and Impact on Intimacy in My Dark Vanessa*" 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 Sarjanan Sastra (S.S).

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Malang, 20th May 2025

Board of Examiners,

Signature

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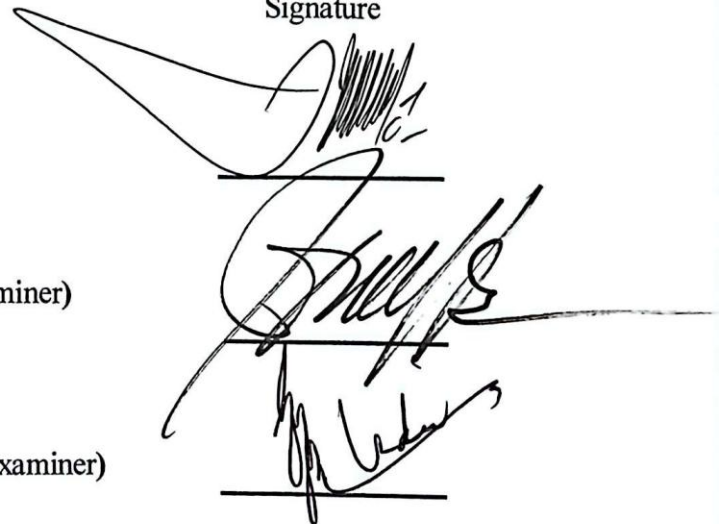
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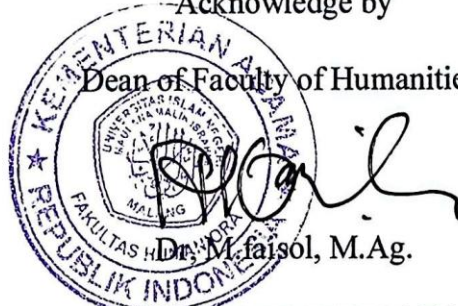
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MOTTO

“Depression is mostly coming from the point, that you want something and Allah Almighty Wants Something else”

(Mawlana Nazim)

DEDICATION

*With full gratitude to the Grace of Allah SWT for His mercy and grace,
so that this thesis can be completed quite well and I also dedicate it to my parents
and the people around me who always give me prayers and supports. Of course I
dedicate this work to myself who has struggled with hard work in completing this
thesis.*

Thank you for being a part of this journey.

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Alhamdulillah Rabbil'Aalamiin. The researcher extends all praise and gratitude to the presence of Allah SWT, the most merciful and most merciful God. Thanks to his grace and loved, The researcher was able to finish this thesis quite well. *Shalawat* and *salam* may always be poured out on the Prophet Muhammad SAW who brought humanity to the era of truth. The researcher realise that in the process of compiling this thesis, there are many challenges faced. However, with the support and grace of Allah the rrsearcher can go through this stage with gratitude and happiness.

1. Dr. M. Faisol, M. Ag as the Dean of the Faculty of humanities of University Islam Negeri Maulana Malik Ibrahim Malang.
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5. All lecturers in the English Literature Study Program. Thank you for the wonderful insights, help, guidance, and invaluable experience. The researcher delighted to have completed four years of schooling in this faculty.
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8. I'd like to thank Diana for everything she's done since the first semester. The point is, the researcher is grateful to have been a part of your life.

9. To the one closest to my heart. You have given me more than I ever imagined, more than I sometimes knew how to hold. Thank you for always being there in every moment, every memory, and every piece of yourself with me. Thank you for walking beside me on this journey, even when the path was not easy. You'll always be a part of my story.
10. Last but not least, I want thank to myself, Nadia Syarivah. Thank you for trying and not giving up until your last breath. Thank you for staying till this times.

This thesis is the result of an extended struggle, made possible by the support, and prayers of the beautiful people mentioned before. This research is far from ideal, and the author is completely aware of it. As a result, it is widely assumed that constructive input and ideas will serve as the base for future improvements. The researcher hopes that this study will make an important contribution, especially in the context of identity crisis that focus on literary criticism studies.

Malang, 20th May 2025

Azkannadiyah Elsyarevah

ABSTRAK

Elsyarevah, Azkannadiyah (2025) *The Main Character's Unresolved Identity Crisis and Impact on Intimacy in My Dark Vanessa*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Ahmad Ghofi, M.A.

Keywords: Identity Crisis, Intimacy, Psychosocial Development.

This study discusses the unresolved identity crisis and its impact on the main character's ability to form intimate relationships in the novel *My Dark Vanessa* by Kate Elizabeth Russell. This topic is important because it shows how failure in forming an identity during adolescence can affect later stages of development, especially in establishing emotional closeness in adulthood. The problems in this study include: (1) the identity crisis experienced by the main character during adolescence and (2) how the unresolved identity crisis affects her ability at the intimacy vs isolation stage. The theory used is Erik Erikson's psychosocial theory, especially the identity vs role confusion and intimacy vs isolation stages. The approach used is a psychological approach in literary studies. The results of the study show that the main character experiences role confusion and emotional dependence since adolescence. The inability to form a stable identity causes her to fail to establish healthy intimate relationships in adulthood, and she tends to choose emotional isolation.

ABSTRAK

Elsyarevah, Azkannadiyah. (2025) *The Main Character's Unresolved Identity Crisis and Impact on Intimacy in My Dark Vanessa*. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Ahmad Ghozi, M.A.

Katakunci: Krisis Identitas, Intimacy, Perkembangan Psikososial.

Penelitian ini membahas krisis identitas yang tidak terselesaikan dan dampaknya terhadap kemampuan tokoh utama dalam membentuk hubungan intim dalam novel *My Dark Vanessa* karya Kate Elizabeth Russell. Topik ini penting karena menunjukkan bagaimana kegagalan dalam pembentukan identitas pada masa remaja dapat memengaruhi tahap perkembangan selanjutnya, terutama dalam menjalin kedekatan emosional di masa dewasa. Permasalahan dalam penelitian ini mencakup: (1) gejala krisis identitas yang dialami tokoh utama saat remaja, dan (2) bagaimana krisis identitas yang tidak terselesaikan tersebut memengaruhi kemampuannya membentuk hubungan di tahap intimacy vs isolation. Teori yang digunakan adalah teori psikososial Erik Erikson, khususnya tahap identity vs role confusion dan intimacy vs isolation. Pendekatan yang digunakan adalah pendekatan psikologis dalam kajian sastra. Hasil penelitian menunjukkan bahwa tokoh utama mengalami role confusion dan ketergantungan emosional sejak remaja. Ketidakmampuan dalam membentuk identitas yang stabil menyebabkan ia gagal menjalin hubungan intim yang sehat di masa dewasa, dan cenderung memilih isolasi emosional.

مستخلص البحث

إلسيريفاه، أركانادياه. (2025) أزمة الهوية المنعكسة في رواية

للكاتبة كيت إليزابيث راسل. قسم الأدب الإنجليزي، كلية "My Dar Vanessa" العلوم الإنسانية، جامعة إسلام نيجري مالانج مولانا مالك إبراهيم. المشرف: الدكتور أحمد غوزي، ماجستير.

الكلمات المفتاحية: أزمة الهوية، الهوية، التطور النفسي الاجتماعي

مرحلة المراهقة هي مرحلة حاسمة حيث يجب عليهم استكشاف هويتهم بعملية جيدة لتشكيل هوية متماسكة وصحية. تشكيل الهوية دائماً ما يمر بعملية صعبة بسبب مواجهة الأطراف الخارجية والضغوط الاجتماعية، ولكن إذا تمكن الفرد من حل هذه الصراعات فسوف يمنح هوية متماسكة. وبالمثل، إذا لم يحل الشخص تلك المشكلة، فسوف يؤدي ذلك إلى ارتباك في الأدوار وأزمة هوية. إحدى الأعمال الأدبية التي تصف أزمة الهوية للكاتبة كيت إليزابيث راسل. تهدف هذه الدراسة "My Dark Vanessa" هي رواية "My Dark Vanessa" إلى تحليل أزمة الهوية التي تواجه الشخصية الرئيسية في رواية في تحليل هذا البحث، تم استخدام نظرية إريكسون النفسية الاجتماعية. "Vanessa" التي تركز على أزمة الهوية الموصوفة في الرواية المذكورة. تم أخذ البيانات من الجمل أو الفقرات التي تحتوي على السرد والحوار في رواية "فانيسا المظلمة". أظهرت نتائج هذا البحث أن فانيسا لم تحل أزمة هويتها حتى مرحلة المراهقة، بل استمرت حتى مرحلة منتصف العمر.

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CHAPTER I

INTRODUCTION

The first chapter contains the background of the Study, previous studies, problems of the study, scope and limitations, objectives, the significance of the study, research benefit and the definition of key terms.

A. The Background of the Study

Adolescence is a crucial period in identity development, where individuals explore self-understanding and determine their future life goals. Adolescence is a complex and important transition period marked by physical, emotional, social, and cognitive changes (Adler, 2013). According to Erikson (1950) adolescent stage is engage in identity exploration through experiences, social interactions and internal reflection. If the exploration is successful, it leads to the formation of a stable and coherent identity. However, if it fails, individuals may experience role confusion, characterized by uncertainty about themselves, their values, life goals and their purpose in life (Erikson 1950).

Erikson (1968) emphasized that the identity crisis is a psychological process that include both decision making and active exploration. During adolescence, individual ask critical question such as "*who they are,*" "*what is their purpose in life,*" these questions are the central of forming a stable identity. Also, not all individuals manage to resolve this process successful. Failure in resolving identity issues can result in emotional instability, difficulty

in social aspect and impact to the next psychosocial stage particularly in intimacy vs isolation.

