

MAGGIE'S PSYCHOSOCIAL CRISES REVEALED IN STEPHEN CRANE'S

MAGGIE: A GIRL OF THE STREET

(PSYCHOSOCIAL APPROACH)

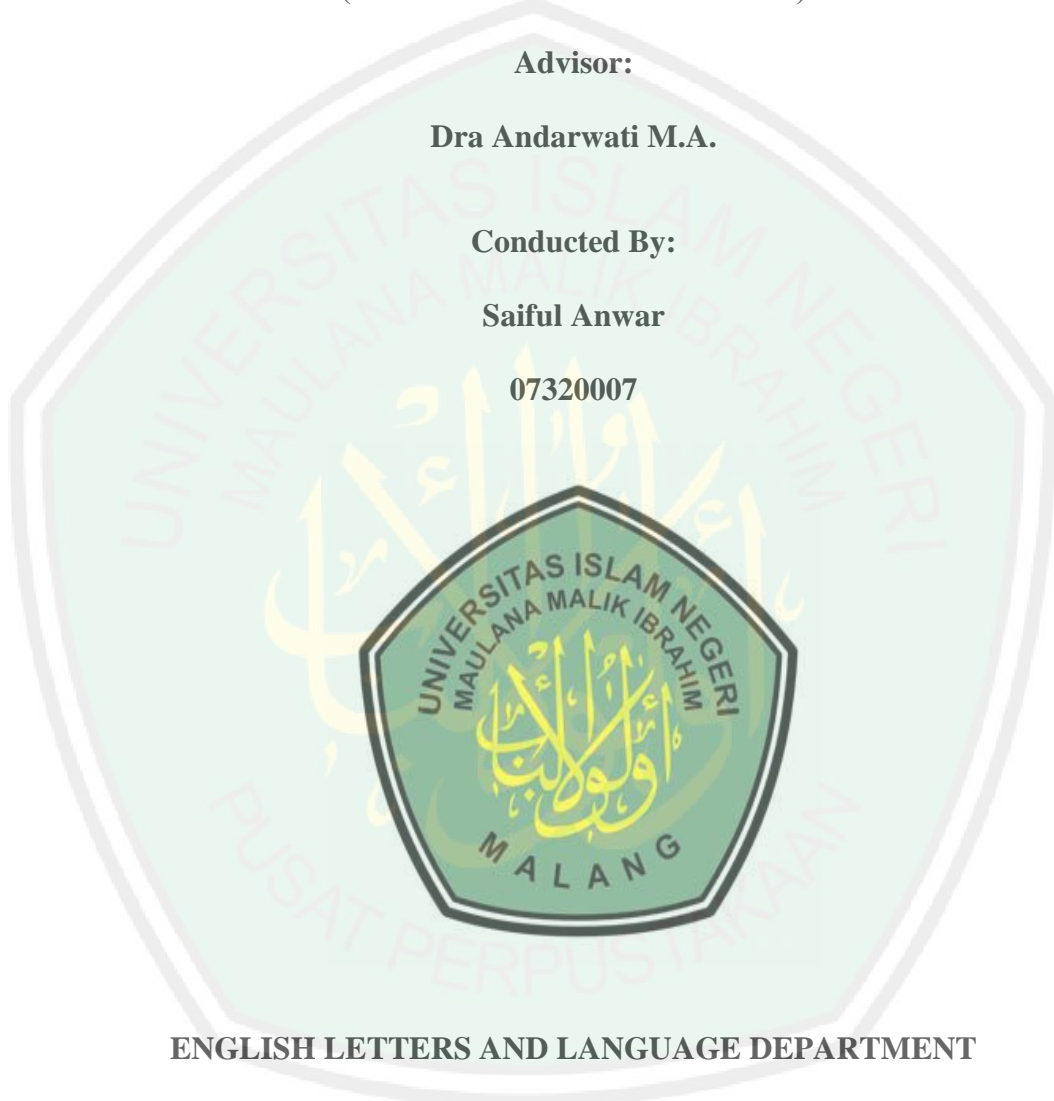
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ENGLISH LETTERS AND LANGUAGE DEPARTMENT

HUMANITIES FACULTY OF THE STATE ISLAMIC UNIVERSITY

MAULANA MALIK

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2014

MAGGIE’S PSYCHOSOCIAL CRISES REVEALED IN

STEPHEN CRANE’S

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(Psychosocial Approach)

THESIS

Presented to

**The State Islamic University Maulana Malik Ibrahim of Malang
in Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra***

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MOTTO

All the great things are simple, and many can be expressed in a single word: freedom, justice, honor, duty, mercy, hope.

-Winston Churchill-



DEDICATION

My thesis is proudly dedicated to my beautiful family, Honorable parents,

My father, Asri Sunarto and my mother, Sujiati

Also my sisters, Nasyrifatul Halimah SS. and Nurul Hamidatul Azizah,

My beloved one Nining Wulandari SS. and

All of my lecturers at UIN Maulana Malik Ibrahim Malang, especially for my patient
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Mrs. Dra. Andarwati MA.

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Unforgettable, my friends, Eko Yudi Prasetyo SS. Widodo Budihardjo, Eryssa F.

Zuhriyyah SS. and their child Gea Almas Budihardjo. M. Aji Fansuri SS. Gigih

Abdillah. SS

and others which I cannot mention one by one.

I say thank you very much for your kindness. And all of my friends who have
supported and accompanied me in finishing my Thesis

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Finally, I truly realize that this thesis is still far from perfection. Thus, I will always appreciate for the constructive criticism and suggestion from the readers. Hopefully, this study can give a valuable contribution to the Literature field.

Malang, April 7th 2014

Saiful Anwar

ABSTRACT

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Advisor : Dra. Andarwati MA.

Key Terms : psychosocial approach, Erikson's psychosocial crises, external factor.

In this study, the researcher concerns with the novel entitled *Maggie: a girl of the street* which is written by Stephen Crane. The analysis of this research paper is focused on the major character, "Maggie", based on psychosocial approach. The researcher presents Maggie's crises in the novella *Maggie: A Girl Of The Street* as subject. The problems of the study are: What kinds of psychosocial crises faced by Maggie? What are the external factors that influenced Maggie's psychosocial crises according to the Erikson's theory? The purpose of the study are: (1) to find out the psychosocial crises faced by Maggie in Stephen Cranes' *Maggie: A Girl Of The Street*, (2) to find out the external factor that influenced Maggie's psychosocial crises according to Erikson's theory in Stephen Cranes' *Maggie: A Girl Of The Street*. In doing this research, the writer uses psychosocial theory by Erik Hamburger Erikson. It is a theory which analyzes psychosocial crises related to social factors.

Maggie was encountered with three kinds of psychosocial crises, first: Identity versus Role-Confusing, Maggie apparently cannot find her role in her society as anyone else can do. Second, Intimacy versus Isolation, Maggie feels worthless and unneeded. She couldn't get intimate with Pete. She got isolated with the things herself doing. Third, Generativist versus Stagnation, and again this stage was where Maggie faced stagnation on herself. The external factors that influence Maggie's psychosocial crises are; in four kinds of external factors. First is family, Maggie's family was just so disorganized. They cannot have the same perspective to help and build for each others achievements. Second is culture, third is child abuse, and fourth is alcoholism.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Most of critics see that literature as a product of human creativity in writing or oral work (Wellek & Warren, 1990: 30). Even though works of literature are “fictional”, they have the capacity for being “true”. This paradox creates one of the most gratifying tensions in literature: its imaginative and stylized properties (functionality) against its representation of the human condition (truth). From this critic, it is obvious that human is doing literature everyday in their lives. So many stories can make good literature and can make good understanding of how we face our lives wisely. The interesting things of this are how people can deeply learning from those literatures.

Graham, Little: (1966:2), states that good literature adds our understanding about life in the world. Literature is not only composition of the word, imagination, or even romantic word moreover literature is part of culture. Literature is not born from imagination but literature is born from real fact in the society. In creating a literary work the author may use structural, rhetorical or stylistic way, but there are some parts that are made empty. The events and the characters may not be described all the purposes of the literary works. That's why we need understanding concern the literary text using certain approaches to get deep understanding. So, what are we going to do here is trying to be so deeply in understanding a literary work. And then, we will see what we can take from this study.

Perhaps more than any other mode of criticism, psychological theory is one kind of the literary study which focused on the extrinsic and intrinsic elements of the work of literature, this model is often used by people because it has close relation with literature both

these two have the same object, it is human being (Wellek& Warren, 1990: 45). Moreover, the artist are originally a man who turns from reality because he cannot come to terms with the demands for the renunciation of instinctual satisfaction as it is first made, and he moulds his phantasm into a new kind of reality, and men concede then a justification as valuable reflection (Wellek& Warren, 1990:50). From these two statements we can conclude that between literature and psychological has very close relation, eventually when the writer write the literary work of course they influence by their emotional, situation and the condition at that time belongs to the society. There are many concepts of the psychology applied in the literary study because almost all of authors characterize their novella's characters properly with the characteristics of the people in the real world.

Psychosocial approach is one of the famous theories of psychological literary criticism; the term psychosocial refers to one in psychological development and in interaction with a social environment. The individual is not necessarily fully aware of this relationship with his or her environment. It was first commonly used by psychologist Erik Erikson in his stages of social development. Contrasted with social psychology, which attempts to explain social patterns of behavior in a general sense, the term "psychosocial" can be used to describe the unique internal processes that occur within the individual. It is usually used in the context of "psychosocial intervention," which is commonly used alongside psycho educational or psychopharmacological interventions. This also means that the psychosocial is what they say lack of social interaction.

Here is the interesting one to fulfill our demands that is to realize what is life for and what life should be done. I attempt to propose you all a novella that tells us about how is life can be so difficult or moreover we cannot handle the situation in every single step that we take in our life. Here is an example of Maggie, a young girl that should face the clash of conflicts caused by her surroundings.

Maggie: A Girl of the Streets is an 1893 novella by American author Stephen Crane (1871-1900). The story centers on “Maggie, a young girl from the Bowery who is driven to unfortunate circumstances by poverty and solitude”.

In this research, the researcher chooses Stephen Crane’s novella because of several reasons. First, According to the naturalistic principles, a character is set into a world where there is no escape from one’s biological heredity. The circumstances in which a person finds oneself will dominate one’s behavior, depriving the individual of responsibility. Although Stephen Crane denied any influence by Emile Zola, the creator of naturalism, on his work, examples in his texts indicate that this American author was inspired by French naturalism. So that’s make this be more interesting to analyze this using Erikson’s theory.

Next, Maggie was published during the time of industrialization. The United States, a country shaped by agriculture in 19th century, became an industrialized nation in the late 1800s. Moreover, ‘an unprecedented influx of immigrants contributed to a boom population,’ created bigger cities and a new consumer society. By these developments, progress was linked with poverty, illustrating that the majority of the US population was skeptical about the dependency on the fluctuation of global economy. Actually it is showed that Maggie was passed the steps of identity crises.

