

**PSYCHOSOCIAL DEVELOPMENT OF THE MAIN
CHARACTER IN THE NOVEL *THE SECRET LIFE OF BEES*
BY SUE MONK KIDD**

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

2025

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THESIS

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

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2025**

STATEMENT OF AUTHORSHIP

I state that the thesis entitled *Psychosocial Development of the Main Character in the Novel the Secret Life of Bees by Sue Monk Kidd* is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Here by, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 5, Desember, 2025

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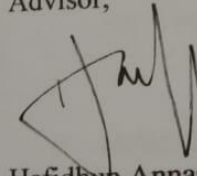


APPROVAL SHEET

This to certify that Lely Musdalifah Agustina thesis entitled *Psychosocial Devolopment of the Main Character in the Novel The Secret Life of Bees by Sue Monk Kidd* has been approved for thesis examination at faculty of humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of Sarjana Sastra (S.S.).

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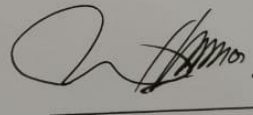
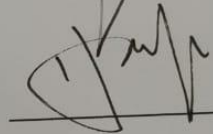
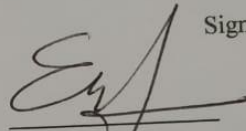
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MOTTO

“If you can’t fly then run, if you can’t run then walk, if you can’t walk then crawl, but whatever you do you have to keep moving forward.” – Martin Luther King Jr.

“Be Brave, But Don’t Be Stupid” – Najwa Shihab

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

(al-insyiroh:5)

DEDICATION

First of all, i dedicate this thesis to my five parents who have fully supported me in everything and always prayed for my success. Second, to my younger siblings who always use me as motivation to continue learning to become a better person. Third, Thank you to my friends at Darun Nun, and my older sisters who are at Darun Nun. Thank you for always supporting me, helping me, and always being there. I'm sorry if I made any mistakes in my words or actions, I'm sorry for always bothering you. I will always learn and improve. You have done a great service and I will always remember you. Thank you very much. And lastly, to my supervisor who always guides me sincerely.

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Praise be to Allah, lord of the world, who has still given me breath and life so that i can finish this thesis entitled “*Psychosocial Devolopment of the Main Character in the Novel “The Secret Life of Bees by Sue Monk Kidd”*” as the requirement for the degree of Sarjana Sastra (S.S.) In english literature department, faculty of humanitie, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Shalawat and Salam be upon the messenger of Allah, the prophet Muhammad SAW, who has brought his beautiful Islamic guidance of life to this world.

I would like to thank all those who have supported me in writing this thesis. My first respect goes to the rector of Uin Malang, Prof. Dr. Hj. Ilfi Nur Diana, M.Si the dean of Faculty of Humanities, Dr. M. Faisol, M. Ag, and the Head of Department of English Literature, Mr. Dr. Agwin Degaf. M.A. I would like to thank my advisor, Hafidhun Annas, M.Hum, for his helps, advices, and patiences for guiding me to finish this thesis. Then, for all lectures at English Letter Depertment Uin Maulana Malik Ibrahim Malang, thank you for the useful knowledge when teaching me in the University. I am also grateful to Sue Monk Kidd because her drama *The Secret Life of Bees* becomes the object of this research.

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Astika, Mrs. Almh. Hosnayati and my younger siblings that is Kara Aisyah, Kirai Nalakaran, Damar Rangkuti, Ahmad Qaisal Khoir. Thank you for your endless love, infinite prayer, and unlimited support. My big family who also give their big support to do my thesis. May Allah always protects and blesses all of my family. Thank you to my friends and older sisters from the Darun Nun Islamic Boarding School, you are not only my friends, or older sisters, but you are my second family. From the beginning i was at Darun Nun i was very happy, and grateful to know and be among you. Thank you for helping me so much all this time, thank you for being my friend and older sister, thank you for all the beautiful memories during my time at the Islamic Boarding School.

Even though we are no longer together, because we know, that we will also look for our own future. I will always remember what we did while at Darun Nun and i will not forget even a little bit of that memory. One thing you must know and always remember is that we will remain a family. Above all, i want to thank myself for going through all these complexities so well. This thesis is far from perfect and it still lacks many aspects. Criticism and suggestions will be accepted to improve this thesis. Hopefully, this thesis will give benefits for writers and readers in general for the present and the future.

Malang, 5, Desember, 2025

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ABSTRACT

Agustina, Lely Musdalifah (2025) *Psychosocial Development of the Main Character in the novel The Secret Life of Bees by Sue Monk Kidd*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Hafidhun Annas, M.Hum

Keywords: *Psychosocial, Development, main character, Lily Owens, identity, trauma, self-discovery.*

This study aims to analyze the psychosocial aspects of the main character, Lily Owens, in the novel *The Secret Life of Bees* by Sue Monk Kidd. This study uses a literary psychology approach to understand Lily's personality development through the internal and external conflicts she faces, and how interactions with her social environment affect her identity formation. In this novel, Lily struggles with feelings of guilt, loss, and self-discovery influenced by her relationships with her biological mother, father, and other female characters she meets throughout her journey. This analysis focuses on how psychosocial processes, such as the search for affection, childhood trauma, and the process of self-acceptance, shape Lily's character and affect the way she interacts with the world around her. This study is expected to provide deeper insight into the role of psychosocial in the development of fictional characters, as well as its contribution to the main themes in this novel, such as the search for identity, trauma recovery, and social solidarity.

مستخلص البحث

مزدلفة، ليلا اغسطنا (2025) التطور النفسي والاجتماعي للشخصية الرئيسية في رواية الحياة السرية للنحل لسو مونك كيد. قسم الأدب الإنجليزي ، كلية العلوم الإنسانية، جامعة الدولة الإسلامية مولانا مالك إبراهيم مالانج.المشرف: **Hafidhun**

Annas, M. Hum

الكلمات المفتاحية: نفسي اجتماعي، الشخصية الرئيسية، ليلي أوينز، الهوية، الصدمة، اكتشاف الذات

تهدف هذه الدراسة إلى تحليل الجوانب النفسية والاجتماعية للشخصية الرئيسية، ليلي أوينز، في رواية "الحياة السرية للنحل" للكاتبة سو مونك كيد. تعتمد هذه الدراسة على منهج علم النفس الأدبي لفهم تطور شخصية ليلي من خلال الصراعات الداخلية والخارجية التي تواجهها، وكيف تؤثر تفاعلاتها مع بيئتها الاجتماعية على تكوين هويتها. في هذه الرواية، تُصارع ليلي مشاعر الذنب والفقد ومحاولة اكتشاف الذات، متأثرة بعلاقاتها مع أمها وأبيها البيولوجيين، بالإضافة إلى شخصيات نسائية أخرى تلتقي بها خلال رحلتها. يركز هذا التحليل على كيفية تشكيل العمليات النفسية والاجتماعية، مثل البحث عن المودة، وصددمات الطفولة، وعملية تقبل الذات، لشخصية ليلي وتأثيرها على طريقة تفاعلها مع العالم من حولها. من المتوقع أن تُقدم هذه الدراسة فهماً أعمق لدور العوامل النفسية والاجتماعية في تطور الشخصيات الخيالية، بالإضافة إلى مساهمتها في المواضيع الرئيسية في هذه الرواية، مثل البحث عن الهوية، والتعافي من الصدمات، والتضامن الاجتماعي.