The formation of identity is not only shaped by internal development but also significantly influenced by external factors such as family dynamics, traumas, or social pressures (Santrock, 2019). Erikson (1950) explains that a negative environment including violence, manipulation can hinder the development of coherent identity. Traumatic experiences during this stage can disrupt the process of stable identity and give a psychological conflict (James E. Côté & Charles G. Levine, 2002). The unresolved identity issues can negatively affect social aspect and the ability to form close emotional social life in adulthood.

The one consequence of unresolved identity crisis in adolescence is its impact on intimacy in adulthood. According to Erikson (1968), the stage after identity formation is intimacy vs isolation, where when the individuals succeed on the stage before can find a healthy or meaningful emotional connection or relationship in social environment. However, Erikson (1950) explains that the failure to establish a stable identity in adolescence can impact the ability to engage in intimacy relationships in adulthood, leading to isolation, distrust and emotional issues.

In this context, literary works provide a new lens through which such psychological struggles can be examined, especially in the impact of role confusion in adulthood. The researcher chose the novel *My Dark Vanessa* by Kate Elizabeth Russell because it provides a profound narrative that reflects the

longterm effects of trauma and manipulation on identity stbale. The main chacarter, Vanessa experiences a complex relationship with an older man during her teenege years, which leads to an process identity crisis that impact into adulthood. This storyline tells of trauma, sexuality, power, and manipulative relationships (Hartati, Sari, and Murniati 2022). The novel portrays how unresolved trauma and role confusion in adolescence impact to vanessa'a ability to understand herself and develop healthy emotional to her adulthood life.

By examining *My Dark Vanessa* through Erikson's psychosocial theory, particularly the concpets if identity vs role confusion and intimacy vs isolation. This study aims to explore how Vanessa's failure to fully resolve her identity crisis during adolescence, particularly due to her traumatic and manipulative relationship with Strane, may affect her ability to form emotional intimacy in adulthood. The study focuses on to contribute to a deeper and more scientific understanding of how unresolved identity issues may spill over into the intimacy versus isolation stage, thus offering a new perspective on identity crises and emotional relationships in adulthood. Therefore, this study offersis research contributes a new perspective and fills a gap in previous studies by identity crisis with the failure to achieve intimacy in Erikson's psychosocial stage.

It is important to present previous research as a base for understanding the context and relevance of the topic discussed. The Researchers found various findings relevant to the theory and object of this study. Some of them

analyze using the novel *My Dark Vanessa* with different theoretical approaches. First, there is an analysis that focuses on the feminist perspective *The Portrayal of Sexual Abuse in Kate Elizabeth's My Dark Vanessa* (Furada, 2021) This research uses Kate Millet's feminist theory and Kathrin Patricia's theory of types of sexual harassment. The results of this study explore how Vanessa is depicted as experiencing sexual harassment in the novel, such as rape and sexual exposure.

Second, *Portrait of Sexual Abuse in Vanessa Wye in Novel My Dark Vanessa* (Farah Rasfia Putri, 2023) This research uses Kelly's theory, focusing on the forms of sexual harassment experienced by Vanessa, such as visual sexual harassment involving sexual imagery, while verbal harassment includes derogatory speech, and physical harassment involves actions that violate boundaries. Third, *The Sexual Harassment Faced By Women In Kate Elizabeth Russell's My Dark Vanessa* (Pradini et al., 2024) This research analyzes using Radical Feminism Theory and Michel Foucault's theory of power control. This research explores how the experiences Vanessa went through have psychological impacts.

Last, *Giving Lolita a Voice: A Feminist Reading of Lolita and My Dark Vanessa* (Persson Tyra, 2022) The author discusses ideology and gender in the novels *Lolita* and *My Dark Vanessa*. The research findings indicate that both novels similarly represent the existence of oppressive patriarchal power or the exploitation of young girls, which profoundly impact the psychology of abuse.

After that, in addition to the feminist approach, various types of research examine psychological elements. One of them is, *A Psychological Trauma Caused by Sexual Abuse of Vanessa's Experienced as The Main Character in The Novel My Dark Vanessa by Kate Elizabeth Russell* (Purba, 2021) The researcher uses psychoanalytic theory, but this study focuses on the anxiety and self-blame experienced by Vanessa. Second, there is a study about *The Psychological Impact of Sexual Abuse in School on Vanessa Reflected in Kate Elizabeth Russell's My Dark Vanessa* (Anisa, 2024) The research uses an extrinsic approach that focuses on the psychological aspect Where the analysis focuses on the sexual harassment experienced by Vanessa, which has long-lasting impacts such as trauma and depression.

Following that *Strane's Stage of Child Grooming in Russell's My Dark Vanessa* (Hartati et al., 2022) The author explores the identification of grooming stages carried out by Strane in the novel *My Dark Vanessa*, such as building trust and giving special attention to Vanessa. Lastly, *Manipulative Behaviour of Jacob Strane Character in Kate Elizabeth Russell's My Dark Vanessa* (Andini Raisa, 2025) The research discusses how Strane's manipulative behavior and child grooming towards Vanessa exhibit tendencies of ephebophilia or child predation. The researchers found several roles that Strane played to manipulate others, such as using his charm to mask his true nature.

In addition, this research has similarities with previous studies in terms of the objects being analyzed. However, there are differences in the theories

used. This research focuses on the identity crisis theory by Erik Erikson. There are several previous studies used as a reference foundation for the main theories in Erikson's identity theory. First, *Trauma, Love and Identity Development in Rowling's Harry Potter and the Prisoner of Azkaban* (Shiong & Wang, 2022) the research discusses identity, trauma of the Harry Potter character, how teenage experiences shape self-identity, and influence their journey towards adulthood. The next, *Aza Holmes's Identity Crisis Reflected in Turtles All The Way Down by John Green* (Ulfi 2024) this research examines the identity crisis experienced by Aza Holmes due to *Obsessive-Compulsive Disorder*. The research applies Erikson's theory in the context of the *identity vs. role confusion* stage and finds that Aza experiences prolonged confusion and identity crisis. Second, *Charting Identity in John Green's Looking for Alaska :An Analysis using Erik Erikson's Psychosocial Theory* (Khakhar, 2023) The author discusses the process of identity development of the main character, Alaska, during adolescence, including the challenges in the search for meaning in life using Erikson's theory.

Third, *Identity Crisis in Adolescence Period Experienced by Asha in Shilpi Somaya Gowda's Secret Daughter* (Larasati, 2017) the researcher explores an Indo-Asian teenager who experienced role confusion in the development of their identity due to cultural differences. Following that, *Protagonist's Identity Crisis in Paul Kalanithi's novel When Breath Becomes Air* (Habib & Ekalestari, 2024) examining the identity crisis caused by the illness suffered by Paul, where this research found that Paul experienced value

confusion, anxiety, and feelings of emptiness. Fourth, *Identity Crissis, Formation and Development in Rick Riordan's The Heroes of Olympus: The Lost Hero* (Putri Octavianney Stefhani, 2023) discussing how the characters Jason, Piper, and Leo face challenges in healing from past traumas they experienced, where the researcher found several identity crises that triggered changes within them.

Based on several previous studies used as references, this research presents a new perspective for further analysis, particularly regarding the novel *My Dark Vanessa* by Kate Elizabeth Russell. The novel becomes the subject of study through Erikson's psychosocial development theory, focusing on the stage of *identity vs role confusion* and *intimacy vs isolation*. This research aims to provide an in depth understanding of the unresolved identity crisis experienced by the main character, Vanessa, concerning her traumatic past and its consequences on her psychological development.

By applying Erikson's theory, this research explores how Vanessa's traumatic experience during adolescence disrupts her identity formation and leads to role confusion. Furthermore, the analysis also reveals how her unresolved identity crisis continues to influence her ability to form emotional intimacy in adulthood. Through this approach, the study highlights the interconnectedness between identity development and the capacity for intimacy, offering deeper insight into the impact of identity crisis to her emotional growth in adulthood.

B. The Problem of the Study

Based on the description mentioned in the background of the study, the study aims to respond to the following query in light of the research background:

1. What are the symptoms of the main character's identity crisis during adolescence?
2. How does the main character's unresolved identity crisis affect her ability to form intimacy vs isolation in adulthood?

C. The Significance of The Study

The significance of this research lies in its contribution to the study of psychological development in literature, particularly in understanding how unresolved identity crisis influences the ability to form intimacy stage in adulthood. By analyzing the main character in *My Dark Vanessa* through the Erikson's psychosocial theory, this study explores how the failure to resolve identity during adolescence can lead to difficulties in achieving emotional closeness in adulthood. This analysis provides a deeper comprehension of the interplay between traumatic experiences, manipulation, and psychological growth. Furthermore, the study offers valuable insights for literary scholars and readers interested in psychoanalytic criticism, especially those examining the identity confusion impact on human intimacy. The findings serve as a useful reference for future research that seeks to apply Erikson's theory in literary texts focusing on identity crisis and its long-term impact on interpersonal relationships.

D. The Scope and limitation

This research examines the issues depicted in the novel *My Dark Vanessa*. This research focuses on the analysis of the main character Vanessa's unresolved identity crisis and its impact on her ability to form intimate relationships in the novel *My Dark Vanessa*. This study, the researcher used the psychoanalysis approach theory by Erik Erikson. This study explores how Vanessa's traumatic experiences during adolescence disrupted her identity development into adulthood. By analyzing Vanessa's identity confusion and her struggle to build a stable sense of self, this study also explores how these unresolved identity issues hinder her emotional intimacy and relationships in adulthood. The main sources of this research are the narrative text of the novel *My Dark Vanessa* and relevant previous research references. However, this research has several limitations. The analysis conduct is limited to this novel, so the data results cannot be generalize to other literary works, and this research only focuses on Vanessa's psychosocial development.