Another reason is that the researcher to impress to the content of the novella telling psychosocial of young girl, emphasize here was Maggie as the young girl that faced social psychological development of the society condition and its influence to find out his identity as a toddler. The researchers think that it will be interesting to analyze the main character psychosocial condition revealed in Stephen Crane’s *Maggie: a Girl of the Street*, published by Bantam Books, 1986-192 pages.

The research that uses psychological approach is often done by many students of literature. But, this research will keep some special thing that made this research different from others. In this sub-title, the researcher will explain two previous studies with the differences.

The first Yusiana, Reginanita (Universitas Negeri Yogyakarta: 2012) *The Aspects of Naturalism in Stephen Crane's Maggie: A Girl of the Streets*. The previous study has two results of the research. The first result is answering the question about the aspects of naturalism which is classified into four aspects; determinism, pessimism, detachment of the story (objectivity), and unpredictable ending. Determinism aspect is divided in two parts; the external and internal forces. The external force is presented by the family condition and the environment (circumstance) and the internal force is presented by passion and instinct.

Furthermore, there are four parts which represent pessimism aspect of naturalism namely having lost of hopes; lost hopes for jobs, lost hopes for love, lost hopes for security, and lost hopes for a better future. Meanwhile there are two pairs classified as the data for detachment of the story (objectivity) namely telling the story as close as possible to reality and creating nameless characters. The unpredictable ending in the end of the story leads the readers in one direction at the beginning and in the middle ultimately drifting towards a completely unexpected course. The second result is answering the question about how far *Maggie: A Girl of the Streets* can fulfill the requirements of the naturalistic genre. It is answered by juxtaposing the theory from Donald Pizer with other theories of naturalism; Charles Child Walcutt and Emile Zola. Those theories are gathered and classified in order to show that *Maggie: A Girl of the Streets* fulfills the requirements of the naturalistic genre and it is proved to be a naturalistic novella.

The second Denny Thiorida (University of Sumatera Utara: 2009) *The Social Problems in Stephen Crane's Maggie A Girl of the Streets*. The second previous study has six points of social problems, Poverty, Unemployment, Family Disorganization, Alcoholism, Prostitution, and Child Abuse. According to Denny's research, there are economic, political, and culture which affects the general estimation of a poverty. That is the most describing facts that Maggie, the main character of Stephen Crane's novella is really suffering at that time.

Talcott Parsons in his theory of structural functionalism believes that there are four functional imperative that are necessary for (characterization) all systems Adaptation, Goal Attainment, Integration, and Latency. In order to survive, a system must perform those functions. According to functionalist theory, the various parts of society are in delicate balance and a change of one part affects the others. Each part has a function to maintain the balance order. For instance, the function of the economic institution is to provide food, shelter and clothing that people needs in order to survive, while the function of education institution is to train individual skills to keep society operating. In the thesis, Denny analyze the social problems in terms of poverty, unemployment, family disorganization, alcoholism, prostitution, and child abuse that influences Maggie's life.

Both of the previous studies are using the different theories, Yusiana uses the theory of naturalism from Donald Pizer whether Denny is using the theory of structural functionalism from Talcott Parsons. By the way in this research, the researcher applies the brand new psychosocial theory from Erik Homburger Erikson. Beside the difference, the similarity from the two previous studies is in the object (novella) under the same title. Yusiana analyze the aspects of naturalism of *Maggie A Girl of the Streets* Denny analyze the structural function that the main character could or couldn't afford of.

In conclusion, for its significance and with this specification that have been mentioned above, the researcher will analyze under the little “*Maggie’s psychosocial crises Revealed in Stephen Crane’s Maggie: a Girl of the Street (Psychosocial Approach)*”.

1.2 Research Questions

1. What kind of psychosocial crises is encountered by Maggie in Stephen Crane’s *Maggie: A Girl of the Street*?
2. What are the external factors influencing psychosocial crises faced by Maggie in Stephen Crane’s *Maggie: A Girl of the Street*?

1.3 Objectives of the Study

According to these problems, the objectives of the study are:

(1) to know the kind of psychosocial crises faced by Maggie in Stephen Crane’s *Maggie: A Girl of the Street*, and (2) to know the external factors influencing psychosocial crises faced by the main character, then explore deeply based on psychosocial approach according to Erik Erikson.

1.4 Scope and Limitation

The scope of this study covers the psychosocial crises of Maggie as a young girl under 20 years old and the crises faced by Maggie to her own thought as a young girl maker decision in *Maggie: a Girl of the Street* by Erik Erikson Theory. And this study is limited on Maggie’s psychosocial problem as a youngster that was caused by some problems that happen to her life to become a young girl. Another psychosocial problems (such as: feminism and woman emancipation) of Maggie which are not related to that theme, will not be discussed.

1.5 Significance of the Study

The researcher in doing this research hopes that the research gives contribution in developing knowledge for both theoretical and practical in literature educational field.

Theoretical benefit, this research is aimed to enrich the theoretical bases of literary studies. As it is known that there are many researchers conducted by using psychological approach, but generally those researches used the theory of psychoanalysis, humanistic, behaviorism and Islamic psychological approach. So, the researcher tries to apply the new, the theory of psychosocial approach conducted by Erik Erikson, one of the branch of psychology literary criticism. Particularly to the further study of Stephen Crane's *Maggie: A Girl of the Street*, based on Psychosocial Approach of Maggie's psychosocial development.

Practical benefit, this research deduced to the people who are interested in young psychosocial approach and for the reader who want to know the differences of young's psychosocial with other young especially about the crises faced by young girl in a society. The results of this study are supposed to be useful for all people who will make the next research. It is hoped to enrich the understanding about the concept of psychosocial development and the external factor to the main character in *Maggie: A Girl of the Street*.

1.6 Research Method

In the research data includes the discussion about research design, source of data, data collection and data analysis.

1.6.1 Research Design

This research is literary study because we analyze literary work of the author. Literary study that is also called literary criticism is a study of literary works purposed to understand and to value the works of literature. According to Suwardi Endaswara (2008) "literary study is the systematical effort to understand and interpret the works of literature to know the quality of the works of literature". Then the researcher has to use the proper method, technique and approach based on the novella. Literary study has an important position in human's life because literature has power to influence the society.

Here, the researcher is going to use the approach of psychosocial approach to analyze the crises happen to the young character in *Maggie: A Girl of the Street* by Stephen Crane. 1996 Psychosocial approach is one of an approach to analyze the literary work. As we know that many young character influence by the society around them, then society actually could formed young character for their future, better it is good or bad. This research will focus on Maggie's psychosocial crises revealed in Stephen Crane's *Maggie: A Girl of the Street*. In this research the researcher will focused on the concept of the psychosocial theory based on Erik Erikson.

1.6.2 Data Sources

In this research the only one source is taken from the novella "*Maggie: A Girl of the Street*" by Stephen Crane which is published by Kessinger Publishing Legacy Reprint, American, which has controversial issues at that time because the novella is really represent the reality of the society at that time.

1.6.3 Data Collection

As one procedure to solve the problem in this research, the researcher begins this research with collecting the data. Here, the researcher takes some steps. These steps are done to make a systematic data and keep its validity.

The steps are begun by reading and understanding the novella *Maggie: A Girl of the Street* written by Stephen Crane. From this step, the researcher finds some general data relating with the life of Maggie's behavior as one of the young of main character in the novella in form of paragraphs, phrases and sentences. The data need in this research is marked to make easy the second reading.

After this step, the researcher chooses the data which only deals with the problems of the study. They are, first, psychosocial on young character especially on Maggie, and second the external factor faced by the main character, Maggie including the way his for making decision. The last step of data collecting is simplifying, by listing the data and to find the only appropriate data which can be analyzed to answer the statement of the problems of the research.

1.6.4 Data Analysis

After collecting the data, the researcher comes to the data analysis. The data analyzed are only the selected and valid data which appropriate with the problem of the study.

The first step is categorizing the data, which data are included to the forms of personality development of children psychosocial to the children character, and which are assumed as the data that include to the external factor. The second step is looking for the relation between the forms of children personality development with the data which are assumed as the result of the psychosocial. It is conducted to make sure that the ways to overcome the young's personality development which supposed as the results of the psychosocial development and the external factor that faced by the main character in this novella.

The third step is focusing on the concept of psychosocial development by Erikson related to the psychological aspect. It continued by exploring the external factor that influenced the main character. The forth step is applying the concept of psychosocial to the young character in the novella. The last step is making conclusion based on the whole analysis. The conclusion covers all of the discussion of psychosocial development based on Erikson's theory to the main character in *Maggie: A Girl of the Street* by Stephen Crane.

1.7 Definition of Key Terms

- a. Psychosocial: the science which focused on the influence of the society to the human character.
- b. Psychosocial Crises: Erikson's special name of some problems that occur to know personal problem related to the society to build their character.
- c. External factors: something that related to the human, things or conditions that influence someone to do or to act in the society. (Santrock. 2003. 347).



CHAPTER II

REVIEW RELATED LITERATURE

This study is supported by theories from some literature which is in line with the topic. Those theories related to the research are useful for the research that is functioned as the foundation in conducting the analysis steps. Considering the research problem, the writer here select some theories, they are notion of psychology and literature, notion of psychosocial in psychology, Erik Homburger Erikson's theory in psychosocial crises, and external factors in psychosocial crises.

2.1 Notion of Psychology and Literature

Novella is built from internal and external elements. Internal element means the things that relate with novella itself such as theme, point of view, character and characterization, plot and setting. Extrinsic element is the things related to the extrinsic or the appearance of novella itself, it can be about the author, the society and the psychology. Psychology comprises some elements are feeling, ideas, thought and people's behavior. It tries to control and to investigate all indication its process and its background (Ahmadi, 1983: 11).

Wellek and Warren in *Theory of Literature* say that psychology comes in literary work through discussion about the author's personality and discussion about methods and theory of psychology also comes through the psychological influence on the reader (Wellek and Warren, 1989: 90).

The author idea about psychology supports the coherence and the complexity of the literary work. The ideas increase the extrinsic value of the work, but sometimes the truth of psychology makes the artistic value of the literary work disappear. For some artists, psychology could help to close

their sensitivity about reality to sharpen their ability to observe and opportunity to probe the untouchable patterns (Wellek and Warren 1989:108).

Literature and psychology cannot be separated each other, psychology is always support the literary work, from the statement above we can conclude that literary work often based on the reality and the reality cannot be separated from psychology. According to Warren and Wellek in *Theory of Literature* there is a functional relationship between psychology and literature. In the literary work, the psychology is used to learn, to analyze and to identify or to see the character of the work. In his book they say that the relationship between psychology and literature can be formulated into four chapters: the study of the writer as an individual, the study of the literature as the creative process, the study of literature as psychological types and laws present with in work of the literary work and the last is the effect of the work toward the audience on the readers (1956: 81).

The psychological approach in this research is the psychological study of literature as the psychological types and laws present within work of literary work. Here the writer would like to analyze the psychosocial crises of the main character. It means that the writer must elaborate between literature theory and psychological theory.