ABSTRACT

Agustina, Lely Musdalifah (2025) *Psychosocial Development of the Main Character in the novel The Secret Life of Bees by Sue Monk Kidd*. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Pembimbing: Hafidhun Annas, M.Hum

Keywords: *Psychosocial, Development, main character, Lily Owens, identity, trauma, self-discovery*

Penelitian ini bertujuan untuk menganalisis aspek psikososial tokoh utama, Lily Owens, dalam novel *The Secret Life of Bees* karya Sue Monk Kidd. Penelitian ini menggunakan pendekatan psikologi sastra untuk memahami perkembangan kepribadian Lily melalui konflik internal dan eksternal yang dihadapinya, dan bagaimana interaksi dengan lingkungan sosialnya memengaruhi pembentukan identitasnya. Dalam novel ini, Lily bergumul dengan perasaan bersalah, kehilangan, dan pencarian jati diri yang dipengaruhi oleh hubungannya dengan ibu kandung, ayah kandung, dan tokoh perempuan lain yang ditemuinya sepanjang perjalanan hidupnya. Analisis ini berfokus pada bagaimana proses psikososial, seperti pencarian kasih sayang, trauma masa kecil, dan proses penerimaan diri, membentuk karakter Lily dan memengaruhi cara ia berinteraksi dengan dunia di sekitarnya. Penelitian ini diharapkan dapat memberikan wawasan yang lebih mendalam tentang peran psikososial dalam perkembangan tokoh fiksi, serta kontribusinya terhadap tema-tema utama dalam novel ini, seperti pencarian identitas, pemulihan trauma, dan solidaritas sosial.

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CHAPTER I

INTRODUCTION

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

A. Background of the Study

Psychological phenomena are becoming a hot topic to discuss, most people are affected by illnesses related to mental health, including depression, stress, schizophrenia, and so on. Psychology can also be called the science of the soul, namely the ability to understand a person's past (Wundt 1879).

Gerungan (2013) once revealed that psychosocial is experience and living individual behavior that is influenced by social situations. These experiences and behaviors are influenced by social situations where these social situations occur due to interactions between individuals with other individuals.

Psychosocial comes from the words psycho and social. Psycho refers to individual psychological aspects such as feelings, thoughts and behavior. Another definition of psychosocial is any change in an individual's life, whether psychological or social, which has a reciprocal influence. Social is

something that refers to an individual's relationship with outside life or the people around him. It can be concluded that a person's mental condition or mental health can be influenced by the changes in their life (Darwis Hude, 2006).

Erikson (1985) once revealed that psychosocial is the relationship between a person's mental or emotional health and their social conditions. The term psychosocial is a combination of psychological and social. Thus, the definition of psychosocial development is development related to a person's emotions or mentality in relationships with other people. Psychosocial development is based on the principle of epigenetics, namely that human development is divided into several stages and each stage has an ideal or critical period that must be developed and completed. Erikson's theory explains the stages of human development from birth to old age and divides them into 8 stages.

The Secret Life of Bees by Sue Monk Kidd is a novel set in South Carolina in the summer of 1964, at the time when civil rights legislation and racial unrest have been widely discussed. On a peach plantation, Lily Owens, a 14-year-old girl, has spent her entire life dealing with a cruel and angry father while missing her mother who died when Lily was 4 years old.

Lily felt that her father T.Ray didn't love her because he was always rude to Lily, than Lily took Rosaleen and ran away from her father. Lily takes

Rosaleen to Tiburon, the name of the town in South Carolina that appears on the back of her late mother's picture of a black maria.

In this city (Tiburon) which holds her mother's past, Lily meets three siblings (June, May, and August) who own a bee farm. Lily's new life begins. He not only finds a warm home and sincere love but also the strength to be at peace with himself. Not only that, here Lily also finds her mother. The women who didn't give birth to him, but taught him that mother are in everyone.

Lily was raised by Rosaleen sincerely, and they lived in August's house. Lily and Rosaleen helped August with his work at August's bee farm, later Lily met Zach, and they got to know each other in the end Lily and Zach fell in love, and armed with her mother's inheritance, Lily received a lot of affection from black people, including Zach.

In the novel *The Secret Life of Bees*, there are several social aspects related to the character Lily Owens. One of the social aspects that can be found in Lily Owens' character is race and racism. Lily is a white girl who lives in the era of racial segregation in the United States. She grew up in an environment full of racial injustice and discrimination.

Another social aspect is Lily as a gender role. As a young woman, Lily faced the expectations and restrictions set by the society for women at that time. She also experienced struggles in finding her identity as a woman and determining her role and goals in life. Apart from that, Lily also faces social

aspects of family and loss. She grew up without a mother and had a complicated relationship with his father. Lily Owens' journey in this novel involves a search for self-identity, a chosen family, and an understanding of love and forgiveness.

The reason the researcher chose this novel *The Secret Life of Bees* is because the storyline of the novel is very inspiring, and has a southern flavor (South Carolina) that tells about mothers and children, the power of love, and ethnic or racist differences and family.

Therefore from the substance of the novel, researcher is interested in examining the psychosocial behavior of the main characters using Erik Erikson's psychosocial theory. The direction of this psychosocial theory has relevance to the social behavior of the main character in the novel *The Secret Life of Bees* by Sue Monk Kidd. Through this research, Erik Erikson's psychosocial theory in the novel *The Secret Life of Bees* by Sue Monk Kidd wants to be examined.

Several previous studies that are relevant to this research include: First, Titin Astina, Haris Kurniawati, Lia Haryana (2020), *memory in the secret life of bees novel: a study of postmemory*: memory transmission both familial transmission and affiliative transmission is a form of repetition that is told through stories and other media related to certain events to the second generation or post generation. Second, Anya Pritafania, *narrative and*

characterization techniques in sue monk Kidd's novel the secret life of bees (an analysis with narratological approach): this research attempts to analyze the way the story is narrated in the novel and the way the narrative constructs the main character. Third, Muawwinatul Laili (2018), *bringing the Secret Life of Bees in Literature Class to Strengthen the Students' Humanity*: This research emphasizes improving students' character, especially their human character. Many students who do not realize that humanity decreases every day.

Furthermore, they do not get some human aspects in their class because the lecturer only focuses on the teaching results. Here, the researcher tries to bring the humanity aspects in literature class exactly at Literary Criticism subject through Sue Monk Kidd's *The Secret Life of Bees*. The students are English Department students in the third semester of Nahdlatul Ulama University of Sidoarjo. Fourth, Nur Saidah Dyah Sunggingwati, Chris Asanti (2019), *Motivation of Main Character in Sue Monk Kidd's Secret Life Of Bees*: This research uses form motivation and special figure character in the novel *Secret Life of Bees* by Sue Monk Kidd. The research type is qualitative. This study was conducted to analyze the motivation of the main protagonist in the novel *Secret Life of Bees* by Sue Monk Kidd and try to connect with the sociological.

Fifth, Teta Irama Setri, Dwi Budi Setiawan (2020), *Matriarchal Society in The Secret Life of Bees by Sue Monk Kidd*: This research discusses a novel

written by Sue Monk Kidd entitled *The Secret Life of Bees*. The writers aim to describe the matriarchal society issue that is often regarded as the opposition to patriarchy. This research aims to answer the question of how levels of matriarchal society are described in the novel *The Secret Life of Bees* through women characters in the story. This study applies the descriptive qualitative method and typically library research. This research applies a socio-historical approach to look at the relationship between literary work and society's historical elements that happened in the past. At the political level, August's character shows as the matriarch or the leader in the community with an important role in overcoming conflict and the decision-making process.