E. The Defination of Key Terms

- Identity** : Individual understanding of whos they are including values, beliefs, and life objectives. Identity is form through social interactions and personal experiences (Erikson 1968).
- Identity Crisis** : An identity crisis is a normal and important process of individual development. An identity crisis is characterize by the exploration of roles,

beliefs, interests, and life objectives that can help to build a sense of themselves. Likewise, if not explored appropriately, it will result role confusion. (Erikson, 1968).

Intimacy vs isolation : The psychosocial developmental stage that occurs in early adulthood, where individuals try to form healthy relationships and socialize with others. Failure in this stage can lead to feelings of loneliness, alienation, and uncertainty in building emotional closeness. (Erikson, 1968)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains an explanation of the approaches and theories used in this research. This research utilizes about several theories that are relevant to this study about literary works, psychology literature and psychosocial development by Erik Erikson.

A. Psychosocial Development Erik Erikson

The psychosocial development theory explain about a process of human development that focuses on the interaction between social and psychological demands of the individual in life. According to Erikson (1968), human development throughout life influenced by social relationships and experiences. Human development is not only from biological growth but also requires interaction with the outside world, such as relationships with friends, family, or the surrounding environment. As explained by Erikson (1950) that when individuals are in the development period of identity, they are always faced with various internal and external factors. Therefore, human development not only involves individual growth throughout life but also encompasses how individuals function within a social context.

The psychosocial development theory proposed by Erik Erikson, which explains that human development begins in infancy, where the theory states that there are eight interconnected stages throughout human life (Erikson 1950). Following that, Erikson (1968) explain that the development occurs in humans does not end during adolescence or adulthood but continues to present

challenges and opportunities for growth. Therefore, the stages of psychosocial development encompass the entire human life cycle from infancy to old age.

There are eight stages of human development in shaping their personality menurut Erikson. The eight stages are first, *Trust vs mistrust* which occurs in infancy where children learn to depend on and trust the world around them, especially their primary caregivers. Second, Stages *autonomy vs shame and doubt*, which occurs in early childhood. In this phase, children aged 3 years will develop independence. Third, the *initiative vs guilt* stage which occurs in preschool where children begin to show initiative in daily activities such as playing and acting. Fourth, the *industry vs inferiority* stage in school that kids start learning how to build talents; if they are successful, they will feel successful, and if they are unsuccessful, they will feel insecure (Erikson, 1968).

Next, *identity vs role confusion* that occurs in adolescence where they begin to learn and to understand who they are and their desires for their future. Sixth, *intimacy vs isolation* that occurs in early adulthood, where someone begins to build close and good relationships. Seventh, *generativity vs stagnation* that occurs when individuals begin to focus on contributing to and the next generation of society. Finally, *integrity vs despair* occurs in old age where individuals reflect on their entire life journey and find meaning and acceptance of themselves (Erikson, 1968)

Of the several stages of psychosocial development developed by Erikson, the researcher focuses on the identity vs role confusion stage. In this

study, the most relevant stage to analyze in *My Dark Vanessa* is the fifth stage, namely identity vs role confusion. In this phase, it is identify by the emergence of an identity crisis because individuals in adolescence are in the exploration phase to find their identity. Therefore, this theory is very relevant to understanding more about the impact of their experiences on the identity in the novel *My Dark Vanessa*.

1. Trust vs Mistrust

Trust vs Mistrust is an early stage of psychosocial development that occurs at the beginning of the age of 0-1 years, that is infancy. At this stage, babies begin to develop a sense of trust in the world through care and their environment, especially their mothers. At this stage, babies form trust and mistrust according to the development of their identity, which is certainly influenced by environmental factors (Erikson 1950). For example, when a baby receives attention and gets what he needs, a sense of trust and security emerges, and vice versa, if the baby does not get what he needs, it will affect the development of his identity.

2. Autonomy vs Shame and Doubt

The second stage in psychosocial development is a stage that occurs in children around the age of 3.5 years, where they begin to learn to make their own choices or feel autonomy such as toilet training. In this stage they are given the freedom to explore and develop themselves such as self-confidence, independence and vice versa such as shame, dependence or doubt according to how the environment treats them (Erikson 1950).

3. Initiative vs Guilt

At this stage, children aged 3 to 6 years begin to explore by showing a sense of initiative and making decisions in social interactions or in their environment. With that they are encouraged to be involved in participating and developing their goals and ambitions. With this action, a sense of initiative and guilt arise if they make a mistake (Erikson 1950). For example, when a child does an action because of his curiosity, it arises his initiative but if his curiosity is suppressed, it will cause fear of doing it again and feelings of guilt and this gives rise to identity inhibition.

4. Industry vs Inferiority

This stage occurs in children aged 6-12 years, where they begin to learn basic skills needed in social society such as reading, writing, teamwork or other skills that foster self-confidence and gain recognition (Erikson 1950). For example, when a child begins to learn to communicate well in front of the class and gets praise from the teacher and parents. This will be different from children who cannot do these basic skills, so that they feel incapable and feel inferior which can hamper their self-identity.

5. Identity vs role Confussion

The fifth stage in Erikson's theory known as *Identity vs Role Confusion*, this stage generally occurs during adolescence around the ages of 12 to 20 years. Adolescence is a crucial phase because teenagers begin to build their self-identity, explore their true selves, and avoid identity confusion (Erikson 1950). This period is marked by the search for identity where individuals begin

to reflect on themselves and explore values, interests, life goals and try out various roles that are in accordance with societal values.

This stage is a phase during adolescence, where individuals begin to explore their identity by trying out various roles that align with societal values. Adolescence is a crucial phase because teenagers begin to build their self-identity, explore their true selves, and avoid identity confusion (Erikson 1950). During this period, adolescents explore how to act and choose their life paths. Erikson (1968) stated that adolescence is a critical period where individuals must face various challenges in forming their identity, and conversely, if unresolved identity development issues faced it will lead to ongoing identity confusion into adulthood.

An identity crisis is a process that occurs when an individual feels confused about his life while searching for his identity. Erikson (1950) emphasized that adolescence is the time for individuals to build their identity, so they engage in various processes in search of their true self. In that phase, there are several processes experienced by adolescents in forming a coherent identity, identity exploration. In this phase, individuals will undergo many processes such as experiencing identity exploration, which focuses on where individuals seek and understand themselves. Like asking "*what do I want?*" or "*what am I like?*" In the process of exploration, individuals are often faced with experimenting with various identity choices such as lifestyle, social circles, beliefs, and life goals. Through this exploration, identity commitment

emerges where they ultimately make decisions about an identity that aligns with their life goals (Erikson, 1968).

Identity exploration is the initial process experienced by adolescents in facing an identity crisis (Erikson, 1968). In this phase, individuals actively seek and question who they are through various experiences, choices, and available social roles. Adolescents begin to evaluate values, try new lifestyles, socialize with various social groups, and explore interests and life goals that are in accordance with personal and social values (Kroger & Marcia, 2011). Following by Erikson (1950) explain that adolescence is the right time for individuals to consciously build their identity. In this exploration process, individuals often ask themselves "*Who am I?*", "*What do I want?*", and "*What values do I hold?*". This process is an important based for the formation of a healthy identity in adulthood. Erikson (1968), explain that exploration a major component of identity status. He identifies the moratorium status as an exploratory phase, where individuals have not made a commitment, but are still in the process of searching for identity.

However, if the individual cannot complete the exploration process, they will experience role confusion where they feel uncertainty about themselves, what kind of life they want, or what they want to become. This process leads to self-confusion, where an individual's inability to make firm decisions about their own future becomes apparent. Identity crisis is a process that arises when individuals feel trapped in role confusion or confusion about

their own lives. If teenagers succeed in overcoming that crisis, they will achieve identity resolution, which is the acceptance of who they truly are. With that process, it can shape a good and true individual identity in facing the next stages of life.

In the identity vs role confusion stage, Erikson (1968) emphasized that failure to form a strong identity at this stage can lead to ongoing role confusion into the next stage of development. If the exploration process does not run effectively or does not produce a clear decision, then adolescents are at risk of experiencing role confusion. Role confusion refers to an individual's uncertainty about who they are, what their life goals are, and what social roles they should play. Individuals who experience this confusion usually feel alienated, have no direction in life, and experience instability in social and emotional relationships (Erikson, 1968). This confusion often arises when individuals do not have enough opportunity or support to explore their identity, or when the environment puts too much pressure on them to make decisions immediately. When identity exploration fails, individuals will feel unsure about their life choices and unable to commit to a value or goal. Erikson (1968) explained that failure to resolve an identity crisis in adolescence can lead to a prolonged identity crisis in adulthood. This role confusion can also interfere with the next stage of development, such as difficulty in building intimate relationships and a sense of social isolation.

Identity formation is the result of a conscious process of exploration and decision-making of commitment to self-identity. Individuals who successfully form a healthy, good and cohesive self-identity show characteristics of emotional maturity, clarity of life goals, stability of values and social norms and the ability to establish healthy relationships. Erikson (1968) emphasized that a strong identity allows individuals to maintain self-consistency even when faced with external or internal challenges in life. A healthy and cohesive identity can be an important psychological foundation for the next stage of development.

6. Intimacy vs Isolation

This stage is characterized by young adults seeking attraction with a strong emotional commitment (Erikson, 1950). This crisis centers on the ability to form meaningful and loving relationships, whether in romantic relationships, friendships, or partnerships. If individuals are successful, they will feel emotional intimacy and strong connections. However, failure to build intimate relationships can lead to feelings of loneliness and isolation, where individuals feel separated from others and have difficulty trusting or getting close to others emotionally. In his book *Childhood and Society*, Erikson explains that success at this stage depends on a strong identity that has been formed in the previous stage, namely identity vs. role confusion. This means that individuals who have not resolved the identity crisis properly will tend to have difficulty building healthy relationships because they are still filled with role confusion and self-doubt.