2.2 Notion of Psychosocial in Psychology

Psychosocial is a branch of psychology. It is the greatest innovation from a development of psychologist and psychoanalyst who is well known for this theory on social development of human beings, and for coining the phrase identity crisis named Erik Erikson from Frankfurt (Santrock, 1995: 55).

According to John W. Santrock in his book *Life Span Development* there are two major psychoanalysis theories, they are Freud's and Erikson's theory. Freud says personalities consist of 3 structures, id, ego, superego and the most children thought are

unconsciousness. Freud believed that problem of developing personality made by the experiences in childhood. He said that individual through five stages psychosexual such as oral, anal, phallic, latency and genital. While Erikson expands a theory which emphasized the eight stages of psychosocial crises development, they are: trust versus mistrust, autonomy versus shame, initiative versus guilt, industry versus inferiority, identity versus role confusing, intimacy versus isolation, generatively versus stagnation, integrity versus despair (Santrock, 1995: 55).

Psychosocial itself derives from the two source of word, psychological (relating to the mind, brain, personality) and social (external relationship and environment), so psychosocial is psychoanalysis of human being related with external factors such as relationship and environment (Erikson, 1968: 127). Agoes Dariyo, also has the same statement with Erikson, he said that psychosocial is the study that especially discussed behavior and human mind process in the context of social interaction. Human as social person (homo-social), so that the understanding of human behavior not only seen from the individuals itself but also seen from the interaction with others; social instances although with another social organization. Human impossible and cannot live alone in the society. They will develop in optimal by the way of needing relation with other person. (Agus, Dariyo. 2007: 15)

Erikson's psychosocial is influenced by Freud, but it is quite different. He believes that Freud made mistake to evaluate some important dimension in human development. Erikson emphasized charge in development as long as human life, while Freud has argument as basis of human personality formed as five years in first time of life. In Erikson's theory eight stages of development stage consist of development job with crises (Erikson, 1968: 95).

Psychosocial believes that the ego exists from birth and that behavior is not totally defensive. It is meant that influence of culture on behavior placed more emphasis on the external world, such as depression and wars. Erikson felt the course of development is

determined by the interaction of the body (genetic biological programming), mind (psychological) and culture (ethos) influences.

The community support such as development to extend that it permit the child, at each step, to orient himself toward a complete “life plan” with a hierarchical order of roles as represented by individuals of different ages. Family, neighborhood and school provide contact and experimental identification with younger and older children and with young and old adults. A child, in the multiplicity of successive and identification, thus begins early to build younger expectations which become part of an identity as they are, step by step, verified is decisive experience of psychosocial “fetidness” (Erikson. 1968:161).

Psychosocial see that personality development is created by passes every stages of age, when a person cannot pass psychosocial crises stage well, automatically they develop tendency toward one or other of the opposing force, which then becomes a behavioral tendency, or even a mental problem, and it will influence in the next stage. In short, the result through the psychosocial stages will influence each other. In his book “identity, youth and crises” Erikson states that:

Identity is unique product, which now meets a crisis to be solved only in new identification. The search for a new and yet reliable identity can perhaps best be seen in persistent adolescent and Endeavour to define, over defined end redefine themselves and each other often ruthless comparison (Erikson. 1968: 87).

2.3 Erik Erikson’s Theory in Psychosocial Crises

Erik Erikson’s theory of psychosocial development is one of the best-known theories of personality in psychology. Much like Sigmund Freud, Erikson believed that personality develops in a series of stages. Unlike Freud’s theory of psychosexual stages, Erikson’s theory describes the impact of social experience across the whole lifespan.

One of the main elements of Erikson’s psychosocial stage theory is the development of ego identity. Ego identity is the conscious sense of self that we develop through social interaction. According to Erikson, our ego identity is constantly changing due to new experience and information we acquire in our daily interactions with others. In addition to ego identity, Erikson also

believed that a sense of competence also motivates behaviors and actions. Each stage in Erikson's theory is concerned with becoming competent in an area of life. If the stage is handled well, the person will feel a sense of mastery, which he sometimes referred to as ego strength or ego quality. If the stage is managed poorly, the person will emerge with a sense of inadequacy. (Erikson. 1968: 78).

The statement above means that Erikson believes people experience definitely contact with the society that serves as a turning point in development. In Erikson's view, these experience will build competence centered on either developing a psychological quality or failing to develop that quality. During these times, the potential for personal growth is high, but so is the potential for failure. The explanation already discussed that psychosocial is study about personality development related to external factors which are indicated by eight stages starting from birth to adult.

Based on that short review above, the writer will divide this chapter into two points; first about the eight stages of personality development that in every stage have psychosocial crises divided into four parts, such as: infancy-trust vs mistrust, childhood- autonomy vs shame and doubt-initiative vs guilt-industry vs inferiority, young age- ego identity vs role confusing and adulthood- intimacy vs isolation- generativist vs self absorption-integrity vs despair. The second points are about external factors that influence psychosocial crises, such as: family, aspect of culture and ethnic and gender.

2.3.1 Kinds of Psychosocial Crises in Stages

1. Infancy

- | | |
|-----------------------|-------------------------|
| a. Infancy | : Birth- 1 years |
| Psychosocial crisis | : Trust versus Mistrust |
| Significant relations | : Mother |

Psychosocial modalities : To get, to give in return

Psychosocial virtues : Hope and Faith

The following quotation will explain more about infancy stage.

The infant will develop a healthy balance between trust and mistrust if fed and cared for and not over-indulged or over-protected. Abuse or neglect or cruelty will destroy trust and foster mistrust. Mistrust increases a person's resistance to risk-exposure and exploration. "Once bitten twice shy" is an apt analogy. On the other hand, if the infants insulated from all and any feelings of surprise and normality, or unfailingly indulged, this will create a false sense of trust amounting to sensory distortion, in other words a failure to appreciate reality. Infants who grow up to trust are more able to hope and have faith that 'things will generally be okay'. (Erikson. 1968:87).

The statement means that first psychosocial happens in first year of life. Trust demand physically feeling comfort and little fear and worry about future. In this stage the major emphasis on the mother positive and loving care for baby, with a big emphasis on visual contact and touch, so baby has basic confidence in future. If baby is not treated well, he or she will fail to trust and constantly frustrated. They may end up with feeling of worthless and mistrust of the world in general.

According to Erikson (1968, 124), the trust versus mistrust stage is the most important period in a person's life. Because an infant is entirely dependent upon his or her caregivers, the quality of care that the child receives plays an important role in the shaping of the child's personality. During this stage, children learn whether or not they can trust the people around them. When a baby cries, does his caregiver attend to his needs? When he is frightened, will someone comfort him? When these needs are consistently met, the child will learn that he can trust the people that are caring for him. If, however, these needs are not consistently met, the child will begin to mistrust the people around him.

If a child successfully develops trust, he or she will feel safe and secure in the world. Caregivers who are inconsistent, emotionally unavailable or rejecting contribute to feelings of mistrust in the children they care for. Failure to develop trust will result in fear and a belief that the world is inconsistent and unpredictable.

b. Infancy	: 2 to 3 years
Psychosocial crises	: Autonomy versus Shame and Doubt.
Significant relations	: Parents
Psychosocial modalities	: To hold on, to will, let go
Psychosocial virtues	: Will and Determination

Autonomy means self-reliance. This is independence of thought, and a basic confidence to think and act for one. Shame and Doubt mean what they say, and obviously inhibit self-expression and developing own ideas, opinions and sense of self. Toilet and potty training are significant parts of this crisis, as in Freud's psychosexual anal stage, where parental reactions, encouragement and patience play an important role in shaping the young child's experience and successful progression through this period. (Erikson. 1968:98)

The statement means that the job of this stage is to learn to master skill, learn to walk, talk and feed by self, and begin to present the want and willing their autonomy. If there is much punishment or limitation, baby will incline developing shame and doubt.

At this stage children begin to develop selfhood and want to decide for themselves in different situations, and this conflict is entitled "Autonomy vs. Shame and Doubt". It is resolved favorably when parents provide their children with proper guidance and reasonable choices. Parents will guide their children to do things for themselves and if they do not, either by being over controlling or under controlling, will have children who feel forced, shameful, or doubtful about their own abilities and impulses in life. They will not feel competent enough to act without their parents.

The role of parents of this stage was entering this phase of development, are responsible for asserting their children when they act independently and should criticize or attack them when they fail at an action. Instead, they should encourage them and help them overcome their shame and doubt so that the next time they attempt an action, the toddler will know they have their parents' approval to follow through. Autonomy will grow from parents who provide a warm, sensitive environment with reasonable expectations for impulse control in the second year of the child's life.

Those children who do not receive the parental environment they need to overcome this conflict will grow to be adults who have difficulty establishing intimate ties with others, overly dependent on a loved one, or who continually doubt their own ability to meet new challenges. They may not have fully mastered the autonomy phase of development during their toddlerhood years.

This period of psychosocial crises development Erikson also called it toddlerhood. In this stage they are using new mental and motor skills, because children want to choose and decide for themselves. Autonomy is fostered when a parent gives the child a reasonable amount of freedom to make their own choices, but not putting pressure on a child for their choices or making them feel guilty for the choices the child has made. One of the examples of toddlerhood is when a parent encourages their child to pick up his/her toys when they are done playing with them, but not criticizing them when they don't.

2. Childhood

a. Play age	: 3 to 6 years
Psychosocial crises	: Initiative versus Guilt
Significant relations	: Family
Psychosocial modalities	: To go after, to play

Initiative is the capability to devise actions or projects, and a confidence and believe that it is okay to do, even with a risk of failure or make mistakes. Guilt means feeling that it is wrong or inappropriate to investigate something of one's own design. Guilt results from being admonished or believing that something is wrong or likely to attract disapproval. Initiative flourishes when adventure and game-playing is encouraged irrespective. Suppressing adventure and adventure and experimentation, or preventing young children doing things for they because of time, mess or bit of will inhibit the development of confidence to initiate, replacing it instead with an unhelpful fear of being wrong or unapproved. The fear of being admonished or accused of being stupid becomes a part of the personality, parents, careers, and older siblings have a challenge to get the balance right between giving young children enough space and encouragement so as foster a sense of purpose and confidence, but to protect giant danger, and also to enable a sensible exposure to trial and error, and to the consequences of mistakes, without which and irresponsible or reckless tendency can develop.

Initiative vs Guilt represents Erikson's third stage of development for children aged 2-6. In order for a child to master initiative the child must learn and accept (without guilt) that there are something's that aren't allowed and something's that will warrant a punishment. The child must be free to openly use their imagination without feelings of guilt or worry of punishment. If, however, the child is not allowed to do things on their own and learn on their own what things are wrong and right then a sense of guilt may overcome him/her and they will fear that what they do is always wrong. (Erikson. 1968:108)

It means that in this third stage of development, Erikson believes the preschooler is entering a wider range of social interaction and is developing a more purposeful behavior in order to deal with challenging responsibilities. This is a time where children may begin to develop feelings of guilt and begin to feel anxious.