Sixth, Muhammad Faizal Hasan, Efendhi Cahyo Mukti, Eva Dwi Kurniawan (2023), *Psychosocial Analysis of Bahar Characters in Tere Liye's Novel Janji: Intimacy Versus Alienation* This research was motivated by the desire to analyze aspects of the characters and characterizations in the novel *Janji* by Tere Liye using Erik Erikson's psychological theory. The research was to explain the psychosocial development of the character Bahar in the novel "*Janji*" by Tere Liye in the age range of 20-40 year-olds who are in the stages of intimacy versus isolation. This research is descriptive qualitative literary psychology research with data collection techniques used in the form of reading and note-taking techniques. Which is using a literary psychology approach and describing moral values.

Seventh, Puji Astutik, Heri Dwi Santoso, Yulia Mutmainnah (2020), *Franny's Psychosocial Development in the Novel Comanche Magic (1994) by Catherine Anderson: Intimacy or Isolation?* : This conflict results in a psychological impact on her, in the form of her attitude of isolating herself and closing herself off from love with the opposite sex. The research objective is to explain the psychosocial development of Franny in the 20-40 age range who is at the stage of intimacy vs. Isolation. This research is a literary psychology research which is descriptive and qualitative by nature. The theory used is the psychosocial theory of Erik Erikson, with a research method in the form of library research. The research results prove that there is a dynamic in the psychosocial development of Franny from the initial choice of isolation from the environment to turning into intimacy after she decides to open herself up to the outside world after receiving sincere love from a man. With Erik Erikson's dichotomous conception of human.

Eighth, Zindagi Mahara Effendy, Yopi Lutfi Subargo, Edy Santoso, Yarno (2023), *Social Development of the Character Anna in the Film When Marine was There: Psychosocial Perspective*: This research uses narrative qualitative methods. According to Creswell (2017), narrative research is a typical model of qualitative research. This form of research generally focuses on studying single individuals who give meaning to their experiences through the events they experience. Narrative analysis can be used to understand and research

further about individuals, especially problems experienced by humans (Papilaya et al, 2021).

Ninth, Apri Yuliana, Imas Juidah, Embang Logita (2021), *Personality of the Main Character in the Novel Api Tauhid by Habiburrahman el Shirazy*: Erik Erikson's psychological study: The research method used in this research is descriptive qualitative. The data in this research are words, phrases, sentences, and quotations contained in the novel *Api Tauhid* by Habiburrahman El Shirazy. The data sources used in this research are primary and secondary. Tenth, Naufal Hanik, Esther Hilarasa, Eva Dwi Kurniawan (2024), *Form, Process and Factors of Intimacy between Fatih and Fana Characters in the Egocentric Novel by Syahid Muhammad* this research aims to identify the intimacy between Faith and fana characters in literary works. This researcher uses Erik Erikson's psychosocial theory and qualitative-descriptive research methods.

Several previous studies have studied the social behavior of the main characters, but the studies used are different from this research, even though some previous studies used the same objects. With this research, namely the novel *The Secret Life of Bees by Sue Monk Kidd*, but the theory used in it is different from the theory used in this research. Previous research was more often used to observe the character of the main character and motivation in dealing with problems that occurred to the main character (Lily Owen's).

While the researcher explains the psychosocial stages of Lily Owens and what factors happen to Lily Owens in the novel *The Secret Life of Bees*.

B. Problems of the Study

1. How are the stages of Lily Owen's psychosocial development in the novel *The Secret Life of Bees*?
2. What are the environments that influence Lily Owens' psychosocial development?

C. Scope and Limitations

To ensure that the analysis has a clear focus and the researcher stays on topic, the analysis must have a scope and boundaries. Its scope and boundaries are also intended to provide a clear indication of where the analysis will be conducted. In essence, there are many aspects in the book "*The Secret Life of Bees*" by Sue Monk Kidd that can be studied, but the researcher only concentrates on the subject matter of this research, which is as follows: the psychosocial nature of the main character, Lily Owen's, using Erikson's theory, and using literary criticism research methods. On the other hand, some limitations are not analyzed by researcher. Namely the case of differences in ethnicity, culture, and race in this drama story. However, this limitation can be continued by further researcher.

D. Significance of the Study

1. This research contributes to knowledge about the psychosocial nature

of the main character, namely Lily Owens, by using Erik Erikson's psychosocial theory with a literary criticism approach and applying psychological criticism.

2. It is hoped that the results of this research can become a reference and basis for future researchers to develop things that have not been discussed in this research and can be used as comparative material.

E. Definition of Key Terms

The researcher defined terms frequently used in this research to prevent misunderstandings. The following terms can be found throughout this research:

1. Bees: bees are an important symbol in the novel *The Secret Life of Bees*, the word bees is defined as hard work, togetherness, and an orderly life. Bees also symbolize the magic of nature and natural forces that help connect the characters in the story. (Sue Monk Kidd, 2008)
2. Black Madonna: the Black Madonna is a black statue of the Virgin Mary which is an object of worship and a symbol of spirituality in the novel. Black Madonna can also be interpreted as female strength, courage, and protection. (Sue Monk Kidd, 2008)
3. The pink house: the pink house was where August Boatwright and his sisters, June and May, lived. This house is a place of protection and warmth for Lily and Rosaleen and symbolizes the chosen family. (Sue Monk Kidd, 2008)

4. Daughters of Mary: daughters of Mary are a group of women led by August Boatwright and based in their home. They are a strong, loving community and support each other on their spiritual and emotional journeys. (Sue Monk Kidd, 2008)
5. The Black Madonna honey: is the name of the product produced from the bee colony at August's house. (Sue Monk Kidd, 2008)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explores and elaborates the relevant theory related to characterization and character development.

A. Psychosocial Literature

Psychosocial in the literature refers to the process of psychosocial development that occurs in every life, starting from the first years of life. Psychosocial involves the interaction between psychological and social aspects, which influence an individual's overall development.

Triandis (1980) once revealed that psychosocial in the literature refers to the interaction between psychological and social aspects that influence an individual's overall development. Psychosocial outcomes can occur in a variety of contexts, including child development, the workplace, and terrorism, and influence mental health and the social environment.

Psychosocial literature is a science that combines psychology and literature to analyze characters, plots, themes, and the influence of literary works on readers. Literary psychology studies how characters in literary works and how their emotions and motivations are understood, as well as how interactions between characters reflect aspects of human psychology (Jennifer 2012).

Psychosocial in literature can be seen from several aspects:

1. Author Psychology: Author psychology focuses on how the author's experiences and personality influence the literary work he creates. This psychology studies how authors use their experiences and feelings in creating literary works that represent human life.
2. Reader Psychology: Reader psychology focuses on how literary works affect the reader. This psychology studies how readers interact with literary works and how literary works influence the behavior and psychology of readers.
3. Character Psychology: Character psychology focuses on how the psychology and behavior of characters in literary works influence the literary work itself. This psychology studies how the psychology and behavior of characters are represented in literary works and how literary works influence readers through these characters.

Aulia (2020) once revealed that psychosocial in literature studies how social and psychological experiences influence literary works and how literary works influence readers. Psychosocial in literature allows a deeper analysis of how literary works represent human life and how literary works influence the psyche and behavior of readers.

Erlina, (2016) once revealed that Psychosocial from a literary science perspective involves the analysis of how human psychological and

social aspects are reflected in literary works. Literature often depicts the complexity of emotions, internal conflicts, and interactions between characters that can provide deep insight into the human psychosocial condition. Through understanding literature, we can gain a deeper understanding of various aspects of human life and how they interact with each other in society.

B. Psychosocial

Psychosocial is a condition that occurs in individuals which includes psychological or psychological aspects and social aspects, where these two aspects are interconnected with each other. The word psychosocial in the complete dictionary of psychology is defined as something that refers to social relationships that include psychological factors. Therefore psychosocial is a term used to describe the relationship between a person's social condition and their mental or emotional health (James P. Chaplin, Complete Dictionary of Psychology, Jakarta: Raja Grafindo Persada, 1999, p. 367).