One important concept that Erikson developed in this stage is that intimacy does not only mean physical or romantic relationships, but also includes a willingness to open up, share life with others, and accept emotional vulnerability. Conversely, individuals who fail to complete this stage may choose to isolate themselves out of fear of rejection, feelings of unworthiness, or reluctance to face the emotional risks of deep relationships. Thus, this stage is an important foundation for an individual's social and emotional development in adulthood, as success in forming intimacy has a direct impact on their sense of connectedness and overall life satisfaction (Erikson, 1963).

7. Generativity vs Stagnation

At this stage, individuals begin to make contributions to the next generation or feel a sense of mentorship. Generativity involves the desire to nurture, educate, and provide something meaningful to others, whether through family, work, or community involvement (Erikson 1950). Those who successfully develop generativity feel productive and connected to the world around them. In contrast, those who fail may feel stagnant and dissatisfied, stuck in a routine without a greater sense of direction or purpose, which can lead to feelings of failure and regret.

8. Integrity vs Despair

In the final stages of life, individuals enter a phase in which they reflect on their lives. Those who find integrity feel at peace and content with the way they have lived their lives, accept their accomplishments and failures, and have a sense of learning (Erikson 1950). Integrity means being able to view life with

a sense of fullness and without major regrets. However, suppose a person feels their life is full of missed opportunities, regrets, or mistakes that cannot be corrected. In that case, they may fall into despair (hopelessness), experiencing a fear of death and a deep sense of hopelessness over what they perceive as the meaninglessness of life.

CHAPTER III

RESEARCH METHOD

This chapter explains the research methods used in this research, which includes Research Design, Data Sources, Data Collection and Data analysis.

A. Research Design

This research focuses on literary criticism, which includes the analysis, evaluation, interpretation, and classification of literary works. In this study, a psychoanalytic approach used with an emphasis on the identity crisis experienced by Vanessa during her adolescence. This research specifically examines Vanessa's identity crisis in the novel *My Dark Vanessa*, particularly focusing on the phase *identity vs. role confusion* Erikson's theory. In the context of this research, this method in-depth analyzes how Vanessa's identity explored in *My Dark Vanessa* with the aim of gaining a better understanding of Vanessa's psychological aspects in the novel.

B. Data Source

The data source for this research is the novel titled *My Dark Vanessa* by Kate Elizabeth Russell, published in 2020. This novel has 384 pages and 22 chapters. The data used in this study were taken from the narrative in the novel *My Dark Vanessa* by Kate Elizabeth Russell, including sentence, phrase, and word. This data needed to support the analysis of Vanessa's identity crisis concept throughout her traumatic experiences from adolescence to adulthood.

B. Data Collection

Data collection techniques are one of the most important steps in the research process because they help obtain relevant data. This research uses data from the novel *My Dark Vanessa*. The steps of data collection in this research include reading the novel *My Dark Vanessa* several times, marking words, sentences, paragraphs, and conversations related to the research topic, as well as noting and classifying the data based on the analysis aspects used. After the data is collected, the researcher draws conclusions to provide answers to the issues studied.

C. Data Analysis

In this research, the collected data analyzed and adjusted according to the research problem. In this problem analysis, the researcher analyzed identity crisis by Erik Erikson. The data analysis conducted through several steps, namely first, the researcher classified the issues according to Erik Erikson's *Identity vs Role confusion* theory. Second, the researcher marks words or phrases that correspond to the categories of the Identity Crisis theory by Erik Erikson. Third, drawing conclusions is the final step where the researcher draws conclusions from the data obtained to address the research problem.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the results of data analysis related to the identity crisis that found useful in answering the research questions. This analysis focuses on how the identity crisis depicted in the novel *My Dark Vanessa*. It also discusses the identity crisis in psychosocial Identity vs Role Confusion as well as the identity crisis experienced by Vanessa Wyes in the novel *My Dark Vanessa*.

A. Stage Identity vs Role Confusion

1. The Main Character's Identity Crisis during Adolescence

Identity Crisis refers to the failure of the process of forming an individual's identity during adolescence, especially at the stage of *Identity vs. Role Confusion*. At this stage, individuals or adolescents begin to try to understand who they are and how they want to be recognized by the outside world, the desire to find out is a process of identity exploration. So during adolescence, they try to explore various aspects of personalities, interests, relationships, and beliefs to form a self-identity, but if they failed in this process they will experience role confusion.

In the novel *My Dark Vanessa*, identity crisis is depicted through Vanessa's experience in her unhealthy relationship with her teacher, Jacob Strane. The inner conflict experienced by Vanessa reflected how her identity was formed after experiencing sexual exploitation and manipulation during her teenage years. According to Erikson (1968) *Identity vs. Role Confusion*

stage, social experiences contribute to the formation of one's identity, especially during adolescence. In the novel, depicting the manipulation and sexual exploitation experienced by Vanessa trapped her in confusion about who she was. Experiences of sexual exploitation and complex issues can affect her personal identity.

Researchers found the identity crisis experienced by Vanessa in the novel *My Dark Vanessa* by Kate Elizabeth Russell from adolescence to adulthood. The identity crisis experienced by Vanessa Wye was caused by a failed attempt in the process of exploring her identity during her adolescence due to the experience of sexual harassment and an unhealthy relationship between Vanessa and her teacher.

I'm not sure," I say. "I'm still trying out different things." "I'm not exactly a super social person anyway." "Why's that?" "I don't know. I guess I just don't have a ton of friends." (Russell, 2020: p. 28)

The phrase shows that Vanessa is in the exploration phase, which is an important part of identity formation. Strane asks Vanessa if she will return to her class, but Vanessa replies with "*I'm not sure, I'm still trying out different things*" This phrase shows that Vanessa is in the stage of searching for an unstable identity, she has not yet made a certain choice about herself and is still open to several possibilities. According to Erikson (1968), adolescence is an important period for experimenting with various roles, values and self-possibilities before achieving a stable identity. After that Vanessa said "*I don't know. I guess I just don't have a ton of friends*" which reflected the social aspect of her identity that she is not yet sure whether she is truly a loner or has not had the opportunity in social relationships. Although she has not shown

commitment to a particular identity, Vanessa shows the process of moratorium exploration which according to Erikson is a phase where an individual has not yet determined his identity but is active in exploring different values, interests and roles.

I start to realize the point isn't really whether I like the books; it's more about him giving me different lenses to see myself through. The poems are clues to help me understand why he's so interested, what it is exactly that he sees in me."(Russell, 2020: p.37)

Furthermore, the data reflected that Vanessa is in the process of exploring her identity, as explained by Erikson that when teenagers tend to try to understand themselves by testing various roles, values, interests and self-perceptions. Vanessa began to realize that her interaction with Strane was not only about interest in a literary work, but became a "lens" to understand herself from the perspective of others. Vanessa tried to see and understand herself from Strane's perspective through the poems given by Strane.

According to Erikson (1968), the process of exploring identity in adolescence should ideally be done from a sense of self or autonomous self-understanding, not the result of expectations or views of others. While Vanessa during the process of exploring identity was not done healthily but from the perspective of others towards her. Instead of asked *who is she?* she was fixated on Strane's perception. Therefore, Vanessa formed an identity based on external influences, so what happened was not a stable identity, which would cause role confusion.

He waits for my answer, for me to say yes, I am those things, but what he describes isn't how I've ever thought of myself, and his memory of me chasing after him seems wrong, too."(Russell, 2020: p122)

Next, the phrase reflected the processed of identity exploration that occurs due to confusion in differences in perception. Vanessa begins to reflected on other people's perceptions of her and compares them with her own perceptions. Of course this is in accordance with the characteristics of identity exploration, which is the process when individuals begin to ask *am I like that?* and try to understand themselves. Strane describes Vanessa as someone who tried to approach him, but Vanessa feels that what Strane describes is very different from her perception.

Erikson argued that during the *identity vs. confusion* phase, the identity crisis process in which adolescents actively explore their identity, there is often tension between external and internal parties during (Erikson 1950). Vanessa didn't feel that Strane's portrayal of herself was consistent with who she was, but Vanessa felt that Strane was pressuring her to say, "yes, *that's me*." It reflected Vanessa's lack of control over herself.

I don't want to say it. I don't know how. not understanding why he touched another girl in the same way he touched me if he hadn't wanted her the same way he wanted me (Russell, 2020: p.289).

Furthermore, the phrase describes Vanessa's confused condition as she tried to understand her position between her relations with Strane. According to Erikson, exploration is a processed in which individuals actively try out various views, values, and roles to form a clearer understanding of themselves. Erikson also emphasized that exploration can be healthy if it allows for the search for identity with deep reflection. However, exploration can be unhealthy and become role confusion if it experiences unhealthy conditions such as external influences. In this case, Vanessa is trying to understand her

relationship with Strane, which can be seen as a form of identity exploration. Therefore, Vanessa shows identity confusion because she has not yet found a complete understanding of what is happening to her.

Don't you remember?" He tries to jog my memory, says that I told him I'd take care of everything, "I don't remember saying that." "You were very brave." I try to remember the last conversation. How panicked I was, begging him to tell me it would be ok, that I hadn't ruined everything. He seemed horrified by me; that's what I remember most about that conversation: I don't remember saying I'd take care of anything. I just remember him saying we would be ok (Russell, 2020, p,209)

In the data above reflected that Vanessa tries to reflect and question her past with Strane. Strane tries to form Vanessa's identity that consciously chooses to take responsibility for their relationship and calls her "very brave" for her actions. While Vanessa feels she does not remember the event, she only remembers herself as a scared person, not as a person who dares to make decisions.

The phrase reflects Vanessa's exploration of identity. She tries to reflect on her past events with Strane and tries to compare her perception with other people's perceptions of how she was at that time. According to Erikson, identity crisis is a process of adolescents actively exploring in a healthy way the interests, values, goals and roles that form a stable and coherent self. In the data above, Vanessa tried to remember and understand the experiences she has had from her own perspective. Although Vanessa experiences exploration in the identity crisis process, the method used is not healthy.