Fear is present at this stage. For example, children may show fears of monsters, strangers, certain animals, and have nightmares. Some fears may develop into strong apprehensions and disorders, although it's normal at this age for children to feel some anxiety and have mild fears to commonly "scary" things. "It's at this age that children also begin to describe a wide range of feelings which is another hallmark of emotional thinking" says Dr. Stanley Greenspan, author of the book *Building Healthy Minds* (www.perseusbooks.com). Some of these feelings include feelings of fear and caution.

After the terrorists attacks on September 11, 2001, many children at this age, depending how exposed they were, may have felt the fearful effects left on their parents. It's an important time to really focus on communicating and listening to children and also making sure that they feel safe in their sometimes "scary" world. "Becoming aware of powerful negative and aggressive feelings can be frightening. Children will need their parent's help to accept them," says Drs. T. Berry Braselton and Joshua D. Sparrow, authors of the book *Touch points Three To Six, Your Child's Emotional and Behavioral Development*. (Ellen McGrath, Ph.D. featured in *Psychology Today*. <http://www.psychologytoday.com/trauma.html>).

The most important event at this stage is independence. The child continues to be assertive and to take the initiative. Playing and hero worshipping are an important form of initiative for children. Children in this stage are eager for responsibility. It is essential for adults to confirm that the child's initiative is accepted no matter how small it may be. If the child is not given a chance to be responsible and do things on their own, a sense of guilt may develop. The child will come to believe that what they want to do is always wrong.

In order for a positive outcome in this stage, the child must learn to accept without guilt, that there are certain things not allowed. Children must be guilt free when using

imagination. They must be reassured that it is okay to play certain adult roles. If children are not allowed to do things on their own, a sense of guilt may develop and they may come to believe that what they want to do is always wrong. Example: a four year old passing tools to a parent who is fixing a bicycle. Children at this stage will worship heroes. Pretend games are also common.

b. School age	: 7 to 12 years
Psychosocial crises	: Industry versus Inferiority
Significant relations	: Neighborhood and school
Psychosocial modalities	: To complete, to make things together
Psychosocial virtues	: Competence

Industry here refers to purposeful or meaningful activity. It's the development of competence and skills, and a confidence to use a method, and is a crucial aspect of school years experience. Erikson describes this stage as a sort of 'entrance to life'. A child who experiences the satisfaction of achievement- of anything positive- will move toward successful negotiation of this crisis stage. A child who experiences failure at school tasks and work, or worse still who is denied the opportunity to discover and develop their own capabilities and strengths and unique potential, quite naturally is prone to feeling inferior and useless.

This stage often called the latency, when we already capable of learning, creating and accomplishing new skills and knowledge, it was a sense of industry, the biggest problem in this stage is such as a feeling not competence and productive that makes feel inferior. In this case the most significant relationship are school neighborhood, parents are no longer the complete authorities, although they are still important.

This is the fourth stage in Erikson's psychological task. This stage Erikson sometimes referred to as asexual or the latency period. In this stage the children began to have the development of a sense of competence or industry, they are absorbing in the 'tool world' of their culture or also known as the workaday world which prepares them the learning experiences they gained nurtured with the help of cooperative peers and instructive adults.

In the previous stage, children like to experiment with new things around them but in this stage, the children become industrious and will try to accomplish their task successfully and wanted to gain recognition for creating new things. Children at this stage focused on accomplishing their tasks correctly. The problems that might arise in this stage are, some children might leave the age level from six to eleven years old without this sense of industry. They might have the feeling of failure at everything. The feeling of failure includes academic achievement, hobby, sports, and positive relationship with teacher and developing friendship. For example, it is important to develop positive peer relationships. Peer rejection tends to carry over from primary school age to secondary school and it may later among the factor that become the factors in academic difficulties and problem in adjusting themselves later in life. This social skills and attention to social problem solving may contribute to developing student competence in making friends and developing social skills.

Another problem that might occur at this stage is the crisis of inferiority when they children perceive their skills or status among peers to be inadequate. This perception arises because of failures at establishing competence in some specialized way such as establishing friendship. Inferiority can also yield regression to the hopelessness of over-concern about the opposite-sex parents. The success of the inferiority will lead to an obsession with work, which gives the children the status and identity. As quoted from Erikson, "If the overly

conforming child accepts work as the only criterion of worth wholeness, sacrificing too readily his imagination and playfulness, he may as an adult become a slave of his technology". (Erikson. 1968: 289). When the children have developed some sense of competence, the children are then ready to cooperate in some part of the culture that surrounds them.

The stage of childhood development, Industry vs. Inferiority, is a psychological conflict that adolescents enter in middle-childhood during the introduction of formal schooling that usually occurs around 6 to 11 years of age. Erikson believed that this conflict is the result of adult expectations as well as the child's self motivation for mastery of subjects (Alwisol. 2004:106). This stage is resolved when the child develops competency completing useful skills and tasks, a positive but realistic self-concept, pride in accomplishment, moral responsibility and the ability to work cooperatively with age mates. As the child matures, parents and adults will respond to the child's acquisition of skills by demanding more of them, thus improving their capacity to overcome challenges and develop mentally. The child who is trusting, autonomous and full of initiative will easily learn to be industrious with the help from parents, teachers, and their peers. Children can become industrious through school as well. In school they gain the value of the division of labor and moral commitment. (Burke, 2007, p. 330) One example Burke (2007) gives is when a child begins to play an instrument in an orchestra or band. Through this they learn what their capacities to learn the task are.

Inferiority is an aspect of middle childhood, this stage of development that is often exemplified in pessimistic thoughts of children. For example, a child who succumbs to the idea that he or she is not competent enough to complete tasks efficiently is in danger of a degree of failure. This can occur when a child's accomplishments are not acknowledged and furthermore, are put down by adults. The child that is shamed and guilt filled will most likely

experience defeat and inferiority. This can come from family, teachers, and peers. An example of this might be that the child works very hard to do well on their test and their parents do not acknowledge their hard work. Another example is that the student is trying to understand the math problem and their teacher tells them that they cannot do it.

3. Young Age

Adolescence	: 12 to 18 years
Psychosocial crises	: Identity versus Role-Confusing
Significant relations	: Peer groups, role models
Psychosocial modalities	: To be oneself, to share oneself
Psychosocial virtues	: Fidelity and Loyalty

Identity means essentially how a person sees themselves in relation to their world. It's a sense of self or individuality in the context of life and what lies ahead. Role confusing is the negative perspective- an absence of identity- meaning that the person cannot see clearly or at all that they are and how they can relate positively with their environment. This stage coincides with puberty or adolescence, and reawakening of the sexual urge whose dormancy typically characterizes the previous stage.

Young people struggle to belong and to be accepted and affirmed, and yet also to come individuals. In itself this a big dilemma, aside from all the other distractions and confusings experienced at this life stage. In this stage individual neither a child nor an adult, life is more complicated to find their own identity, it influences by what is done to them and what they done.

In this case they try to discover who they are as individuals, separate from family, struggle with social interactions. In this process many of them go into period of withdrawing

from responsibilities, and if they are not successful in navigating this stage, they will experience role confusing.

Psycho examples of adolescents explore his or her experiment with, and are interested in developing new and uniquely personal: aspirations possible (future) selves, roles to occupy, personal beliefs, values occupational interests, sexual orientations. Social example of adolescents through peers, role models, and a variety of other members of the culture, society: provides and encourages (or, limits and discourages) a wide range of lifestyles: ways of making a living, ways of behaving, ways of expressing oneself (politically, sexually) ways of thinking, ways of valuing. (By Matt Casper, MFT. <http://www.mattcasper.com>)

In another quotation Erikson also said that identity is the quality of personal sameness and continuity of the previous stage that in this step means someone get their identity better it is for themselves or in their society, they began to be a someone who loyalty with their partner, parents, or their friend.

Erikson also described identity as "a subjective sense as well as an observable quality of personal sameness and continuity, paired with some belief in the sameness and continuity of some shared world image. As a quality of unself-conscious living, this can be gloriously obvious in a young person who has found himself as he has found his community. In him we see emerge a unique unification of what is irreversibly given that is, body type and temperament, giftedness and vulnerability, infantile models and acquired ideals with the open choices provided in available roles, occupational possibilities, values offered, mentors met, friendships made, and first sexual encounters." (Erikson. 1970)

4. Adulthood

- | | |
|-------------------------|------------------------------------|
| a. Young adulthood | : 18 to 30years |
| Psychosocial crises | : Intimacy versus Isolation |
| Significant relations | : Partner and friends |
| Psychosocial modalities | : To lose and find oneself another |
| Psychosocial virtues | : Love |

Intimacy means the process of achieving relationship with family and marital or mating partner (s). Erikson explain this stage also in terms of sexual mutuality the giving and receiving of physical and emotional connection, support, love, comfort, trust and all the other elements that we would typically associate with healthy adult relationships.

Isolation conversely means being and feeling excluded from the usual life experiences of dating and mating and mutually loving relationships. This logically is characterized by feelings of loneliness, alienation, social withdrawal or non- participation.

In this stage Erikson describes relationship as the discovery of own self in other person although in other hand loose it too. When a young make a good friendship and relationship, intimacy will be reached, but if not, isolation and distance will happen, and when individual do not find easy to create a good relationship, the world can begin shrink, in defense and individual can feel superior to others. During this period of time, the major conflict centers on forming intimate, loving relationships with other people. (Erikson. 1968:231)

The statement means while psychosocial theory is often presented as a series of neatly defined, sequential steps, it is important to remember that each stage contributes to the next. For example, Erikson believed that having a fully formed sense of self (established during the identity versus confusing stage) is essential to being able to form intimate relationships. Studies have demonstrated that those with a poor sense of self tend to have less committed relationships and are more likely to suffer emotional isolation, loneliness, and depression.

Erikson believed it was vital that people develop close, committed relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.

This usually occurs during the ages of 18-30, an individual tries to have some degree of intimacy rather than being isolate intimacy means to be able to be close to others. you can be intimate as a lover, friend, or people in your society the opposite of being intimate is to

isolate yourself from love, friendships, and your community one develops hatred to achieve isolation this mostly effects the partners and friends.

b. Middle adulthood	: 30 to 55 years
Psychosocial crises	: Generativist versus stagnation
Significant relations	: Household, workmates
Psychosocial modalities	: To make be, to take care of
Psychosocial virtues	: Care

Generativist derives from the word generation, as in parents and children, and specifically the unconditional giving that characterizes positive parental love and care for their offspring. Erikson acknowledged that this stage also extends to other productive activities, work and creativity for example but given his focus on childhood development, and the influence of Freudian theory, Erikson's analysis of this stage was strongly oriented towards parenting. Generativist potentially extends beyond one's own children, and also to all future generations, which gives the model ultimately a very modern globally responsible perspective. (Santrock. 1995:65)

The statement means that positive outcomes from this crisis stage depend on contributing positively and unconditionally. We might also see this as an end of self-interest. Having children is not a prerequisite for Generativist, just as being a parent is no guarantee that Generativist will be achieved. Caring for children is the common Generativist scenario, but success at this stage actually depends on giving and caring.