Psychosocial Theory explains human development as a product of interactions between individual biological and psychological needs and abilities on the one hand and hopes or social demands on the other hand. This theory takes into account individual developmental patterns that emerge from biopsychosocial processes (Yeane, 2013, p, 15).

Psychological and Social System. Erick Erikson describes the interaction of these three systems as follows:

1. Biological systems biological processes develop and change as a consequence of: genetically controlled maturation; environmental resources such as nutrition, and sunlight; bad influence from the environment; experiencing an illness accident; behavior and lifestyle patterns, including exercise, eating, sleeping, drug use.
2. Psychological system the psychological system includes all mental processes that center on a person's ability to interpret experiences and take actions. Emotions, memory, perception, problem solving, language, symbolic abilities, and future orientation all require the use of psychological processes. Like biological processes, psychological processes develop and change throughout the life cycle. Changes are controlled in part by genetic information. The ability for intellectual functioning and the direction of cognitive maturity are genetically controlled. Psychological processes are enhanced by many life experiences such as exercise, camping, reading, and talking to other people. Ultimately, change is controlled by yourself.
3. Societal/social system the impact of the social system on psychosocial development has a broad impact on interpersonal relationships and other relationships with significant others. Through laws and public policy, the political and economic structure and educational

opportunities of society influence the psychosocial development of individuals and change the course of life for future generations.

The three systems above are components that exist in the interaction of the biopsychosocial system. In this research, it only refers to two aspects, namely the psychological aspect and the social aspect. Where psychosocial is a dynamic relationship in which there are psychological and social aspects, these two aspects are very important for human continuity in living their lives which are influenced by social situations. The psychosocial conditions of children in conflict with the law must be carefully considered. This is because these conditions can affect the psychological and social condition of children when they are in detention.

Psychosocial from the perspective of psychology refers to the interaction between psychological and social factors that influence a person's behavior and well-being. This involves understanding how individuals interact with their social environment, how their emotional and psychological experiences are influenced by social factors, and how these factors are interconnected in shaping a person's identity and well-being. By understanding these psychosocial aspects, psychology can provide valuable insights into helping individuals overcome challenges and develop their well-being holistically.

C. Erik Erikson's Psychosocial Theory

Known for his work on child psychology, Erik Erikson is very famous. Starting from Freud's theory of stages of psychosexual development, which emphasizes more on sexual drives, Erikson developed his theory with an emphasis on social developmental aspects. He divided the stages of psychosexual development into eight stages, or theories of psychosocial development. Erik Erikson was an American mental analyst who was born in Frankfurt, Germany, on June 15, 1902. His work mainly discussed child development and identity crises.

Erikson (2010) once revealed that little Erikson was not a smart student, because he was someone who didn't like the formal school atmosphere. He was known by his parents and friends as a traveler, so he didn't even have time to complete his diploma program. But Erikson's travels to several countries and his encounters with several science activists made him a scientist and artist to be reckoned with. First, he met a mental analysis expert from Austria, namely Anna Freud. With his encouragement, he began studying this science at the Vienna psychoanalytic institute, then he specialized in child psychoanalysis.

Erikson is definitely well known for his writings in the field of child psychology. Starting from Freud's theory of stages of psychosexual development, which places more emphasis on sexual drives, Erikson developed this theory by emphasizing aspects of social development. He

developed a theory called the theory of psychosocial development where he divided the stages of human development into eight stages. (Erik h. Diana Mutiah, psychology of early childhood play, Jakarta: Kencana Prenata media group, 2010, p, 21).

Erikson is said to be the figure most likely to reject conventional psychosocial viewpoints. Erik Erikson concentrated more on the influence of the social environment on human personality development so his theory of development was called psychosocial development. (Erik H. Erikson, Childhood and Society, Yogyakarta: Student Library, 2010, p, 291).

According to Erikson, the ego is partly unconscious, organizing and synthesizing current experiences with experiences from the past and with the future self. He found three aspects of the ego that are most often related, namely: 1. Body Ego: Refers to people's experiences with their own body/physical body. 2. Ego Ideal: An image of how one should be something that is ideal. 3. Ego Identity: Image of Self in Various Social Roles.

The theory consists of eight sequential stages, but this theory is the most widely adopted of the many theories about psychosocial development. Life's outcomes from each stage depend on the outcomes from the previous stage, and successfully resolving an ego crisis is essential for optimal growth. To cope with every demand of societal adjustment, the ego must develop three different capabilities. According to Erik Erikson, the eight stages of psychosocial development are as follows:

1. Infant Stage (0-1 Years): The Basic Conflict is Trust vs. Disbelief. Babies Learn To Trust The World And The People Around Them Through Consistent Responsive Care. For example, if parents raise their children incorrectly, the children will grow up with an attitude of shame and disbelief in things. On the other hand, if parents raise their children correctly and with special attention, the children will grow up to be strong, brave, and capable. Controlling His Body.
2. Toddler Stage (1-3 Years): The Basic Conflict is Autonomy vs. Shame and Guilt. Toddlers learn to develop autonomy and self-control through exploring their environment. This second stage is the anus-muscular stage (Anal-Masculine Stages), this period is usually called the toddler period which lasts from the age of 1-3 years (Early Childhood). The task that must be completed during this period is independence which can reduce feelings of shame and doubt. When in interweave something relation between perfect child. If they are not done perfectly then they cannot avoid mistakes which can give rise to feelings of shame and doubt.
3. Pre-School Stage (3-6 Years): The Basic Conflict is Initiative vs. Guilty feeling. Children learn to take initiative in daily life and develop a sense of responsibility. The initiative is an effort to make something that is not yet real become real.

4. School Stage (6-12 Years): Basic Conflict is the Attempt to Become Competent vs. Feelings of Inferiority. Children learn to develop skills and competencies in various fields. This stage shows the child's development of a plan which at first was just a fantasy, but develops as he gets older, meaning that the existing plan must be realized, namely to be successful in learning. Children at this age are required to be able to feel what it feels like to be successful, whether at school or play. Through these demands, children can develop a diligent attitude.
5. Early Adolescence Stage (12-18 Years): The Basic Conflict is Identity vs. The Role of Confusion. Teens are searching for their identity and trying to understand their role in society. Usually, this stage is the period of puberty among early adolescents. It is at this stage that adolescents must reach the level of ego identity.
6. Late Adolescence Stage (18-20 Years): The Basic Conflict is Intimacy vs. Isolation. Individuals seek intimate relationships and develop healthy social skills. At this stage there is a balance between generativity and stagnation to obtain positive values that can be learned, namely caring.
7. Early adulthood stage (20-40 years): the basic conflict is generativity vs. Stagnation. Adults are looking for ways to contribute to the next generation and feel satisfied with their lives. Generativity is reflected by an attitude of caring for others. This understanding is different from

meaning say stagnation that is wishful thinking, while they don't want to face difficulties and realities in old age. On the other hand, if the tendency to worry is stronger than integrity or malignancy, it is called a grumbling attitude, which Erikson interpreted as an attitude of being angry and regretting one's own life.

8. Middle and Advanced Adult Stages (40 Years and Over): The Basic Conflict Is Integrity vs. Hopelessness. Adults search for meaning in their lives and feel satisfied with their achievements. In this twilight age, it is integrity and trying to eliminate despair and disappointment. This is a stage that is difficult to get through according to the views of some people because they already feel alienated from their living environment, where old age is considered unable to do anything else or useless. These difficulties can be overcome if within the person who is at the highest stage there is integrity which has its meaning, namely accepting life, and therefore also means accepting the end of life itself. The tendency for integrity to occur is stronger compared to anxiety with middle adult generativity.