As previously explained, in the theory of psychosocial development, the identity vs. role confusion stage is an important phase for adolescents to

form a coherent and stable identity. Identity crisis is a process of identity formation. If in the process of identity crisis, exploration of various roles is not carried out in a good way during adolescence it has the potential to cause *role confusion*, which can hinder the development of individuals to the next psychosocial stage (Erikson, 1968). Therefore, researchers found that the incomplete identity exploration process can cause Vanessa to have difficulty forming a stable identity.

I don't know what I'm supposed to do in response. It feels like I should laugh. I wonder if this is flirting, but it can't be. Flirting is supposed to be fun and this is too heavy for fun. In a quiet voice, Mr. Strane asks, "Is it ok that it reminded me of you?". "Sure." "Because the last thing I want is to overstep." Overstep. I'm not sure what he means by that, either. He suddenly seems both embarrassed and hopeful, like if I told him this wasn't ok, he might start to cry. So I smile, shake my head (Russell, 2020, p.37)

The next data discusses Vanessa who is confused when Strane teases her, she feels confused whether this is teasing. She said she didn't know if this was flirting? Whether filtering felt harsh and not something she was happy about. She tried to understand Strane's behavior towards her, even though she was carried away by Strane's narrative. After that, Strane teases Vanessa by saying that the poem given by Strane reminds him of her. Strane's approach to Vanessa confuses her. In that situation, Vanessa experiences emotional stress where she has to adjust her response according to Strane's wishes by saying "Sure." Which is Vanessa should if a teenager has a strong identity, they will respond according to that condition but Vanessa does not do that, she feels responsible for the Strane's feelings. That explains that she does not understand the boundaries that should exist between a teacher and a student. This indicates

that Vanessa has not yet been able to identify her social and emotional boundaries with Strane.

As explained by Erikson (1968) that during the process of searching for identity, they will face interference from others, be it parents, friends, or society. This shows a relationship with a confusing external figure. In adolescence, individuals will search for their identity and try to form a stable identity. In this expression, Vanessa cannot refuse something that Strane does, even though it violates social norms. Vanessa tries to adjust her emotional response to Strane's comfort, which shows role confusion. Role confusion occurs when someone cannot distinguish personal boundaries and easily influenced by external pressures.

When we're together," he says, "it feels as though the dark things inside me rise to the surface and brush against the dark things inside you." When I tell him yes, I feel that, too—the darkness in him, the darkness in me—I'll think of this. It's strange to know that whenever I remember myself at fifteen, I'll think of this" (Russell, 2020, p.122)

The phrase sentence shows role confusion, where the trauma Vanessa experienced with Strane was so in-depth that it changed her perception of herself when looking back at her past. Vanessa began to accept the narrative created by Strane that she had the same "darkness" as he. Instead of questioning the meaning of "dark" or trying to find her understanding, Vanessa immediately agreed with the narrative. This shows that she has not been able to distinguish between her identity and external influences. In Erikson's theory, this indicates that a complete identity not form because there is no critical reflection on herself. In addition, Vanessa seems to feel that her experience

with Strane has changed her permanently, and even in the future, when she reflects on herself at the age of 15, she can only remember the event. This shows how her identity distorted by the experience, creating deep confusion about who she was before and after the experience. This relates to Erikson, where someone experiencing a identity crisis may feel confused about their past and how the event has shaped who they are today.

So, what is it that you want to do?" he asks. It's too big of a question. What I want depends on what he wants. "I don't know." I don't know isn't a good answer. It's what a child would say, not someone willing and capable of making up her own mind". (Russell, 2020, p.72)

In that paragraph, it describes Vanessa's confusion when asked about what she wanted during a kiss with a teacher. Vanessa feels that the answer "*I don't know*" is the right answer for a small child and in the sentence "*what I want depends on what he wants,*" it shows that Vanessa relies on Strane, and this does not indicate a successful formation of a coherent identity. This reflects that individuals who fail to form their identity will have difficulty determining their desires (Erikson 1968). Of course, this affects identity formation and self-confusion because they still depend on the more dominant party. Therefore, Vanessa has not yet achieved a strong and stable identity development.

First impulse is to say no, I don't like being by myself at all, but maybe he's right. Maybe I'm actually a loner by choice, preferring my own company (Russell, 2020, p.27)

One form of identity crisis failure according to Erikson (1968) is not completing exploration in a healthy way and relying on external parties. In the data above, it is described that when Vanessa says that she shows her lack of confidence in herself. Where she initially said that she didn't like her lonely

self, but when Strane said that he also liked her like Vanessa, she immediately doubted her own feelings and changed her personality to fit someone else's. This shows that Vanessa does not yet have a stable identity and easily accepts the identity given to her by others.

I think of his knee pressing into me behind his desk, his hand stroking my leg. I didn't care that he hadn't asked if it was ok, or that he was my teacher, or that nine other people were in the room" As soon as it happened, I wanted it to happen again. A normal girl wouldn't have reacted that way. There is something dark about me, something that's always been there."(Russell, 2020, p.122)

In the data above, it describes how Vanessa feels indifferent to what Strane did to her, even though it is beyond moral and social norms. This indicates that Vanessa is starting to lose her understanding of personal boundaries and what she should consider as unacceptable behavior. As explained by Erikson (1968), an identity crisis occurs when someone is unable to understand themselves. Therefore, it indicates that Vanessa is in the phase of an identity crisis, where she feels confused questioning what her boundaries should be. When she "doesn't care" that Strane is violating the teacher-student role, it indicates that she is experiencing a distortion or difficulty in understanding relationships and personal boundaries (Marcia 1980).

Next, in that response “ *As soon as it happened, I wanted it to happen again. A normal girl wouldn't have reacted that way*” it reflects that Vanessa is starting to form her identity according to the exploitative experiences she has undergone. Vanessa feels that the harassment she experienced is something not everyone goes through and believes that only she is the abnormal one, different from others. Vanessa's response to the experience was that the incident should be repeated and she felt that she was someone who

had darkness within her, believing that she was not a victim but rather something that was meant to happen.

In the stage of *identity vs. role confusion*, during the identity formation period of adolescence, it begins with understanding how they live their lives in a healthy way and in accordance with norms and beliefs (Erikson). However, Vanessa's desire at that time was framed by Strane with sweet treatment when Vanessa was experiencing emotional vulnerability. The phrase explains that Vanessa is experiencing a role confusion, where she cannot distinguish her true beliefs.

*Lolita crowd my head and mix with the memory of Mr. Strane whispering,
You and I are the same, as he stroked my knee. (Russell, 2020, p.70)*

According to Erikson's theory (1968), identity is formed through the complex interaction between healthy self-exploration and social environmental influences, which can certainly have a positive impact or hinder coherent self-development. In the data above, Vanessa felt that Strane was whispering to her and saying that she was the same. The incident occurred when Strane gave Vanessa a book about Lolita, after previously giving her a book containing poems and saying that the poem reminded him of her.

This made Vanessa experience confusion, as explained by Erikson, who stated that in the fifth stage, adolescents strive to form a good identity. If they experience self-confusion, then Vanessa become trapped in her manipulative teacher's relationship, causing her to be confused about her own identity. Meanwhile, the sentence "*you and I are the same*" explains that the manipulation Strane employs shapes Vanessa's identity by projecting that

Vanessa is similar to the character in the novel Lolita. The novel Lolita depicts the relationship between an adult man and a young girl, and Vanessa feels that this is similar to her own identity. This indicates the presence of external parties shaping Vanessa's identity, and it also shows that Vanessa is not yet able to distinguish between her true self and the influence of others.

Why are you protecting him?" Mom asks. She breathes hard, her eyes searching. It's not a question of anger; she truly doesn't understand. She's baffled by me, by all of this. "He hurt you," she says. I shake my head; I tell her the truth. "He didn't." (Russell, 2020, p.157)

The data reveals that Vanessa denies having been exploited and harmed by the stranger who had sexual relations with her. In Erikson's (1968) adolescent stage, individuals will strive to find out who they are and try to understand the existing social norms. Meanwhile, Vanessa experiences confusion in the data above due to her relationship with Strane; she feels that Strane did not hurt her or commit sexual violence. She fails to understand that her relationship with Strane can damage her stable and good self-identity. This indicates that she is experiencing role confusion, being confused between the boundaries of love, violence, and being a victim or perpetrator. Sometimes, children who are victims of sexual abuse often experience confusion, especially with someone they trust (Erikson 1985).

I don't know if this is exactly true, but I'm trying to be generous. His worry is obvious, about me and what we're doing. I want to ask what I am made for, but don't want to show I don't actually know myself, and don't want to push it now" (Russell, 2020, p.87)

In the quote, Vanessa feels confused about Strane's desire for the incident or the bad relationship between the teacher and the student to be known to others. Vanessa feels confused and wonder "What am I?" The quote

describes how Vanessa feels confused about the truth, about who she is. Although Vanessa wants to know about who she is, she still feels doubtful about who they are. Therefore, Vanessa wants Strane to explain and provide understanding. The statement *"His worry is obvious, about me and what we're doing"* shows that attention from others can influence the process of searching for an individual's identity. Erikson emphasizes the importance of social support in identity development. When individuals feel cared for and worried about by others, this can add to emotional stress, but it can also provide an opportunity for reflection and growth (Erikson, 1994).

Of course you don't. You know yourself enough to understand what you aren't made for," he says. I want to ask what I am made for, but don't want to show I don't actually know myself, and don't want to push it now"
(Russell, 2020, p.87)

The sentence highlights that Vanessa is unable to understand herself and her purpose. She relies on external parties to understand who she is supposed to be, when during adolescence she should be exploring herself. According to Erikson (1968), during adolescence, one must develop their identity through the exploration of personal values and goals, but while developing their identity, they will face an identity crisis where they will experience role confusion. Vanessa does not explore who she is and how she is, but rather she relies on external validation. As explained by Erikson (1968), adolescents who do not understand their identity will be shaped by others, leading to role confusion.