Stagnation is an extension of intimacy which turns inward in the form of self-interest and self-absorption. It's the disposition that represents feelings of selfishness, self-indulgence, greed, lack of interest in young people and future generations, and the wider world.

In this case the significant task is to perpetuate culture and transmit values of the culture through the family and working to establish a stable environment. Strength comes

through care of others and production of something that contributes to the betterment society if we failed to passes is we will feel the mid life crisis, and struggle with finding new meaning and purpose and become self absorbed and stagnate.

In this stage if we have a strong sense of creativity, success, and of having "made a mark" we develop generativist, and are concerned with the next generation; the virtue is called care, and represents connection to generations to come, and a love given without expectations of a specific return. Adults that do not feel this develop a sense of stagnation, are self-absorbed, feel little connection to others, and generally offer little to society; too much stagnation can lead to reject and a failure to feel any sense of meaning (the unresolved mid-life crises), and too much generativist leads to overextension (someone who has no time for themselves because they are so busy)

c. Late adulthood	: 55 to 65 years
Psychosocial crises	: Integrity versus Despair
Significant relations	: Mankind, or "my kind"
Psychosocial modalities	: To be, through having been, to face not being
Psychosocial virtues	: Wisdom

This is a review and closing stage. The previous stage is actually a cultivation of one's achievement and contribution to descendents, and potentially future generations everywhere. Integrity means feelings at peace with oneself and the world. No regrets or recriminations. Despair represents the opposite disposition: feeling of wasted opportunities, regrets, wishing to be able to turn back the clock and have a second chance.

Erikson (1982) represents one of the few personality theories to examine aging as a stage of development. According to Erikson's theory, personality development goes through a series of eight, hierarchically ordered stages. Associated with each stage is a psychosocial

crisis that the individual either successfully resolves or fails to resolve. Failure results in incomplete development of the personality, and inhibits further development of the personality.

The final stage of Erikson's (1982) theory is later adulthood at age 60 years and older. The crisis represented by this last life stage is integrity versus despair. Erikson (1982) proposes that this stage begins when the individual experiences a sense of mortality. This may be in response to retirement, the death of a spouse or close friends, or may simply result from changing social roles. No matter what the cause, this sense of mortality precipitates the final life crisis. The final life crisis manifests itself as a review of the individual's life-career. Similar to Butler's (1963) life review, individuals review their life-career to determine if it was a success or failure.

According to Erikson (1982), this reminiscence or introspection is most productive when experienced with significant others. The outcome of this life-career reminiscence can be either positive or negative. Ego integrity is the result of the positive resolution of the final life crisis. Ego integrity is viewed as the key to harmonious personality development; the individual views their whole of life with satisfaction and contentment. The ego quality that emerges from a positive resolution is wisdom. Erikson (1982) defines wisdom as a kind of "informed and detached concern with life itself in the face of death itself" (p. 61). Conversely, despair is the result of the negative resolution or lack of resolution of the final life crisis. This negative resolution manifests itself as a fear of death, a sense that life is too short, and depression. Despair is the last ironic element in Erikson's (1959, 1982) theory.

2.4 External Factor of Maggie's Psychosocial Crises

In this chapter will discuss about the external factors that influence Maggie in the novella *Maggie: a girl of the street* written by Stephen Crane's. In this analysis there are some external factors in Maggie psychosocial crises there are: family, culture, child abuse and alcoholism. It will be more explanation below:

1. Family

External factor is the most important factor in psychosocial crises that can influence in shaping human character actually could appear as the result of psychosocial have faced better it was a good or bad. External factor in Psychosocial crisis that faced with clear resolution will made a good character in the future but if it was no clear resolution will made a new conflict in the future life.

In previous explanation it is already said that Erikson in his book *Identity, Youth and Crisis* explains many factors that can influence individual identity development. It is also explained by John W. Santrock in his book, *Adolescence*. According to Erikson consideration factors can be influence in personality development (Santrock, 2003: 346-357).

Parents is important figure for identity development, it is like figure that child will learn about many things from them in. family also society which have most interactive with individual where she grown up, learn to act, learn to think and learn to talk. Children who live in good family condition will have better personality than who live in bad family condition. It is derived from Erikson theory in first stage trust versus mistrust. There are three typical parents that maintain, such as parent with autocratic style, parent with democratic style and parent with permitted style. Parent with autocratic style means that parents direct the child without giving any chance to explore their opinion, this style will block child personality development. Parent with democratic style means that they involve the child in family

decision, this style will bring a child to find identity surely. The last, parent with permitted style means that they always allow the child to do many things without any forbid effort; this style will make a child feels identity confusing.

In the first of their life a child begins to touch, grasp, and co-ordinates their responses to the environment. The infant becomes a social being and according to Erikson (1966): "The infant's first social achievement, then, is his willingness to let the mother out of sight without undue anxiety or rage because she has become an inner certainty as well as an outer predictability" (p. 247). It means that the child needs to feel that the world is safe, that there is some protection from harm when they begin to explore, needs to trust their own feelings and they can get it from the nearest of their own society it is house. The child needs experience to master skills (albeit small skills in this stage), and through experience find stimulation far further exploration. An unsafe or unresponsive environment will not stimulate future exploration, nor will an inconsistent environment in which the child has no way of knowing whether or not it is safe or unsafe to explore. The child needs consistent care to relieve distress of hunger, and pain. Haphazard care that does not co-ordinate with the child's needs does not allow the infant to begin to develop a basic sense of trust. This, according to Erikson (1966), is more than just psychological; "The first demonstration of social trust in the baby is the ease of his feeding, the depth of his sleep, the relaxation of her bowels" (p. 80).

2. Aspect of Culture and Ethnic

After family, ethnic and culture is another one that influence personality development, ethnic and culture here means about society where human life. Erikson (1966) believed that ethnic and culture is one of aspects that created personality. According to him people behavior is reflection of culture and ethnic where she or he lived, because directly people will act based on the culture of place or country they lived, for example people who lived in Asia are surely different from people who lived in America. The difference can be in

point of view, the clothes, the way to do something; all of them are caused by the difference of ethnic and culture.

3. Child Abuse

For a long time the social science literature on the family was filled exclusively with discussions of the functions of the family in society, with little or no attention paid to violence in the family. Those who did mention it considered only the dramatic extremes, such as homicide. Recent research is finding that physical violence and abuse between family members is statistically frequent and that it receives fairly widespread cultural approval (Galles and Straus, 1979).

Child abuse is defined differently by different people, but most would agree that broken bones, concussions, lost teeth, burns, and serious neglect constitute child abuse. Physical punishment may result in child abuse quite unintentionally when adults do not realize their own strength and hit children too hard or throw them down. Probably most adults do not set out deliberately to abuse a child. They may get so angry they lose control, they may be drunk and not and not fully aware of what they are going, or they may unintentionally hit a child harder than they meant to. Because physical punishment of children receives some normative support in our society, this support may contribute to the likelihood of child abuse. Abuse Children are more likely to come from broken homes, and less than half of the abused children were living with their natural father (Gil, 1970:27).

Children from large families are also more likely to be abused. Gil found that the usual indicators of social class- income, occupational prestige, and education are all negatively related to child abuse. In other words, the lower the parents' social and economic status, the more likely they were to hurt their children. The Children were more likely to be abused by their mothers than by their fathers, in part because fathers were not present many

homes. Gil argues that child abuse occurs frequently in American society because physical punishment of children is condoned and even encouraged.

There are many explanations of child abuse. Psychologists tend to picture child abusers as people who are mentally ill or at least have severe emotional problems. The typical child abuser is described as impulsive, immature, and depressed, with little control over his or her emotions. Social workers are inclined to see environmental stress as the most important cause of child abuse. An unwanted pregnancy, desertion by the husband or by unemployment and poverty put special pressures on a parent that may result in child abuse.

Child abuse is the physical, psychological or sexual maltreatment of children. Most child abuse happens in a child's home, with a smaller amount occurring in the organizations, school or communities they interact with. Children with a history of neglect or physical abuse are at risk of developing psychiatric problems or disorganized attachment style. Disorganized attachment is associated with a number of developmental problems, including dissociate symptoms as well anxiety, depressive, and acting-out symptoms.

4. Alcoholism

Alcohol, like most drugs, is rather harmless when used in moderation but is one of the most dangerous drugs when used to excess. Alcohol depresses the activity of the central nervous system and thereby interferes with coordination, reaction time, large doses of alcohol may produce disorientation, loss of consciousness, and even death. As already noted, the psychological reaction to alcohol varies from person to person, from group to group, and from to culture.

However, the effects of alcohol clearly increase as the level of alcohol in the blood increases. The effects of alcohol first become apparent when the concert of alcohol in the blood reaches 0, 1 percent, and extreme intoxication occurs at 0,2 percent. A user with over 0, 4 percent blood alcohol is likely to pass out, and concert over 0, 7 percent are usually fatal.

In addition to its direct physical effects, alcohol contributes to other social problems. In a recent Gallup poll, about 20 percent of the adults questioned complained about the effects alcohol use had on their family life. But those problems seem small compared to the 28,000 deaths in the United States attributed to drunken drivers and their families have now begun to band together and have pushed through tougher laws in several states. Alcohol is believed to be involved in one-third of all suicides, one-half of all murders, and two-third of all sexual assaults. Of course, this does not mean that all of those crimes would have been prevented if the offenders had not been drinking, but some of them certainly would not have occurred. While alcoholism has been drawing increasing national attention in the United States and Canada, the term is applied very loosely and is often little more than a derogatory label. More precisely, an alcoholic is a person, whose drinking problem disrupts his or her life, interfering with the ability to hold a job, accomplish household task, or participate in family and social affairs.

There are many people drink alcohol and many of them get problem with it. The problem drunkard and the alcoholic are terms applied to problems in which we call alcoholism. These problems have been there since long time ago.

2.5 Previous Studies

The research that uses psychological approach is often done by many students of literature. But, this research will keep some special thing that made this research different from others. In this sub-title, the researcher will explain two previous studies with the differences.

The first Yusiana, Reginanita (Universitas Negeri Yogyakarta: 2012) *The Aspects of Naturalism in Stephen Crane's Maggie: A Girl of the Streets*. The previous study has two results of the research. The first result is answering the question about the aspects of

naturalism which is classified into four aspects; determinism, pessimism, detachment of the story (objectivity), and unpredictable ending. Determinism aspect is divided in two parts; the external and internal forces. The external force is presented by the family condition and the environment (circumstance) and the internal force is presented by passion and instinct.