The theory of development put forward by Erik Erikson is one of the theories that has had a greater influence in the world of psychology compared to the theory put forward by Sigmund Freud. This is said this because Erik Erikson explains in detail the stages of human development from birth to death by explaining aspects of social life and its functions

which are considered more realistic. He emphasized that a person's stages of development from birth are influenced by the social influences that apply around him. Therefore, the community needs to be sensitive to their services to children by applying elements of kindness and positivity to them from childhood.

D. Erik Erikson's Factors Psychosocial Theory

Erikson's psychosocial theory explains the development of human personality through eight interconnected stages throughout life. Each stage involves a psychosocial crisis that individual must face, and success in resolving (alwisol, personality psychology revised edition, Malang: Universitas Muhammadiyah Malang, 2018, 93)

Below are 10 factors related to psychosocial factors that each individual faces, both internal and external:

1. Ego: the ego is a socially developed and adaptive human personality structure.
2. Body ego: individual's experience related to his own body or physique. Individuals tend to see their phisical bodies as different from the physical of other people.
3. Ego ideal: the ideal ego is an image related to the perfect self-concept. Individuals tend to imagine having a more ideal ego concept compared to other people.

4. Ego identity: ego identity is an image that an individual has regarding the self who plays a social role in a certain environment.
5. Family: family is the most main factor influencing an individual's psychosocial development. Relationships between family members, parenting patterns, and emotional support play a major role in shaping a person's character and personality.
6. Friends and social relationships: interactions with peers and other social relationships contribute significantly to the formation of identity and social skills. These relationships help individuals develop interpersonal skills and conform to social norms.
7. Culture and values: the culture and values of the society in which individuals live shape their worldview and personal values. This influences the moral and social development of individuals.
8. Education and learning experiences: formal education and learning experiences in the school environment play an important role in an individual's cognitive, social, and emotional development.
9. Economic and social status: family economic conditions and social status can influence an individual's access to resources that support psychosocial development, such as quality education.
10. Life events and stress: significant life events, such as divorce or the loss of a family member, can have a major psychosocial impact on an individual.

CHAPTER III

RESEARCH METHOD

In this chapter, the writer wants to describe the research methodology that will be carried out by the writer which includes research method, data source, data collection, and data analysis.

A. Research Design

This research uses a type of literary criticism method which is used to understand literary works. Literary criticism also involves critical reading and interpretation of literary texts such as themes, writing style, characters, history, culture, and social affairs. Therefore, as a researcher, i want to use this research method to analyze and develop a deeper understanding of literary works that can produce in-depth and varied interpretations.

B. Data Source

The data source in this research is the novel *The Secret Life Of Bees* by sue monk kidd. This novel was first published in 2002, then republished by headline book publishing in 2003, and finally republished by tinder press in 2015. Consists of 14 chapters and 375 pages. The researcher analyzed this book based on the psychosocial nature of the main character, and factors in Lily's behavior starting from the words and dialogue from the sentences of the novel *The Secret Life of bees* and according to the researcher, it is appropriate to the problem of this research. Researcher use novels and several e-books in pdf format which makes it easy for readers

to download and read. Therefore, researcher used novels and e-books as research data in this study.

C. Data Collection Technique

In this research, researcher collected data through several steps. The first step, researcher reads the novel *The Secret Life of Bees*. The next step, the researcher read the novel again, and classified how many psychosocial factors there were in the novel, and what the factors were. And in the final step, the researcher makes conclusions.

D. Data Analysis Technique

In my data analysis technique, I use literary criticism, where literary criticism is an analytical approach used to understand, evaluate, and interpret literary works. Several data analysis techniques commonly used in literary criticism include:

1. Structural analysis: this technique involves understanding the narrative structure, characters, and writing styles contained in literary works.
2. Thematic analysis: this technique focuses on identifying and understanding the main themes found in literary works.
3. Character analysis: technique involves understanding the characters that appear in literary works. Character analysis helps in identifying motivation, conflict, and character development in the story.
4. Contextual analysis: this technique involves understanding the historical, cultural, and social context in which the literary work was written.

5. Style analysis: this technique focuses on understanding the writing style used by writers in literary works, such as language use, sentence structure, and narrative techniques.

CHAPTER IV

FINDING AND DISCUSSION

In this section, the researcher discusses the *psychosocial Development of the main character in the novel the secret life of bees by sue monk kidd based on Erik-Erikson's theory*. In Erik-Erikson's psychosocial theory, psychosocial stages consist of 8 stages, namely infant stage (0-1 years), toddler stage (1-3 years), pre-school stage (3-6 years), school stage (6-12 years), early adolescence stage (12-18 years), late adolescence stage (18-20 years), early adulthood stage (20-40 years), middle and advanced adult stages (40 years and over). And from the 8 stages, it takes place systematically. In addition, the researcher also discusses the factors that influence Lily Owens' identity in the novel *The Secret Life of Bees by Sue Monk Kidd*. The form of psychosocial and factors that influence the occurrence of psychosocial is the process of searching for identity through a person's development and life experiences. This can be proven through the results and discussion in this study.

A. The Stages Of Lily's Psychosocial Development By Sue Monk Kidd In The Novel The Secret Life Of Bees

There are three specific stages of Lily in the discussion. The researcher provides an explanation of the Lily's psychosocial development by sue monk kidd.

- a. Pre-School Stage (3-6 years): the basic conflict is initiative vs. guilt feeling.

At this age, children typically begin to develop a sense of initiative, take action, and attempt to control their environment. Erikson suggests that children who feel they can achieve their goals typically develop a sense of self-confidence, while those who feel they have failed or are limited may develop feelings of guilt. So, when Lily was 4 years old. Lily witnessed a fight between her mother and father, which eventually resulted in her father killing Lily's mother using a shotgun. And Lily at that time saw directly and clearly when her mother was killed by her father, T.Ray. with that incident, Lily still remembered it until she grew up.

"My mother died when i was four years old. It was a fact of life, But i brought it up, people would suddenly get interested in their Hangnails and cuticles, or else distant places in the sky, and seem Not to hear me." (The secret life of bees, p. 3)
"My first and only memory of my mother was the day she died. The day she died was december 3, 1954." (The secret life of bees, p. 6)
"In the silence that followed, i considered lying to him, saying, i take it back, i don't remembered anything." (The secret life of bees, p. 22)

From the data, it is explained that when Lily Owens was 4 years old, Lily witnessed an argument between her father and mother and at that time Lily Owens saw her father take a sharp weapon and Lily wanted to help him by taking the weapon so that her father would not kill her mother but could not because Lily was still small. and since that incident Lily remembered it until she was an adult. This is in accordance with Erik-Erikson's theory which says that at the age of 3-6 years old, she experienced initiative and feelings of guilt. Lily Owens' initiative was to help her mother and

feelings of guilt because at that time Lily was still small and could not help her parents. Factors that influence the age of 3-6 years are family factors, live events and stress, and finally economic and social status. Family, because at the age of 3-6 years, toddlers can already remember and feel what happens in their environment. Live events and stress, because at that age Lily can already rebel against her father. Lastly for economic and social status, for the economy of her father and August Bowtright is also more than enough for her life, but for social status it is different because in America it is known for racism and Lily often experiences it.

- b. Early Adolescence Stage (12-18 years): the basic conflict is identity vs. the role confusion.