Your whole future would be out of your hands. You wouldn't make it to college if that happened ... When he starts talking like this, my brain can't keep up. It feels like he's exaggerating, but I get too overwhelmed and lose track of what I believe. He can make even the most outrageous things seem

feasible. "I get it," I say. "I'll never tell anyone as long as I live. I'll die before I tell. Ok? I'll die. Can we please stop talking about this now?" (Russell, 2020, p.105)

The data above, describe the manipulation and threats experienced by Vanessa about the impact if their relationship is exposed. Strane emphasizes that Vanessa not to tell anything about their relationship and tells her to come out and take responsibility. The pressure experienced by Vanessa makes her lose control of her thoughts, and she says that she *"loses track of what I believe"* and feels that the scary things said by Strane seem to be real. This makes her feel responsible for her relationship. According to Erikson, an identity crisis occurs when individuals do not have a safe space to explore their beliefs and values independently, and this can lead to identity confusion. In Vanessa's case, the exploration of identity that took place healthily due to emotional pressure and manipulation from Strane, her decision to promise *"I'll die before I tell"* was not a decision from a form of understanding of stable identity, but because of external coercion. Therefore, Vanessa experiences an identity crisis because she does not have agency over herself, which should be the core of forming a stable identity.

I don't remember, not exactly. So many of my memories from back then are shadowy, incomplete. I need him to fill in the gaps, though sometimes the girl he describes sounds like a stranger." (Russell, 2020, p.12)

In the sentence above, *"I don't remember, not exactly. So many of my memories of the past are vague, incomplete,"* shows the confusion and closeness of the individual about their past. In the data above, it is explained how Vanessa feels that many of the memories are vague and sometimes describe the past that Strane describes as very strange and does not fit her.

After that, Vanessa's statement, "*I need him to fill in the gap*" explains her dependence on others to provide explanations and descriptions of her past. This also includes identity exploration, where someone tries to find their true identity. However, the process that Vanessa experiences is an unhealthy process where she relies on the explanations of others who Vanessa's identity crisis is further strengthened when Vanessa shows how she experiences confusion about the explanation of the memory given by Strane.

In the data above *though sometimes the girl he describes sounds like a stranger*. Vanessa admits that she does not remember the incident clearly. This shows that her past identity has become blurred, or may even be influenced by the interpretations of others. According to Erikson (1968), this condition includes role confusion, where individuals are unable to form a coherent self-image and instead adopt the narratives of others. Vanessa does not feel in control of her own identity, and the girl Strane tells feels foreign to her, indicating a distance between her true identity and the identity formed by external influences.

Every first step was taken by him. I don't feel forced, and I know I have the power to say no, but that isn't the same as being in charge." (Russell, 2020, p.82)

In the data above, it describes Vanessa feeling that something done by Strane was not coercion and she is aware that she has the power to refuse. But Vanessa feels that if she rejects Strane's desire, it would make her feel irresponsible. Erikson (1950) states that control exerted by outsiders and parents has a negative impact on the development of adolescent autonomy,

which means they are likely to struggle in forming a healthy identity. This shows that although Vanessa does not feel forced, she is also not in control. Erikson (1968) stated that identity crisis is characterized by difficulty in distinguishing between one's own desires and external influences. Vanessa realizes that the initiative does not come from her, and although she has the "right" to refuse, she does not have the agency to make decisions with mature self-awareness.

Are you out of your fucking mind?" He reminds me that, in this situation, I have it good. Don't I realize how much power I have? If the story of him and I came out, no one would blame me for a thing, not one fucking thing. It would all fall on him". (Russell, 2020, p.127)

Identity crises always arise when someone experiences self-doubt and dependency on others. Like in the data above "*I have it good. Don't I realize how much power I have? It would all fall on him*" Explaining that showing Vanessa is in a moral and social dilemma and it also experiencing role confusion, even though Strane explained that he had "*power*" in their relationship. He was told that he would not be blamed if the truth about their relationship came out, but this only made him more confused when Strane said that he had to bear all the burden.

I tell myself the urge to call 911 is irrational, unwarranted, but really I'm scared. I don't know how to explain any of this —who I am, who he is— without giving away the whole story". (Russell, 2020, p.162)

The phrase explains the existence of self-confusion where there is a sense of ignorance about "oneself," and this reflects the identity crisis described by Erikson. Furthermore, the statement "really I'm scared" indicates a dominating sense of fear, which can arise from social or psychological threats that disrupt the identity formation process. The subject also experiences

a conflict between the desire to be open and the fear of social stigma, which reflects the tension between the need for self-authenticity and environmental pressure.

That all happened before I even realized what was really going on. Then I think of him insisting that I'm the one in charge and that he doesn't care about the nonexistent dalliances I've had before him." (Russell, 2020, p.122)

In this phrase, it depicts Vanessa's acknowledgment of her misunderstanding of the situation. In that incident, Vanessa found self-awareness where they began to realize that something was wrong in their relationship. She remembers how Strane twisted the truth and made her feel stronger in the relationship. Vanessa has not yet fully realized the manipulative and unhealthy nature of their relationship, because she is still a teenager and has not yet developed a strong sense of self. According to Erikson (1968), not having a complete identity can lead to role confusion, where a person struggles to understand who they are and the boundaries between themselves and others.

This, I think, is what it means to be selfless, to be good. How could I ever have thought of myself as helpless when I alone have the power to save him." (Russell, 2020, p.).

Next, Vanessa feels that she is "helpless" in that situation. But she convinced herself to save Strane from the harassment issue. According to James's theory, this is a distortion of identity where Vanessa's identity is trapped and influenced by others. This reflects a lack of stable self-understanding; Vanessa should realize that she is the victim, but due to role confusion, she positions herself as the savior of the perpetrator.

In the data above, Vanessa says "*selfless*," which means doing something without expecting anything in return, where it can be explained that Vanessa sacrificed herself for Strane by protecting him by covering up that she had sex with him when she was younger. After that, the *phrase "power to save him"* describes that only Vanessa can save Strane from his problem when he is caught having an unhealthy relationship with another student. according to Erikson (1968) that this is an identity crisis where the individual struggles to position themselves, where ideally during the adolescent phase they should form good values and morals, but due to unresolved issues stemming from manipulative experiences, they lose direction in determining their own moral values and experience role confusion.

It's not. You and I started long before I ever laid a hand on you." He says this so forcefully, I can tell he's said it to himself many times before. But if it didn't start when he first touched me, when did it? Maybe the universe forced us together, rendering us both powerless, blameless." (Russell, 2020, p.258)

Confusion in choosing roles is the part of process identity crises, where individuals are unsure of how they should act. As in the data above, Vanessa is trying to understand the beginning of their relationship and who is responsible for this issue. The sentence "*But if it didn't start when he first touched me, when did it?*" "*Maybe the universe forced us together*" shows that she is unable to distinguish between personal choice and fate, leading her to believe that Strane's harassment of Vanessa when she was young was not a crime, thus considering that Strane and she were "*powerless and blameless*" in that phrase.

I don't want to say it but feel I have to, like he needs to hear it so badly, he's pulling the words out of me like teeth. I'm sorry you'll never get out from under the long shadow I cast. I'm sorry what we did together was so horrific, there's no path back from it. He forgives me." (Russell, 2020, p.259)

Vanessa shows a distortion of responsibility—she feels guilty as if she has ruined Strane's life, and she apologizes for something that is actually abuse against herself. This shows that her abusive relationship has changed her moral and emotional identity. Erikson (1968) stated that during adolescence, individuals begin to develop the identity they have previously possessed, as well as through social interactions with others. Vanessa is unable to construct her identity based on her values and personal experiences authentically because her interactions with Strane distort her perceptions of right and wrong, power and vulnerability, as well as guilt and control. Therefore, Vanessa experiences a complex identity crisis; her confusion about her roles and values traps her in the manipulative narrative implanted by Strane.

He's been a teacher for almost as long as I've been alive. Strane watches as I grapple for words, a smile creeping across his face. Finally, he says, "The answer is no. Even if I had moments of desire, it never would've seemed worth the risk. Not until you came along." I try to hide how happy this makes me feel by rolling my eyes, but his words break my chest wide open and leave me helpless. There's nothing stopping him from reaching in and grabbing whatever he wants. I'm special. I'm special. I'm special." (Russell, 2020, p.110)

After that, the next data, the sentence "*I'm special*" represents Vanessa's dependence on affirmation or validation from Strane, not a healthy self-understanding. Vanessa's identity still depends on how Strane views and treats her. This is in line with Erikson's (1968) explanation that the failure in identity formation is not only an internal process but is also influenced by external parties and the social context of the individual, such as family,

parents, or their environment. Vanessa is a teenager who should be searching for her identity, but instead, she accepts the identity given to her by her teacher (that she is special because she is loved). This makes Vanessa's identity unhealthy, as it is formed by manipulation. As explained by Marcia (1980), identity is formed without exploration and relies on external authority, resulting in identity foreclosure.