Furthermore, there are four parts which represent pessimism aspect of naturalism namely having lost of hopes; lost hopes for jobs, lost hopes for love, lost hopes for security, and lost hopes for a better future. Meanwhile there are two pairs classified as the data for detachment of the story (objectivity) namely telling the story as close as possible to reality and creating nameless characters. The unpredictable ending in the end of the story leads the readers in one direction at the beginning and in the middle ultimately drifting towards a completely unexpected course. The second result is answering the question about how far *Maggie: A Girl of the Streets* can fulfill the requirements of the naturalistic genre. It is answered by juxtaposing the theory from Donald Pizer with other theories of naturalism; Charles Child Walcutt and Emile Zola. Those theories are gathered and classified in order to show that *Maggie: A Girl of the Streets* fulfills the requirements of the naturalistic genre and it is proved to be a naturalistic novella.

The second is Denny Thiorida (University of Sumatera Utara: 2009) *The Social Problems in Stephen Crane's Maggie A Girl of the Streets*. The second previous study has six points of social problems, Poverty, Unemployment, Family Disorganization, Alcoholism, Prostitution, and Child Abuse. According to Denny's research, there are economic, politic, and culture which affects the general estimation of a poverty. That is the most describing facts that *Maggie*, the main character of Stephen Crane's novella is really suffering at that time.

Talcott Parsons in his theory of structural functionalism believes that there are four functional imperative that are necessary for (characterization of) all systems Adaptation, Goal

Attainment, Integration, and Latency. In order to survive, a system must perform those functions. According to functionalist theory, the various parts of society are in delicate balance, and a change of one part affects the others. Each part has a function to maintain the balance order. For instance, the function of the economic institution is to provide food, shelter and clothing that people needs in order to survive, while the function of education institution is to train individual skills to keep society operating. In the thesis, Denny analyze the social problems in terms of poverty, unemployment, family disorganization, alcoholism, prostitution, and child abuse that influences Maggie's life.

Both of the previous studies are using the different theories. Yusiana uses the theory of naturalism from Donald Pizer whether Denny is using the theory of structural functionalism from Talcott Parsons. By the way in this research, the researcher applies the brand new psychosocial theory from Erik Homburger Erikson. Beside the difference, the similarities from the two previous studies are in the object (novella) under the same title. Yusiana analyze the aspects of naturalism of *Maggie A Girl of the Streets* Denny analyze the structural function that the main character could or couldn't afford of.

CHAPTER III

ANALYSIS AND DISCUSSION

3. 1 Kinds of Maggie's Psychosocial Crises in Psychosocial stages

Maggie is described as a little girl with lower high class status in New York, she was a middle age. She was about 14 years old of age, then the crises faced by her was: Maggie's crises in identity versus role-confusing, Maggie's crises in Intimacy versus Isolation, and the last Maggie's generativist versus stagnation. For specific explanation will be discussed in this chapter here those are.

3.1.1 Maggie's Crises in Identity versus Role-Confusing

In Young Age period which indicated by identity versus role-confusing and autonomy, it can be said that Maggie passes it through unwell.

Could it be possible for somebody to be so emotionally attached to their mother or other family figure that it would inspire a story such as *Maggie: A Girl of the Streets*? Stephen Crane's Maggie is a character that undergoes major life crises that makes the reader sympathize as they follow her along as the story goes on. The strong attachments to Crane's female relationships motivate him to create a character, such as Maggie Johnson in his way of showing female compassion in general. Many events that took place in Stephen Crane's life had an effect on his work, "*Maggie: A Girl of the Streets*" such as the tragedies he faced when he was younger and while he was maturing into a man. The story, "*Maggie: A girl of the Streets*" is centered on a girl's life from childhood to death.

As Maggie is a child, she is terrorized by her mother's abuse as being drunk and the horrific mistreatment she acts out upon her children for the simplest little tasks. In the beginning, her mother, "Grasping the urchin (Jimmie) by the neck and shoulder, she shook him until he rattled." (Crane, 7) Her father was always drunk as she was growing up, but

never hurt the children. Whenever he saw the children being beat upon he would say, “Let the damned kid alone for a minute, will yeh, Mary? Yer allus poundin’ a kid. Let up, d’yeh hear? Don’t allus be poundin’ a kid.” (Crane, 8) Maggie grew up in a situation of where her parents were always busy fighting with each other.

She stopped in a career from a seething stove to a pan-covered table. As the father and children filed in she peered at them. "Eh, what? Been fightin' agin, by Gawd!" She threw herself upon Jimmie. The urchin tried to dart behind the others and in the cuffle the babe, Tommie, was knocked down. He protested with his usual vehemence, because they had bruised his tender shins against a table leg. The mother's massive shoulders heaved with anger. Grasping the urchin by the neck and shoulder she shook him until he rattled. She dragged him to an unholy sink, and, soaking a rag in water, began to scrub his lacerated face with it. Jimmie screamed in pain and tried to twist his shoulders out of the clasp of the huge arms. (Crane. 1996:11-12)

“ In front of the gruesome doorway he met a lurching figure. It was his father, swaying about on uncertain legs. “ Give me deh can. See?’ said the man. “ Ah, come off! I got dis can fer dat ol’ woman. an’ it’ ud be dirt the swipe it. See?” cried Jimmie. The father wrenched the pail from the urchin. He grasped it in both hands and lifted his head. His throat swelled until it seemed to grow near his chin. There was a tremendous gulping movement and the beer was gone. The man caught his breath and laughed. He hit his son on the head with the empty pail. (Crane. 1996:194-195).

From the quotation above it can be seen that Maggie is taken uncared by bad and careless mother and father, it means that she in his infancy period feels unsafe, uncomfortable and unwell treated. Maggie and his brothers have been left alone like living homeless. It means that this family is not a family that cares the love of the parents to the children and their emotional feeling like loving and being loved.

Her mother is drunker woman who terrifies the children until they are shuddering in their family especially Maggie. Maggie has two brothers, the first brother is Jimmie Johnson and the youngest brother is Tommie Johnson.

“ Her mother drank whisky all Friday morning. With lurid face and tossing hair, she cursed and destroyed furniture all Friday afternoon”. Sometimes when drunk, she falls into “ Muddled Mist of Sentiment” but the shallowness of this emotion is revealed when during episode. She reverts immediately into a murderous rage when Maggie breaks a plate.(Crane. 1996:210).

Besides being involved in alcoholic drink, Maggie’s parents are also uneducated, liquor (alcoholic drink) and lack of education apparently become two factors that make her parents (either her mother or father) often utter indecent words and treat their children cruelly. The quotation below describes the mother’s treatment on Maggie.

“ The mother in the corner upreared her head and shock her tangled locks. “Aw, yer bote no good, needer of yehs,” she said, glowering at her “yeh’ve gone t’ d’ devil, Mag Johnson, yehs knows yehs have gone t’ d’ devil. Yer a disgrace t’ yer people. An’ now, git out an’ go ahn wid dat doe faced jude of yours. Go wid him, curse yeh, an’ a good rid dance. Go, an’ see how yeh likes it.” Maggie gazed long at her mother. Go now an see how yeh likes it. git out. I won’t have sech as youse in me house! Git out, d’ yeh hear! Damn yeh, git out!”. The girl began to trumled”. “ Go now, an’ see how yeh likes it. git out. I won’t have sech as youse in me house! Git out, d’ yeh hear! Damn Yeh, Git out”. (Crane. 1996:196)

The mother often gets angry and quarrels with the father and other people. Alcoholic drink which makes her lose consciousness causes her not to fear anyone. She often loses control on herself.

“Why deh blazes don’ cher try the keep Jim from fightin’? I’ll break yer jaw!” she suddenly bellowed. The man numbled with drunken indifference. Ah’ w’at’s bitin’ yeh? W’a’’s odds? W’a’ makes kick. “ because he tears ‘is clothes, yeh fool!” cried the woman in supreme (Crane. 1996:224).

At home, her drunken mother explodes in anger after seeing Jimmie’s bruises and begins to inflict some of her own on the boy. When Mr. Johnson (her father) complains that she beats the children too often.

“ The father heard, and turned about. “stop that, Jim,

d'yeh hear? Leave yer sister alone on the street. It's like I can never beat any sense into yer wooden head". (Crane. 1996:190).

Mrs. Johnson turns on him, and they engage in a fierce quarrel that ends with his departure to the local pub. During this brutal scene, the children cower in the corner. Mrs. Johnson flies into a new rage after Maggie accidentally breaks a dish and Jimmie escapes to the hallway, where an elderly female resident joins him, listening to the shrieks emanating from the Johnson's apartment.

"Jimmie sat nursing his various wounds. He cast furtive glances at his mother. His practiced eyes perceived her gradually emerge from a mist of muddled sentiment until brain burned in drunken heat. He sat breathless. Maggie broke a plate. The mother started to her feet as if propelled. "Good Gawd!" she howled. Her glittering eyes fastened on her child with sudden hatred. The fervent red of her face turned almost to purple. The little boy ran to the halls, shrieking like a monk in an earthquake. He floundered about in darkness until he found the stairs. He stumbled, panic – stricken, to the next floor".(Crane. 1996:193)

In Maggie's family fight so often happens. At home, her parent fight and then a neighbor come. She is an old woman. She looks the fight that often happens in Maggie's family. She also intervenes in Maggie's family problem.

"An old woman opened a door. A light behind her threw a flare on the urchin's face. "eh, child, what is it dis time? Is yer fader beatin' yer mudder, or yer mudder beatin' yer fader?".(Crane. 1996:193)

The old man asks Jimmie to slip down to the pub and buy her some beer. After completing his mission, his father spots him and steals the beer from him, drinking in down in one gulp. When Jimmie returns to the apartment later the night, his discovers that his parents are engaged in a new fight, and so he waits in the hallway until the noise dies down. After returning home to find his parents pass out on the floor. Jimmie and Maggie sit in fear, watching their mother's prostrate body until dawn.

“ The small frame of the ragged girl was quivering. Her features were haggard from weeping, and her eyes gleamed with fear. She grasped the urchin’s arm in her little, trembling hands and they huddled in a corner. The eyes of both were drawn , by some force, to stare at the woman’s face, for they thought she need only to awake and all the fiends would come from below. They crouched until the ghost mists of dawn appeared at the window, drawing close to the panes, and looking in at the prostrate, heaving body of the mother.(Crane. 1996:198).

One evening, Jimmie finds his mother staggering home from a bar from which she has just been ejected, jeered on by the local children and her tenement neighbors. A shamed Jimmie yells at her to shut up and get into the apartment. Inside, the two begin a fierce battle that ends with broken furniture and Mrs. Johnson in her usual position in a heap on the floor. When Pete arrives, he shrugs and tells Maggie they will have a good time that night. Mrs. Johnson curses her daughter, insisting that she is a disgrace to the family and tells her not to return, which causes Maggie to tremble. Pete insists that her mother will change her mind in the morning and the two depart.