During adolescence, it is a time to start searching for their identity, exploring their role in life, and questioning their values and goals. Erikson's psychosocial theory explains that failure to find identity can lead to confusion. At the age of fourteen, Lily hated her father very much and did not want to call T.Ray father, and she also felt much unappreciated by her father. T.Ray's father was always rude to Lily. Lily always asked about her mother who died and found out about her mother. She had to face internal and external conflict, including her relationship with her abusive father. At the age 14, she chose to run away from her father's house, she run away with Rosaleen (her mid) a black woman. She went to Tiburon, south

carolina, a town that holds her mother's past. And lives with August, May, and June in the honey house. Lily is in the process of finding a clearly identity, finding her place in the world and identifying herself as a strong and independent woman.

*"I wanted to ask, 'What am I supposed to be?'
But i didn't know how to ask it. I was trying
To be something i wasn't, and the worst
Part was i didn't even know what it was."
(The secret life of bees, p. 30)*

*"I propped the note on my dresser and stood a moment
In the center of the room, wondering if I'd ever see it
Again. 'Good bye,' i said, and there was a tiny sprig
Of sadness pushing up from my heart" (the secret life
Of bees, p. 53)*

The data explains that when Lily Owens was 14 years old, Lily experienced an identity crisis and role confusion, and this is in accordance with Erik Erikson's psychosocial theory. Lily's identity crisis was manifested by Lily running away from her father's house and leaving a letter. Lily searched for her identity and also searched for her mother's former residence. At that time, Lily began to experience role confusion because she was still confused about what happened to her parents. At this age, there are several interrelated factors, including; ego, because at this age, teenagers are emotionally unstable. Then, body ego, which at this age is already thinking about the future and who is worthy of being an example in their life so as not to lose their direction in life. Then, education and learning, where at this age Lily is still learning according to age in general. Next, friends and social status, because

Lily is very introverted, Lily does not have many friends and is very closed to socializing. Next, economic and social status, Lily is a white girl but because she is no longer with her father, and lives with the August Bowtright family, Lily also gets racism in her environment.

- c. Late Adolescence Stage (18-20 years): the basic conflict is intimacy vs. isolation.

At this age, Lily is still struggling to understand her identity and trying to find herself amidst difficulties and the influence of others.

*"I wanted to say, 'i don't have any place to go.
I don't know where to go. I don't know what to
Do with myself.'" (The secret life of bees, p. 41)*
*"You are the mother i never had, and i am
The daughter you will always have."(The secret
Life of bees, p. 50)*

The data above explains about Lily Owens aged 18-20 years old where Lily feels isolated in her life because she is still confused about her life. But Lily begins to think about achieving her dreams and at that time Lily is close to a man named Zach. This is in accordance with the psychosocial of Erik-Eriksons who said that at this age humans begin to feel isolation and intimacy. Isolation because Lily does not know what her life will be like and intimacy because Lily begins to like a man. At this age, there are several things that attract attention and are interconnected, namely; ego ideal, where Lily can already think about the future and look for

someone who can be a role model for her life. ego identity, which is where she searches for identity, and the meaning of life. culture and value, here Lily no longer feels safe in herself and also those closest to her because their residence is toxic and very thick with racist culture in her time. friends and social status, here Lily has already established closeness like most teenagers.

- d. Early Adulthood Stage (20-40 years): the basic conflict is generativity vs. stagnation.

According to Eriksons At this stage, individuals strive to contribute to society, whether through work, family, or other social relationships, which serve to provide meaning and purpose in life. If they fail to achieve this, they may feel stagnant or undeveloped. According to the novel *The Secret Life of Bees* by Sue Monk Kidd, Lily Owens is at this stage towards the end of the novel when she begins to build more meaningful relationships with her community and find meaning in her life. At this point, Lily is trying to overcome her past, as well as find ways to contribute to others and seek a greater sense of responsibility. At of the story, Lily has found happiness and satisfaction in her life. She returned to her father, and she has also found her identity as an african-american woman and has found true love. With the help of the boatwright family and her life experiences, Lily has experienced a major

change in her life and has reached a stage of productivity, where she can contribute to society.

"I'm not sure how i ended up here. I had to leave home, but i was ready for it. I had to find out who i was." (The secret Life of bees, p.300)

From the data, it is explained that when Lily Owens was 20-40 years old, Lily experienced a period of generativity vs stagnation according to Erik-Erikson's theory, namely the generativity experienced by Lily Owens was that Lily had found her identity and had achieved her dreams, namely as a writer and Lily had also helped the community. For stagnation here, Lily had not locked up her problems and had gone through difficult times in her life and now Lily had found her happiness. At this age, there are usually several factors that influence their environment, namely; family, because at this age Lily already has a life partner and also has a pretty good career. friends and relationships, here Lily already has socialization with the community, and also has a relationship with Zach. culture and value, Lily has developed into a better person, and become a career woman. economic and social status, at this stage Lily already has her own finances from the results of her work so far.

B. Influencing Factors of Lily Owen's Psychosocial Development

In the novel the secret life of bees, Lily Owen's identity is shaped by various interrelated factors, including family background, traumatic

experiences, and social interactions with other characters. The following is an explanation of what factors influence it.

- a. Ego: when Lily entered her teenage years, namely when she was 14 years old. Lily began to question herself and her mother to her father, T.Ray. Every time Lily asked her father always scolded her and did not want to answer all Lily questions until finally Lily with her ego ran away from home and wanted to get all the answers to Lily's questions. Initially Lily felt worthless, and full of guilt. But over time, Lily began to build confidence, stronger courage.

"That night i lay in bed and thought about my mother's death, Then i wished could be with her in heaven, "I would say to Her, mother forgive me". Please forgive me." (The secret life of Bees, p, 3)

"Every time I asked about my mom, T.Ray always refused to Talk about it. He acted like he went into the kitchen and did Something, and when I asked when her birthday was, and What flavor of cake she liked. T.Ray told me to tell her, And when I asked him again, T.Ray took a bottle and threw it at her. Sadness filled us at that moment." (The secret life Of bees, p, 16)

"Dear T.Ray. No need to look for me." (The secret life of bees, p. 55)

From the data it is explained that when Lily owens asked about her mother, T. Ray always refused to talk about it, and scolded Lily owen. Lily felt confused about what happened to her mother in the past, Lily felt very sad because she did not know about her mother. When at school Lily saw her friends accompanied by her mother while Lily was only accompanied by rosaleen. Since that incident Lily's sadness has increased. Because of the sadness and curiosity about her mother and father. Lily began to look for her mother's belongings, and thought about running away from her father's house, T. Ray to find where her mother

lived when she was a child. This ego factor is related to the 12-18 year stage, because at the 12-18 year stage, Lily experiences thoughts that are starting to be reckless in doing something and this is a factor that usually occurs in children aged 12-18 years.

- b. Body ego: Lily is in her teenage years, a time when Lily begins to realize the physical changes in her body. During her teenage years, Lily is in an environment that is mixed with black and white people. However, Lily feels uncomfortable with her appearance. However, life experiences and acceptance from the people around her help her feel more confident and comfortable.

*"I need all the help i can get in dressing because no one
Has ever said, lily, you are a beautiful child." (the secret
Life of bees, p, 11)
"I'm really worried about my appearance, have i acted
Correctly? I feel like half of my life is not being a real
Girl, that's why i want to go to a women's club." (The
Secret life of bees, p, 12)
"I need to, i said, they can teach me everything from
How to walk and turn, how to place my ankles when
Sitting on a chair, how to get in a car and pour tea.
" (the secret life of bees, p, 14)*

From the data it is explained that when Lily saw white and black girls appearing with good clothes and good body movements, Lily felt worried about herself. In the end, Lily asked her father, T.Ray to be able to enter a girls' school. Lily wanted to learn about walking, turning, and choosing clothes that fit her. Lily had entered a phase where she had thought about her body and physique. body ego is related to the Early Adolescence Stage (12-18 years old) where in this stage and body ego, a child generally begins to feel the difference from his body to his clothes with

others, so that it will give rise to a feeling of comparing himself with others. and Lily has begun to feel the signs that occur to himself and this is called body ego.