I knew he couldn't control himself. If I'd left him alone, And you're right, I did know. He told me he couldn't be around me because I brought out darkness in him, but I wouldn't leave him alone." "she says, "even if you could have stopped him, it wasn't your responsibility and it wouldn't have changed anything for you. Because stopping him wouldn't have changed the fact that you were abused." "I wasn't abused." He never forced me, ok? He made sure I said yes to everything, especially when I was younger. He was careful. He was good. He loved me." (Russell, 2020, p.273)

The data reflected the identity crisis experienced by Vanessa as explained by Erikson (1968) that in theory, when an individual teenager tries to form a stable and good identity but if the identity crisis is not resolved and does not experience a good formation process, then it will continue to the next phase. Vanessa experiences confusion, feels guilty, and feels obliged to protect Strane's pedophile behavior. In the quote, Vanessa shows denial, which shows she is experiencing role confusion. She refuses to be a victim by saying that *"I was not abused."* And feels that Strane's pedophile behavior is not something wrong but love *"He never forced me, okay?he's good. He loves me"* even though she knows the fact that he is grooming and displaying sexuality to other teenagers. she actually blames himself by saying that she *"carries darkness in himself"* and her behavior is an indication that his identity is still influenced by

Strane's narrative. This reflects that Vanessa has not succeeded in forming a healthy identity, so that Vanessa is trapped in experiences formed by outsiders.

Like all of a sudden, not wanting to expose myself means I'm enabling rapists. And I shouldn't even be part of this conversation at all! I wasn't abused, not like other women are claiming to have been." (Russell, 2020, p.223)

Next, the quote describes Vanessa's refusal to identify herself as a victim even though she has shown exploitation and manipulation. She feels unworthy of being part of the discussion of survivors of sexual violence committed by Taylor Brich, because she feels that her experience is different and not valid enough to be categorized as *"abuse"*. According to Erikson, disruption in the process of determining identity can cause confusion in them, so that it is difficult to form a stable and consistent identity. Therefore, the quote describes Vanessa's confusion in understanding herself in her relationship with Strane, She feels that her relationship is love and not abuse, which happens because of the narrative created by Strane and her misunderstanding of her past experiences.

I'm not brainwashed. I know the reasons why teenagers aren't supposed to be with middle-aged men." "this is the truth, ok? Strane was good to me. But obviously not all men are like that. Some are predatory, especially with girls. And when I was young, being with him was still really hard, despite how good he was." (Russell, 2020, p.223)

In the data above, it described that Vanessa experiences identity confusion, which can be seen when Vanessa interacts with her traspis, she said to show confrontation in her relationship with Strane. She said that she did not experience manipulation. *"I'm not brainwashed,"* and she said that in her relationship, Strane was very good to Vanessa, even though she already knew

the fact that she did bad things to children at her age. According to Erikson, when the process of forming her identity is disturbed, it will cause a lack of identity that makes her identity unstable and inconsistent. As experienced by Vanessa, the formation of adolescence was disturbed by an unhealthy relationship with Strane. Therefore, she still has not fully accepted the fact that she is a victim by normalizing her traumatic experience based on the narrative created by Strane.

When he asked me to call him Daddy on the phone, how it felt like one of his tests. I did it because I didn't want to fail, didn't want to be narrow-minded or scandalized, and afterward" (Russell, 2020, p.289)

Next, the data illustrates that Vanessa's confusion about her boundaries, she feels that her relationship with Strane is a "test" that she must complete in order to get his attention. When Vanessa is told to call her "Daddy", she ignores her personal comfort and personal values in order to maintain the relationship. Of course, this shows that Vanessa's identity during adolescence is a form of the basic desire to please others who are outside the boundaries, not an understanding of self-worth. According to Erikson, adolescents form a stable identity through healthy exploration along with reasonable values, beliefs, and boundaries. However, Vanessa carries out unhealthy exploration with the influence of external parties and makes her eliminates her boundaries, which shows that Vanessa is in a state of identity crisis where her identity is unhealthy and maintains deviant relationships.

He gave me books before I ever gave him poems. He was the one who said he wanted to kiss me good night, that my hair was the color of red maple leaves. That all happened before I even realized what was really going on” (Russell, 2020, p.122)

Incidents like child grooming and manipulation have lasting impacts, especially if experienced by teenagers. Manipulation and child grooming are actions where the perpetrator builds trust and exploits the victim, especially in committing sexual abuse, as Strane did to Vanessa. Strane built a sincere relationship and exploited Vanessa's trust to take advantage of her emotional vulnerability as a teenager and manipulated her into believing that their relationship was genuine.

Strane builds a relationship by giving a poetry book, validating that she is a beautiful girl with her maple-red hair. His self-image made Vanessa not understand the nature of their relationship. According to Erikson (1968), identity exploration does not occur due to interference or framing by external parties. Identity crisis occurs because Vanessa's identity is framed by Strane's manipulation.

B. Stage Intimacy vs Isolation

2. The Impact of Unresolved Identity Crisis on Intimacy

The Failure to resolve the identity crisis in adolescence has a direct impact on the individual's inability to form healthy relationships in adulthood. In the *identity vs. role confusion* stage, individuals should be able to form a stable identity through exploration and commitment to values, roles, and life goals (Erikson, 1968). However, Vanessa's experiences of sexual disclosure

and emotional manipulation in adolescence disrupted her identity formation process.

This condition caused role confusion, which then had an impact on the next stage of development, *intimacy vs. isolation*. Erikson emphasized that failure to resolve the identity crisis will cause difficulties in building healthy interpersonal relationships and the emergence of an unclear self-concept in adulthood. Individuals who do not have a stable self-identity will find it difficult to open up, establish trust, and form emotional closeness, so they tend to withdraw, experience emotional isolation, or enter into unhealthy relationships (Erikson, 1968).

I just want to be left alone," I say. I throw all my strength into the words, but they emerge like a plea. This is all wrong; I sound like a child. I turn on my heel to go. Again, she calls my name. "Can we just talk to each other?" she asks (Russell, 2020, p.122).

In the data above, Vanessa shows emotional isolation, a characteristic of the *intimacy vs. isolation* stage of failure. Vanessa directly rejects other people's efforts to build communication and emotional connections with her. The sentence "*I just want to be left alone*" represents a form of isolation, specifically the desire to withdraw from social and emotional relationships. Although outwardly she says she wants to be alone, the sentence is accompanied by the narrative "*but they emerge like a plea*", which shows that inside her there is still a longing to be heard or understood.

This shows an inner conflict between the desire to establish a relationship and the fear of opening up. Vanessa also realizes that the way she speaks resembles a child "*I sound like a child*". This reflects that emotionally,

she is still in an immature phase of development, so she is not ready to undergo an intimate relationship that is psychosocially mature. Erikson (1968) that failure in the previous stage *identity vs role confusion* can prevent someone from forming a healthy relationship in the next stage.

I was, both of her and of him. I wanted it all—a boyfriend and a best friend, someone to love me enough that nobody could weasel their way between us. It was a pulsating, monstrous wanting beyond my control (Russell, 2020, p.122).

This data reflected that Vanessa wants a loving and attached relationship. She doesn't just want a boyfriend, but also a true friend in one person. This shows that there is a strong drive for intimacy, which Erikson (1968) said is a major task in adulthood. However, Vanessa describes her desire as something excessive and difficult to control. This means that the relationship she wants does not come from a place of self-stability, but from an unresolved veil. Such a strong desire may come from a need to feel valuable or loved, not from being ready to share her life with another person in a mature way. In Erikson's theory (1968), this shows that Vanessa is in a conflict between intimacy and isolation, because she does not yet have a strong enough self-identity for healthy intimacy.

I kept the lie going, showing Henry the dozens of missed calls, letting him call Strane "deluded" and "beyond the pale," all because I wanted to be wounded and delicate, a girl deserving of tenderness. But I think, too, of those memos Strane wrote to cover his tracks. I was oblivious back then, doing my best to follow his lead, and he saw no problem framing me as a troubled girl with a crush, knowing what it would do to me. If I'm deceitful and cruel, so is he (Russell, 2020, p.122).

In this data, Vanessa shows that she is still playing the role of the "a girl deserving of tenderness" with Henry, not because that is who she is, but because it is a way to get attention and affection. Her desire to be "a girl who

deserves tenderness" does not come from a genuine and equal relationship, but from an emotional strategy resulting from past psychological wounds. This means that the relationships she is in are not forms of true intimacy, but rather inauthentic, manipulative, and unstable. Vanessa is unable to show her true self in relationships with others. This is a symptom of isolation, according to Erikson (1968), not because she withdraws physically, but because she is unable to be emotionally and authentically present in interpersonal relationships. This is a direct consequence of the failure to form a stable identity in adolescence, when she was in a relationship shaped by Strane's control and manipulation.

This shows that Vanessa is still trapped in a way of thinking and behaving that was formed from her past relationship with Strane. In this case, Vanessa does not build relationships based on openness and honesty, but on roles formed from trauma. According to Erikson (1968), this is a form of failure in the intimacy vs isolation stage, because someone who does not have a clear identity will find it difficult to form a healthy relationship. Vanessa experienced failure to realize true intimacy as a result of her unstable identity since adolescence.

I've come nowhere close to fulfilling the prophecy he laid out for me years ago, a dozen lovers at twenty, a life in which he was one of many. At twenty-one, there's still only him" (Russell, 2020, p.247).

In the sentence "*prophecy he laid out for me years ago*," it conveys that Vanessa feels she has not become what Strane wanted her to be years ago. The word "prophecy" suggests that Vanessa's adult life was shaped by

manipulation, not the result of her personal exploration. Indirectly, Strane shapes Vanessa's identity according to his desires by manipulating her. Erikson (1968) explains that adolescent personal development is highly susceptible to external environmental influences, particularly figures who play important roles in their lives. Meanwhile, the figure in the process of her identity development is Strane, which disrupts a healthy identity formation.

furthermore, the phrase "*at twenty one a dozen lovers...there's only him*" reflects Vanessa's emotional attachment and dependence to Strane. Vanessa's dependence on him shows her inability to free herself from the shadow of her past, which is Strane. According to Erikson (1950), if adolescence lacks stability in perspective, it will experience role confusion, and if not properly addressed, it will fail to form an identity in the subsequent phase of "*intimacy*." Vanessa's failure to resolve her confusion about how her life would unfold and her inability to detach herself from the unhealthy emotional bond with Strane represents her failure to navigate identity development during her teenage years, which has continued into adulthood and affects how she will be moving forward.