Maggie gazed long at her mother. “ go now, an see how yeh likes it. Git out. I won’t have sech as youse in me house ! git house, d’yeh hear! Damm yeh, git out!” The gril began Tremble. At this instant Pete came forward. Oh, what d’ hell, Mag, see? Whispered he softly in her ear. “Dis all blows over. See? D’ol’ woman ‘ill be all right in d’ mornin’. Come ahn out wid me! We’ll have a outa – sight time”. (Crane. 1996:224)

According to researcher’s opinion, the researcher perceives that Maggie’s family doesn’t like the other family in society. The matter is caused by her parent. Her parent is drunker, especially her mother. Almost every day, there is fighting in her family. So, Maggie’s and her brother’s life is slighted. They look for their happiness outside the house, especially Maggie. There is no caring all of them.

According Erikson’s theory that young age in adolescence period approximately 12 to 18 years old is faced into two psychosocial crises. First is figuring the identity in the society

if he or she can be acceptable as an individual with some reputations of his or her own personality. But, if an individual failed to find that identity, he or she may face the role confusing. This occurs when an individual is failing to find matched role to interact within the society.

Adolescence	: 12 to 18 years
Psychosocial crises	: Identity versus Role-Confusing
Significant relations	: Peer groups, role models
Psychosocial modalities	: To be oneself, to share oneself
Psychosocial virtues	: Fidelity and Loyalty

Identity means essentially how a person sees themselves in relation to their world. It's a sense of self or individuality in the context of life and what lies ahead. Role confusing is the negative perspective- an absence of identity- meaning that the person cannot see clearly or at all that they are and how they can relate positively with their environment. This stage coincides with puberty or adolescence, and reawakening of the sexual urge whose dormancy typically characterizes the previous stage.

Young people struggle to belong and to be accepted and affirmed, and yet also to come individuals. In itself this a big dilemma, aside from all the other distractions and confusings experienced at this life stage. In this stage individual neither a child nor an adult, life is more complicated to find their own identity, it influences by what is done to them and what they done.

In this case they try to discover who they are as individuals, separate from family, struggle with social interactions. In this process many of them go into period of withdrawing from responsibilities, and if they are not successful in navigating this stage, they will experience role confusing.

Psycho examples of adolescents explore his or her experiment with, and are interested in developing new and uniquely personal: aspirations possible (future) selves, roles to occupy, personal beliefs, values occupational interests, sexual orientations. Social example of adolescents through peers, role models, and a variety of other members of the culture, society: provides and encourages (or, limits and discourages) a wide range of lifestyles: ways of making a living, ways of behaving, ways of expressing oneself (politically, sexually) ways of thinking, ways of valuing. (By Matt Casper, MFT. <http://www.mattcasper.com>)

In another quotation Erikson also said that identity is the quality of personal sameness and continuity of the previous stage that in this step means someone get their identity better it is for themselves or in their society, they began to be a someone who loyalty with their partner, parents, or their friend.

Erikson also described identity as "a subjective sense as well as an observable quality of personal sameness and continuity, paired with some belief in the sameness and continuity of some shared world image. As a quality of unself-conscious living, this can be gloriously obvious in a young person who has found himself as he has found his community. In him we see emerge a unique unification of what is irreversibly given that is, body type and temperament, giftedness and vulnerability, infantile models and acquired ideals with the open choices provided in available roles, occupational possibilities, values offered, mentors met, friendships made, and first sexual encounters." (Erikson. 1970)

So from the above explanation, we may conclude that Maggie here faces role confusing as her family cannot go along so smoothly like an ordinary and happy family. From Erikson's theory Maggie belong to the young age that cannot find her own identity in the family neither in the society.

3.1.2 Maggie's Crises in Intimacy versus Isolation

In adulthood period, Maggie starts to have some conflict especially with her mating partner, related with psychosocial crises theory this stage is indicated by Intimacy versus Isolation, it was began when in the story she started to met new partner. The target of this

period is achieving relationship with family and marital or mating partner(s). The outcome of this period was isolation for Maggie.

Maggie is the main character of this story. She is a young woman who has strong desire to get something in her life although her desire will get destruction to her. Her family background is broken. Adolescents felt that in the circle of the family can be undesirable to them. Maggie also felt it.

Adolescents' willingness to admit that they engage in social comparison to evaluate themselves declines in adolescent because they view social comparison as social undesirable. They think that acknowledging their social comparison motives will endanger their popularity" (Santrock. 1976:317).

This matter makes her difficult to find out her identity and she has no self understanding. Self understanding is important in human life. If we don't know about it, we don't know about us. Maggie is one of human being who doesn't know about herself understanding. She sees her environment situation and follows her desire but cannot have self understanding.

"Adolescent' self - understanding becomes more introspective, but it is not completely interiorized. Rather, self – understanding is a social – cognitive construction. Adolescents' developing cognitive capacities interact with their sociocultural experiences to influence self – understanding". (Santrock. 1976:315).

Maggie is apparently immune to the after effects of the negative family, prostitute and at the end of the story an implication. She has retained her innocence and virtue within her brutal environment and has "Blossomed in a mud puddle" and she is pretty girl.

"The girl, Maggie, blossomed in a mud puddle. she grew to be a most rare and wonderful production of a tenement district, a pretty firl".(Crane. 1996:203).

She longs to escape her abusive family and dreary job at the collar and cuff factory but does not have the confidence or the opportunity to succeed on her own. She has active

imagination that she uses to escape the crushing despair of her world. When Pete appears, she becomes filled with hope that she will succeed. Pete becomes an “Ideal man”

“ Maggie perceived that Pete brought forth all his elegance and all his knowledge of high – class custom for her benefit. Her heart warmed as she reflected upon his condescension”. Pete also take notice of Maggie, declaring eventually to her, “ I’m stuck on yer shape”. The two begin to go out on dates (Crane. 1996:212).

She wants change in her life but she is not making every effort to get it. She endeavors to know other’s way. This way, makes her life to be destroyed. She snared by her desire or ambition. She didn’t see her ability. She only wants to get something to be easy without there is no effort. This matter is not impossible. Human being will get her desire, if they are making every effort to get it.

Her imaginative and illusory vision of Pete however causes her to feel pale by comparison. As he displays his confident assurance of his superiority to all who came into contact with him, Maggie begins to feel insecure in her relationship with him. She often finds herself at a loss for words, intimidated by the glamorous world in which, she believes, he operates. Her naiveté and clouded vision of reality causes her to be too dependent on Pete, which eventually leads to her destruction. After she meets Pete, Maggie is also pulled away from her family and stops living with them. She would very rarely come home. Maggie's mother is also affected by Maggie's changes such as these.

“ at this instant Pete came forward. “Oh, what d’hell, Mag, see? Whispered he softly in her ear. Dis all blows over. See? D’ol’ woman ‘ill be all right in d’ morning. Come ahn out wid me! We’ll have a outa- sight time (Crane. 1996:224).

“ As to the present, she perceived only vague reason to be miserable. Her life was Pete’s and she considered him worthy of the charge. She would be disturbed by no particular apprehensions so long as Pete adored her as he now said he did. She did not feel like a bad woman. to her knowledge she had never seen any better. At times men at othr tables regarded the girl furtively. Pete,

aware of it. nodded at her and grinned. He felt proud. “Mag, yer a bloomin’ good looker”, he remarked, studying her face through the haze. The men made Maggie fear, but she blushed at Pete’s words as it became apparent to her that she was the apple of his eye (Crane. 1996:231).

“ Three weeks had passed since the girl had left home. The air of spaniel – like dependence had been magnified and showed its direct effect in the peculiar offhandedness and ease of Pete’s ways toward her. She followed Pete’s eyes with hers, anticipating with smiles gracious looks from him (Crane. 1996:243)

Then, Maggie has wild idea to get of living, wealthy life style makes her disobedient, thankless, and badness.

“ Yer poor, misguided chil’ is gone now, Mary, an’ let us hope it’s fer deh bes’. Yeh’ll fergive her now, Mary, won’t yehs, dear, all her disobed’ence? All her t’ankless behavior to her mudder an’ all her badness? She’s gone where her ter’ble sins will be judged (Crane. 1996:265).

Maggie looks up to his higher social status. Maggie is incredibly happy when Pete finally asks her out. However, at the end of the date, when he asks for a kiss, she refuses. This refusal shows Maggie's naive nature and how, at this point she is still maintaining her innocence. From here on, however, it is all downhill for Maggie and her innocence. Her change in attitude and demeanor, caused by Pete, affects many people.

“ Say, Mag, said Pete, “give us a kiss for takin’ yeh t’ d’ show, will yer?” Maggie laughed, as if startled, and drew away from him.” Naw Pete, she said, “ dat wasn’t it. “ Ah, why wasn’t it? urged Pete. The girl retreated nervously (Crane. 1996:215).

Maggie did not feel like a bad woman, although actually she dependence on Pete. Pete is proud of the effect he has on Maggie, who fears any sign of anger or displeasure from him. She has changed markedly, her sense of self now lost in her complete dependence on Pete, whose confidence has grown as Maggie’s has diminished.

As to the present, she perceived only vague reason to be miserable. Her life was Pete’s and she considered him

worthy of the charge. She would be disturbed by no particular apprehensions so long as Pete adored her as he now said he did. She did not feel like a bad woman. To her knowledge she had never seen any better. At times men at other tables regarded the girl furtively. Pete, aware of it, nodded at her and grinned. He felt proud. "Mag, yer a bloomin' good looker, ' he remarked , studying her face through the haze. The men made Maggie fear, but she blushed at Pete's words as it became apparent to her that she was the apple of his eye. (Crane. 1996:23)

Maggie feels suffering and struggle when she leaves her home. She thinks that Pete is really care and responsible to her. But it is not finding in Pete self. Pete always shows no mercy, telling her to leave before she gets him in troubled.

"The girl's eyes stared into his face. " Pete, don' yeh remem-'. "Oh, go ahn! Interrupted Pete, anticipating. The girl seemed to have a struggled with her self. She was apparently bewildered and could not find speech. Finally she ask in a low voice, " But where kin I go. The question exasperated Pete beyond the powers of endurance. It was a direct attempt to give him some responsibility in a matter that did not concern him. In his indignation, he volunteered information. "Oh, go to hell!!" cried he. He slammed the door furiously and returned, with an air of relief, to his respectability. (Crane. 1996:23)

Maggie feels worthless and unneeded. She is also bothered by her poverty. She longs for a life of wealth, which Pete offers. Maggie believes she changes for the better, she is living the life she has always wanted to live.

According to James Coleman and Donald Cressey (1984:10) said that " A social class is a category of people with similar shares of the things that are valued in a society. They have common life chances – the same chances to get a good education, to get a good health care, to obtain material possessions, to gain a position in life, to find inner satisfaction, and so on. (Crane. 1996:25)

Seduced and abandoned by Pete, Maggie becomes a neighborhood scandal when she turns to prostitution.

This clearly means that Maggie cannot get intimate with Pete. After all she sacrifices, what she got is only isolation in her. Erikson's theory may explain more.

In Erikson's theory, isolation conversely means being and feeling excluded from the usual life experiences of dating and mating and mutually loving relationships. This logically is characterized by feelings of loneliness, alienation, social withdrawal or non participation.