- c. Ego ideal: Lily idolizes her mother even though she doesn't know her completely; Lily has a personality and physique similar to her mother. Lily also sees August Boatwright as a strong, wise, and loving female role model.

*"I was thinking about how he had a good and
Perfect mother." (The secret life of bees, p, 165)*

*"If August is the red heart on Mary's chest,
Rosaleen is her clenched fist." (The secret life of bees, p, 249)*

From the data it is explained that when Lily was in her room, at August Boatwright's house, Lily was thinking and imagining what a good and perfect mother would be like, while Lily Owen's had never seen her mother at all. Currently, Lily could only see and feel the affection of Rosaleen and August Boatwright. And Lily had made August and Rosaleen her ideal type and someone who should be an example as a role model for herself. The relationship between the ideal ego and the 18-20 stage is that Lily can now choose and imagine who could be her ideal ego or role model in her life. At this stage, Lily is also mature enough to consider the next steps in her life.

- d. Ego identity: Lily experiences an identity crisis because she does not know the truth about her mother's death. Lily also does not feel loved by her father because her father often treats Lily harshly. So Lily takes the

initiative to run away from her father's house with Rosaleen. Lily begins to look for her mother's residence and looks for Lily's true identity.

*"However i kept trying to get some remaining information,
like my mother was buried in Virginia where she was from.
I was really excited about it, thinking i had a grandmother."
(The secret life of bees, p, 17)*

*"I wish i could tell you that i went right to the black Madonna
Then, but i didn't. I didn't know how to get there, and, besides,
it was hard to find a place where i could be free enough to
Think". (The secret life of bees, p. 44)*

From the data it is explained that when Lily run away from her father's house, T.Ray. Lily and Rosaleen did not know where to go, but Lily still kept trying to find information about her mother. After knowing her mother's place of origin, Lily immediately went with Rosaleen to the place where her mother was buried and Lily tried to ask for help from other people to be able to provide a ride to the black Madonna. This ego identity is closely related to two stages. The first is stage 12-18 years, in which Lily is searching for her identity accompanied by Rosallen. The second stage is stage 18-20 years. In this stage, Lily has found clarity about who she is and also who her parents are. this ego identity is a person's search for identity.

- e. Family: Lily lives with her father and Rosaleen (maid). While living with her father, Lily always gets physical abuse, lives full of stress, and is cold. While Lily Owens' mother has lived with august's family and her younger siblings, May and June since she was little. Then when she grew up, Lily's mother met Lily's father, T. Ray and started a relationship, then

they got married and moved to the city and were blessed with a child named Lily Owens. Since Lily Owens was born, Lily's parents have always had discussions and misunderstandings. When Lily was 4 years old and wanted to be picked up by her mother, T. Ray hit and accidentally killed Deborah (Lily Owens' mother) using a gun. Therefore Lily lost her mother at the age of 4, the tragic death of her mother when Lily was little left trauma and deep inner wounds. Mother is a very important figure in the formation of a child's identity, and losing her mother makes Lily search for her lost identity. Lily grew up in an environment full of tension and violence. T. Ray is a cruel and uncaring father figure, who often treats Lily harshly. T. Ray's inability to provide affection and attention made Lily feels unaccepted and unloved. However, when living with the August Boatwright family, Lily received affection, attention, and support that Lily had not received from her father.

*"My father was a man who made it his job to remind me,
At every turn I was not wanted." (The secret life of bees, p. 10)
"so good, we spent all our time cleaning the honey off his body,
And now they're dripping it" (the secret life of bees, p, 364)
"If a bird lands on the tree before the count of ten, it means my mother is
sending a sign of her love." (The secret life of bees, p, 294)
"Get in the damn room!" he shouted and pushed me.
I hit the wall and fell to my knees. When I lifted my
Head and saw T. Ray walking away, I saw Rosaleen
crossing the room. Chasing T. Ray while shouting,
Leave him alone." (The secret life of bees, p. 9)*

From the data it is explained that when Lily was still living in her father's house, T. Ray. Her father always told Lily Owen's that Lily was an unwanted child then Lily felt sad and went to her room, Lily could only tell Rosaleen about herself. T. Ray was always rude to Lily like throwing

things at Lily's face, pushing Lily, and always punishing Lily Owen's unfairly. But when Lily lived in August Bowtright's house, Lily lived a new life with the love and affection given by the August family. Lily also worked as a beekeeper and collected honey. Even so, Lily always remembered her mother and hoped that her mother would be near her. The family factor is the relationship between two stages. The first stage is 3-6 years old, in which Lily only lives with her father and Rosallen. The second stage is 20-40 years old, in which Lily runs away from her father's house and ends up living with the August Bowtright family.

- f. Culture and value: The values and cultural background of the segregation era in America influenced Lily's views on race and justice. Lily was raised in a racist culture where her environment still accepted differences, and conflicts between whites and blacks and many still committed physical violence. Even when Lily was at school many did that, therefore Lily had no friends and was only friends with Rosaleen.

"People can start out on one path, and when they go through hard times in life, they end up being very different." (The secret life of bees, p. 397)
"I'm really confused what a white girl like you is doing living in a black man's house" (the secret life of bees, p. 269)

From the data it explains that when Lily was in the city with Zach Lily observed all the people around her, both white people and black people. Lily thought that all these people were the same, and they also went through difficult times and happy times. And Lily asked, why do they make differences just because of different skin colors? And when Lily was still in the city and wanted to watch a movie at the cinema there was

a woman approached Lily Owen's who was standing with Zach to queue to buy movie tickets then she said to Lily, why do you want to live with black people when yourself are white? Lily thought why with the difference in skin color aren't they the same, both human? Only with the difference in skin color do they consider this a big problem? And at the same time Zach was taken by a white police officer and then jailed for several days. And according to the reseacher this racism is very cruel, until now this racism still exists but maybe not as bad as before. Lily begins to become aware of and experience culture and values at ages 12-18 years 18-20 years, and 20-40 years. This is because in Lily's environment, there is still a strong differentiation between people.

- g. Education and learning experiences: Lily had attended junior high school and had attended a women's club when Lily still lived with her father after dropping out of school and living with August Boatwright's family Lily learned more from her life experiences. Interactions with August and spiritual experiences through Black Madonna broadened her horizons and shaped her mindset about life and self-identity.

"When I attended the women's club, on Friday afternoons for six weeks, I had the problem of not having a mother, grandmother, or even at least an Aunt to present me with a white rose at the closing ceremony."

(The secret life of bees, p.13)

"I want to tell T.Ray that every girl would be happy with a beautiful silver bracelet, last year I was the only girl in Sylvan Junior High School who didn't Have one." (the secret life of bees, p. 28)

"in my school everyone made fun of colored people's lips and noses.

I laughed along, hoping I would fit in." (the secret life of bees, p. 157)

From the data it explains that when Lily was at school, Lily saw some of her friends accompanied by their mothers and some were accompanied by

their grandmothers, and they brought a flower to their respective children. While Lily was not accompanied by anyone. And Lily told her father, T. Ray that Lily wanted to be like her friends. At school, Lily always tried and tried to join in gathering with her friends, laughing together, and trying to join in joking, because Lily did not have any friends at all so Lily tried to find friends. Education and learning experiences in this factor occur and are interconnected at the 12-18 and 18-20 age stages, when Lily is still in school.