Why did you come back if I hurt you?" he asks. "It didn't feel finished," I say. "I still felt tied to you(Russell, 2020, p.122).

The data above shows that Vanessa has not been able to let go of her emotional attachment to Strane, even though she is aware that the relationship is painful. The phrases "*It didn't feel finished*" and "*I still feel tied to you*" reflect the presence of an unresolved psychological bond, even when logic or experience shows that the relationship is damaging. According to Erik

Erikson, at the intimacy vs isolation stage, a person will experience a conflict between forming meaningful relationships and the fear of opening up or losing themselves in a relationship. Vanessa here is not trying to form a new relationship, but is still trapped in an old relationship pattern that she knows is unhealthy. This state of “*still being tied*” reflects a failure to resolve old emotional attachments, thus preventing her from forming new and healthy intimacy. In Erikson (1969), this includes a form of failure to form true intimacy, because this relationship is no longer about building each other up, but about unproductive emotional dependence. As a result, Vanessa is isolated in the trauma of the past that she continues to tie to the present.

One afternoon I loop through campus three times, unsatisfied with all the places I try—the library too dark, my messy dorm room too depressing, everywhere else crowded with people studying in groups that only highlight me being alone, always alone—before I force myself to stop at the grassy slope behind the humanities building. Calm down, breathe(Russell, 2020, p.122).

In this data, Vanessa describes feeling protected in her social environment. When she sees others gathered in a study group, she feels that their presence reinforces her sense of aloneness. Throughout the intimacy vs. isolation stage, this type of social and emotional isolation is highly common. The phrase “*that only highlight me being alone, always alone*” indicate that she is not only physically alone, but also emotionally isolated. Erikson (1968) stated that failure to form intimate relationships will result in emotional isolation, where individuals feel disconnected from the world around them. This suggests that Vanessa has not been able to form meaningful social or emotional relationships, even though she is in an environment that should

support the development of relationships, especially at the university. These feelings reinforce the conclusion that Vanessa is in a state of psychosocial protection, which is a failure to complete the intimacy stage.

I just want to be sure that the boundaries you and I have established are holding strong.” I eye him, unsure what he’s getting at. “I know how tempting it might be to confide in a friend.” “I don’t have friends” (Russell, 2020, p.122).

This data shows that Vanessa does not have intimate or emotionally supportive friendships. When she says *“I don’t have any friends,”* she is explicitly stating the form of social isolation she is experiencing. This is a failure to form interpersonal connections, According to Erikson (1968), individuals who fail to form a clear and stable identity during adolescence may have difficulty forming intimate relationships in adulthood. Intimacy requires the capacity to trust, be open, and form close emotional bonds with others. Vanessa’s inability to confide in others or maintain close friendships suggests that she has withdrawn emotionally, a sign of psychological isolation. Advice to be careful about confiding in friends is irrelevant to her because she has no such relationships at all.

This inability to engage in emotionally meaningful relationships is consistent with Erikson’s theory that failure at the previous stage leads to emotional withdrawal and fear of intimacy (Erikson 1968). Vanessa’s emotional detachment may stem from unresolved trauma and an unstable self-concept that cause her to avoid intimacy as a form of self-protection. These data, therefore, illustrate how Vanessa’s unresolved identity crisis during adolescence directly influences her inability to achieve intimacy in adulthood.

This is too overwhelming. Just bring me whatever and I'll like it." I mean it as a joke, but it comes out harsh; Ira gives the server a look, like I'm sorry for her. "We could have gone somewhere else," he says to me. "This is fine." "It seems like you hate it here." "I hate everywhere" (Russell, 2020, p.122).

In the data above, Vanessa shows emotional isolation in daily interactions with someone close to her, Ira. When Ira touches her shoulder and asks, "*It seems like you hate it here*" and Vanessa's response, "*I hate it everywhere*," shows that she feels uncomfortable in any social space. This reflects a rejection of the environment and social relationships, which should be a place for intimacy to grow in adulthood.

According to Erikson, this kind of isolation occurs when someone fails to build meaningful interpersonal relationships. Vanessa's discomfort in small social interactions shows that she does not yet have a stable emotional relationship, and instead withdraws from social intimacy, which is the core of the conflict at this stage. This data reflected that Vanessa is still trapped in emotional isolation. In Erikson's theory (1968), this reflects a failure in the intimacy vs. isolation stage because Vanessa has not been able to form deep and meaningful relationships with others. Her constant feelings of being closed have kept her away from intimacy and led her to choose to live in isolation.

He's annoyed I'd ask such a thing, that I would even want it, and I'm annoyed, too—that I'm still so devoted to him, still a child" (Russell, 2020, p.247).

In the data above, Vanessa realizes that she is still very emotionally attached to Strane even though she has entered adulthood. The statement "*still a child*" shows that she sees herself as not yet emotionally mature. This

emotional dependence is evidence that Vanessa has not been able to establish true intimacy, which in Erikson's theory means establishing a relationship based on trust, commitment, and mutual understanding. Instead of realizing an equal relationship, Vanessa shows that she is not yet psychologically independent, and still bases her existence on her past figure. When she asks Strane if she can live with him after graduating, it shows a dependence that hinders the process of individuation and the formation of adult relationships. According to Erikson (1968), the intimacy vs. isolation stage can only be completed if someone has a complete identity. When that fails, the relationship that is formed can become unhealthy, dependent, or even destructive. In Vanessa's case, the relationship not only symbolizes failed intimacy but also reinforces the condition of emotional isolation because she is unable to break free from old patterns and establish new, healthy relationships.

There's nothing else to do but start from here, with the gentle pressure of the leash in my hand, the clink of metal and click of toenails on brick. Ruby says it will take a while to feel truly changed, that I need to give myself the chance to see more of the world without him behind my eyes. I'm already starting to feel the difference." (Russell, 2020, p.312)

Finally, the data above shows that in this quote, Vanessa describes a reflective moment when she began to feel a difference in her life after trying to break free from the shadow of Strane. The sentence "*that I need to give myself the chance to see more of the world without him behind my eyes*" indicates that she began to let go of the toxic influence of her traumatic experiences that previously shaped the way she saw herself and resolved it with Strane. This shows that although Vanessa experienced an identity crisis in adolescence, she is now beginning to resolve the conflict at the intimacy vs.

isolation stage. Previously, she experienced an unhealthy atmosphere and was emotionally isolated. But now, she is starting to open up to the outside world and herself in a healthy way.

The statement "*I'm already starting to feel the difference.*" shows positive progress towards a healthy intimacy stage. She is no longer controlled by her past trauma, and she is beginning to allow herself to build new and positive relationships with the world and with herself. This is a healthy first step to getting out of the emotional isolation she has been experiencing. In Erikson (1968), the ability to leave old limiting relationships and open up to the world and new possibilities is an important part of recovery from isolation and readiness for true intimacy. This is an indication of healthy intimacy that can only be formed when self-identity is sufficiently stable. So, this data signifies a positive outcome or resolution of the previous conflict, not total isolation anymore, but a transition from isolation to intimacy.

CHAPTER V

CONCLUTION AND FINDING

This chapter presents the research conclusions obtained from the comprehensive analysis and discussion outlined in the previous chapter. This chapter summarizes the main findings, emphasizing how they contribute to a comprehensive understanding of the research topic. The conclusions are based on the application of relevant theories, data interpretation, and the identity crisis in *My Dark Vanessa*.

A. Conclusion

The researcher provides an explanation of some of the data that has been obtained in the analysis of the novel *My Dark Vanessa*. Based on the analysis of the novel *My Dark Vanessa* by Kate Elizabeth Russell through the approach of Erik Erikson's psychosocial development theory, especially stage *identity vs role confusion* and *intimacy vs isolation*. This study concludes that Vanessa Wye experiences an unresolved identity crisis during adolescence that has a significant impact on her psychosocial development in adulthood. Symptoms of her identity crisis where her identity is largely shaped by Strane's dominant influence rather than formed through self-exploration.

This failure to develop a stable identity causes Vanessa's inability to form healthy and meaningful intimate relationships in her adult life. She shows emotional isolation, avoids social relationships, and has difficulty distinguishing love from manipulation. However, by the end of the novel, Vanessa begins to show signs of emotional growth, indicating a gradual

process in resolving her identity crisis and moving towards the ability to form intimacy. This supports Erikson's theory that unresolved identity in adolescence hinders intimacy in adulthood but can still be resolved through self-awareness and growth over time.

B. Suggestion

Based on the analysis of the novel *My Dark Vanessa* by Kate Elizabeth Russell, this provides new insights his study provides new insight into how unresolved identity crisis during adolescence affects the ability to form intimacy in adulthood, as explained in Erik Erikson's psychosocial development theory. Identity crisis occurs when individuals experience confusion while exploring their sense of self and this is portrayed in the character Vanessa. Her experiences of sexual abuse and manipulation during adolescence disrupt the healthy development of her identity, leading to role confusion. As a result, Vanessa enters adulthood without a stable sense of self, which prevents her from forming healthy, intimate relationships. This supports Erikson's theory that failure to resolve identity crisis in adolescence leads to emotional isolation in the intimacy stage. Therefore, Vanessa's adult relationships are marked by emotional detachment, dependency, and difficulty in trusting others.

From this study, the researchers suggest to future researchers to analyze this novel using other theoritical because the novel provides many insights for analysis, whether social, feminist, or psychological. This novel depicts the condition of a person's identity. future studies may consider

incorporating alternative concepts of identity formation, such as Michel Foucault's theory of subjectivity and discourse. Unlike Erikson's developmental model, Foucault views identity as a socially constructed and fluid product of power relations and discursive practices.

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CURRICULUM VITAE



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