- h. Friends and social relationship: When Lily lived with her father and was still in school; Lily did not have close friends. Lily was only close to Rosaleen, Zach, and the August Boatwright family. Lily's relationship with all of them helped Lily in her social and emotional development. They provided a sense of security, love, and support that greatly influenced her self-confidence.

"In my school everyone made fun of colored people's lips and noses. I laughed along, hoping I would fit in." (the secret life of bees, p. 157)

"I don't have many friends. For some reasons, I'm not Good with many people." (The secret life of bees, p. 250)

"Rosaleen, do you know? I'm proud of you." (The secret life of bees, p. 187)

"I love you, just like I love your mother." (The secret life of bees, p. 280)

From the data it is explained that when Lily was at school until now Lily still had no friends, even though she had tried to get closer to friends her age. And one day Lily thought that she didn't fit in with her friends. Lily could only play and tell stories to Rosaleen, until Lily said she was proud of Rosaleen, and considered Rosaleen like her mother. Friends and social relationships in this factor occur and are interconnected at stages 12-18

years, 18-20 years, and 20-40 years. Where at the age of 12-18 years Lily has no friends and only friends with Rosaleen and the August family. And at the age of 18-20 years Lily befriends Zach. After that, at the age of 20-40 years Lily has begun to socialize with society.

- i. Economic and social status: Lily comes from a simple family; Lily does not live in luxury and faces various limitations. However, when living with the August Boatwright family, Lily learned a lot that happiness and self-esteem cannot be determined by economic status, but by love.

“August Boatwright, he is a beekeeper in this area.” (The secret life of bees, p. 84)

“My father, whom I call T.Ray, because the term “father” never fit him. T.Ray owned a peach farm and Rosaleen worked as one of his pickers And also came to the house every day to cook, wash, and be a foster Mother to me” (the secret life of bees, p. 3)

From the data it is explained that Lily has a father who is a peach orchard owner, his father has employees who work in his orchard. Rosaleen is one of those who work in the peach orchard, even though Lily has a father who has a lot of money, Lily lives a simple life because her father never buys Lily's needs. Her father only pays for her school. Meanwhile, August Boatwright is a beekeeper, all of his honey is exported out of town. When Lily lived with August Boatwright's family, Lily continued to live a simple life and even Lily worked and helped at August Boatwright's beekeeper. Economic and social status are related to all stages. Stage 3-6 years, stage 12-18 years, stage 18-20 years, and stage 20-40 years. For stage 3-6 years, Lily lives with T. Ray, whose life is very sufficient. After that, at stage 12-18 years, and stage 18-20 years, Lily lives with the August Boatwright

family, whose life is simple. Finally, at stage 20-40 years, Lily still lives with August Bouwtrigh, but Lily already has her own income and also Lily's life is very sufficient.

- j. Live events and stress: Since the death of her mother, the treatment of her father, running away from home, racial discrimination, and the search for identity are significant events that are full of stress.

"Dear T.Ray. No need to look for me." (The secret life of bees, p. 55)
"Oh, lyly, you're better off in that house with those black girls. You'll Never grow up with me as well as you will with them." (The secret life of bees, p. 405)
Dear T.Ray I'm sick to death of you yelling at me. I'm not deaf. I was Just stupid enough to call you. (The secret life of bees, p. 219)

From the data it is explained that when Lily ran away from T.Ray's house Lily wrote a letter to T.Ray not to look for her. While on the street someone said to Lily, he said, that Lily is better off living with the August Boatwright family who are black. Because at first white people are very selfish and do not have a good heart. In contrast to black people, they are very sincere to everyone without thinking about race or skin color. When Lily had lived long enough with the August Boatwright family Lily got a phone call which turned out to be her father, T.Ray. Lily told her father not to scold her and speak in a loud voice; even Lily did not want to meet T.Ray anymore. These life events and stress occur between the ages of 3-6 and 12-18. At the 3-6 stage, Lily can see and feel what is happening to her parents at that time. At the second stage, at the age of 12-18, Lily can make decisions based on her own thoughts.

CHAPTER V CONCLUSION

After analyzing the novel by Sue Monk Kidd entitled *The Secret Life of Bees* Using Erik-Erikson's *Psychosocial Theory*, the researcher reached the stage of drawing a picture and reviewing the conclusion stage. In this chapter, the researcher wants to provide a conclusion regarding the overall analysis in the previous chapter. In addition, the researcher also provides suggestions to readers and subsequent researchers who will analyze the same literary work or use the same theory and approach to analyze other literary works.

A. Conclusion

In the story of Lily Owens novel the secret life of bees entitled *Psychosocial Development of the Main Character in the Novel the Secret Life of Bees* by Sue Monk Kidd. Secret Life of Bees which tells about the life of bees where Lily Owens lives with her father and maid and a Lily who is thirsty for her mother. Lily who is always looking for her mother and looking for her identity is willing to run away with her maid named Rosaleen from her cruel father's house, she goes to Tiburon where her mother has lived since childhood. Lily then lives with her new family in the bee house, namely the house of 3 siblings (August, June, and May). And for the second discussion how Lily Owens managed to find her identity and also about her mother's death.

Next, at the end of Lily Owens' story in the Novel *The Secret Life Of Bees*, it tells of Lily Owens who has found her true self and has forgiven her cruel father and has accepted the death of her mother who was killed by her own father and has found a job according to what she has dreamed of since childhood and has also found her true love with Zach, someone who works with August.

Based on the results and discussion, it can be concluded that the psychosocial of the main character, Lily Owens, in the novel *The Secret Life of Bees* by Sue Monk Kidd has relevance to Erik-Erikson's psychosocial theory. Because the stages and factors in this theory are proven by the existence of actions and factors that occur to the main character in the novel *The Secret Life Of Bees* by Sue Monk Kidd. And this is done systematically according to the stages in the psychosocial theory.

B. Suggestion

In connection with the results of this study, the researcher makes several suggestions for the reader as a reference for further research. The researcher hopes that readers want to be able to take Lily Owens' experience when she experienced violence from her father, as well as being abandoned by her mother when she was little and how Lily Owens struggled in her life in Bee City with Rosaleen and the August family, May and June. Furthermore, it is hoped that readers want to be able to

broaden their horizons and read a lot about the theory of literary studies, especially the theory of psychosocial.

Addition, there are many other aspects that can be used to analyze the novel *The Secret Life of Bees* by Sue Monk Kidd using different theories and approaches such as using feminism to analyze the intrinsic elements that build literary works. Finally, the researcher hopes that further research using the same approach and theory in analyzing the novel *the secret life of bees* by Sue Monk Kidd can broaden the discussion and also complement the shortcomings of this study.

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CURRICULUM VITAE



Lely Musdalifah Agustina is the name of the researcher of this thesis. Born on August 15, 2002 in Madura-Sumenep, East Java Province. The researcher is the first child of 4 siblings, from the couple Herlin Destriandina and M. Khalid. The author first entered education at SDN II Kolor-Sumenep in 2007 and graduated in 2013. In the same year the author continued her education at MTS Al-Amin Prenduan Islamic Boarding School and SMA at Annuqayah Guluk-guluk Islamic Boarding School Madura and graduated in 2020. In 2020 the author was registered as a student at Maulana Malik Ibrahim State University Malang, Faculty of Cultural Sciences, Department of English Literature and graduated in 2025. With persistence, high motivation to continue learning and trying. The author has succeeded in completing the final assignment of this thesis. The author hopes that writing this thesis can make a positive contribution to the world of education. Finally, the author expresses his deepest gratitude for the completion of his thesis entitled *"Psychosocial Development of the Main Character in the Novel The Secret Life of Bees by Sue Monk Kidd"*.