In this stage Erikson describes relationship as the discovery of own self in other person although in other hand loose it too. When a young make a good friendship and relationship, intimacy will be reached, but if not, isolation and distance will happen, and when individual do not find easy to create a good relationship, the world can begin shrink, in defense and individual can feel superior to others. During this period of time, the major conflict centers on forming intimate, loving relationships with other people. (Erikson. 1968:231)

The statement means while psychosocial theory is often presented as a series of neatly defined, sequential steps, it is important to remember that each stage contributes to the next. For example, Erikson believed that having a fully formed sense of self (established during the identity versus confusing stage) is essential to being able to form intimate relationships. Studies have demonstrated that those with a poor sense of self tend to have less committed relationships and are more likely to suffer emotional isolation, loneliness, and depression.

Erikson believed it was vital that people develop close, committed relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.

This usually occurs during the ages of 18-30, an individual tries to have some degree of intimacy rather than being isolate intimacy means to be able to be close to others. you can be intimate as a lover, friend, or people in your society the opposite of being intimate is to isolate yourself from love, friendships, and your community one develops hatred to achieve

isolation this mostly effects the partners and friends. These are what actually happened in the story of Maggie.

3.1.3 Maggie's Crises in Generativist versus Stagnation

From all stories and explanations above, Maggie also got unfortunate fate at the end of her life. She cannot get along with her mate Pete, her family, and the society. These all lead her into prostitution and neighbor scandals. In psychosocial crises theory, this stage is indicated by generativist versus stagnation. And again, Maggie cannot get herself family or generation. This is mean stagnation.

Maggie comes to see him at the bar, and Pete angrily sends her away. In response to her question "where kin I go?", he snarls "Oh, go teh hell." Walking away aimlessly, Maggie comes upon a man whose "face was a picture of benevolence," but even he, the personification of the "Grace of God," shudders and turns away from her. (Crane. 1996:62-63)

After Maggie's family denied her and Pete left her struggle within a dangerous environment she work as a prostitute to feed herself. This result is expected because she is a poor girl abandoned by her boy friend and her family. Most of business man exploited her in order to satisfy their needs, obviously, they also disregarded her. In chapter seventeen, man from the upper class is assaulting Maggie after his exploitation to her.

A stout gentleman, with pompous and philanthropic whiskers, went stolidly by, the broad of his back sneering at the girl. A belated man in business clothes and in haste to catch a car, bounced against her shoulder. "Hi, there, Mary, I beg your pardon! Brace up, old girl." He grasped her arm to steady her, and then was away running down the middle of the street. (Crane. 1996:85).

Several months later, on a wet evening, "a girl of the painted cohorts of the city"--a prostitute, and possibly Maggie--is walking the streets of New York. She passes scorned, unnoticed, or leered at, through the busy streets, and eventually finds herself in the blackness near the river. There, a disgusting fat man detaches himself from the shadows and follows the girl; the sounds of the city fade away into silence, and her fate is anyone's guess

(Crane. 1996:65)

The final event in the conventional story of the prostitute's descent is her actual act of beginning and continuing to sell her body. Crapsey's subject illustrates this aspect by saying "Of course I had to starve or [become a prostitute]. I hadn't nerve enough to kill myself, so I went to the house where you found me to-night" (Crapsey:282).

From quotes above, it shows that Maggie is becoming a prostitutes and neighbor scandal. She cannot do anything more for her life except start to sell her body to feed herself.

Crapsey, however, asserts that most prostitutes "have forgotten that they were ever undefiled and lost all desire to be other than they are" (Crapsey:279)

R.W. Black, in his 1891 essay, "Vice and Immorality," takes this sentiment even farther. He asserts that sins such as prostitution "exist intimately in, or as an inseparable affection or potentially of, the person as a whole..." (Black:460).

In the end, Maggie died and his body is found nearby the river. Maggie's opportunities for salvation are punctuated by repeated short sentences, indicating that she "went" or "went away." Each time she is rejected, first by her mother, then by both Mary and Jimmie Johnson, then by Pete, Crane writes a line such as, "Maggie went away" (Crane 47). This short sentence is repeated to emphasize the moments in which these separate incidents contribute toward her fate.

The chapter in which Maggie is described as alive progressively transforms as she grows closer to her death. Chapter 17 begins by describing the bustling business in the town, filled with various men who reject Maggie for a number of reasons. Then, "the girl went into gloomy districts near the river, where the tall black factories shut in the street and only occasional broad beams of light fell across the pavements from saloons" (Crane 49). The setting grows darker, foreshadowing the darkness in Maggie's immediate future.

As Maggie nears her last client, she must go "further on in the darkness" (Crane 49). The buildings in the area are also personified to evoke gloom and danger. "The shutters of the tall buildings were closed like grim lips. The structures seemed to have eyes that looked over

her, beyond her, at other things” (Crane 49). When she meets her last client, Crane provides one final, morbid clue about her fate: “At their feet the river appeared a deathly black hue” (Crane 50).

In the final chapter, Crane serves as the last act in a play, with Maggie’s death announced and the anti-hero (Mary Johnson) in hysterics. She is supported by her “gallery” of neighbors, particularly Miss Smith. “The neighbors began to gather in the hall, staring in at the weeping woman as if watching the contortions of a dying dog” (Crane 53). Mary Johnson, who has been extremely melodramatic throughout the entire story, tops her performance in this scene. “Two or three of the spectators were sniffing, and one was loudly weeping. The mourner arose and staggered into the other room” (Crane 54). It is likely that this performance of concern and forgiveness is no more than a show due in part to the presence of the neighbors and in part to the immediacy of the emotions. We are left with the feeling that in a short time, the neighborhood and the family will go back to their old. Erikson’s theory will explain more briefly about stagnation in the middle adulthood of Maggie.

Generativist derives from the word generation, as in parents and children, and specifically the unconditional giving that characterizes positive parental love and care for their offspring. Erikson acknowledged that this stage also extends to other productive activities, work and creativity for example but given his focus on childhood development, and the influence of Freudian theory, Erikson’s analysis of this stage was strongly oriented towards parenting. Generativist potentially extends beyond one’s own children, and also to all future generations, which gives the model ultimately a very modern globally responsible perspective. (Santrock. 1995:65)

The statement means that positive outcomes from this crisis stage depend on contributing positively and unconditionally. We might also see this as an end of self-interest. Having children is not a prerequisite for Generativist, just as being a parent is no guarantee

that Generativist will be achieved. Caring for children is the common Generativist scenario, but success at this stage actually depends on giving and caring.

Stagnation is an extension of intimacy which turns inward in the form of self-interest and self-absorption. It's the disposition that represents feelings of selfishness, self-indulgence, greed, lack of interest in young people and future generations, and the wider world.

In this case the significant task is to perpetuate culture and transmit values of the culture through the family and working to establish a stable environment. Strength comes through care of others and production of something that contributes to the betterment society if we failed to passes is we will feel the mid life crisis, and struggle with finding new meaning and purpose and become self absorbed and stagnate.

In this stage if we have a strong sense of creativity, success, and of having "made a mark" we develop generativist, and are concerned with the next generation; the virtue is called care, and represents connection to generations to come, and a love given without expectations of a specific return. Adults that do not feel this develop a sense of stagnation, are self-absorbed, feel little connection to others, and generally offer little to society; too much stagnation can lead to reject and a failure to feel any sense of meaning (the unresolved mid-life crises), and too much generativist leads to overextension (someone who has no time for themselves because they are so busy)

3.2 External Factor of Maggie's Psychosocial Crises

In this chapter will discuss about the external factors that influence Maggie in the novella

Maggie: a girl of the street written by Stephen Crane's. In this analysis there are some external factors in Maggie psychosocial crises there are: family, culture, child abuse and alcoholism. It will be more explanation below:

3.2.1 Family

Family disorganization is a consequence of incomplete tests for successful marriage and of the absence of information by which permanent marriage can be insured. It is no proof that marriage is a failure. During the early stages of family development, primitive people regarded the family primarily as an economic group, and developed economic tests to insure its permanency. The man had to be the supporter and developer; the wife had to be capable of child bearing and of the hard work required by primitive living conditions. These requirements for family life became factors in sexual selection. If personal or emotional factors existed, they were not recognized as essential to successful matrimony.

Therefore, in its origins, marriage grew out of the family needs to extend common interests in food getting and child rearing. This materialistic basis gave stability to the family that has now disappeared with the separation of the domestic and economic institutions. Although marriage does not furnish additional tests of family stability, it makes a negative contribution in demonstrating that there is no historical reason why the modern family should attempt to adapt itself to any one theory of marriage.

This variability is precisely the trend that many students of family relations consider to be a most wholesome sign in current marriage adjustments. People now look upon marriage "for better but not for worse." Those who seek divorce do so not because they are dissatisfied with marriage in general but because they are dissatisfied with a particular marriage. Increasing marriage rates, despite increasing divorce, are cited as a proof of this tendency.

In addition to the fact that there are no workable tests or available data by which the person may exercise absolute precaution against the hazards of matrimony, Keller (1930: 157) points out that no partnership is exposed to more possible causes of misunderstanding and incompatibility than the average married couple. If for no other reason, divorce will always be a necessary remedy for mistakes on this score, especially because the possibilities of an adjustment increase with the increasing complexity of our culture.

Family disorganization is a family disintegration as a unit. It causes the members of the family do not do their responsibility. Father doesn't do what he should do as the head of the family and mother doesn't do what she should do as a good mother. And children don't do what they should do as a child. They don't do their own role for different reasons.

Actually, in our daily life, father as a head of family doesn't go to work because he is sick, lazy or he has been passed away. Thus, to continue the life of the family, his wife becomes the head of the family. Then her children help their mother to do something at home. The cases of such family disorganization are found in the Stephen Crane's *Maggie: A Girl of the Streets*. The following quotations will make it clear.

“When he had a dollar in his pocket, his satisfaction with existence was the greatest thing in the world. So, eventually, he felt obliged to work. His father died, and his mother’s years were divided up into periods of thirty days.” (Crane. 1996:17)

Maggie's father does not go to work. He cannot do anything for getting some money. He doesn't do what he should do as the head of the family. It is because he cannot find a job that suitable with his quality. He is uneducated person. So, he doesn't have a good skills and experiences. That is why she doesn't give money to his family. If he has a little money, he just spent it to buy alcohol. Instead, Maggie's mother is probably the worse person in the story. As a mother, she doesn't go to work to get some money. After her husband died, she should have the most responsibility to children. She must try anything to get some money for

buy foods, cloth even shelter. The fact, she doesn't do anything, moreover she just stay at home and drink alcohol.

3.2.2 Culture

The story centers on Maggie Johnson, a young woman who struggles to survive the brutal environment of the Bowery, a New York City slum at the nineteenth century. Her father and mother are both alcoholics, and her parents are jobless. She and her two brothers, Jimmie and Tommie suffer a violent and abusive childhood. To be clearly we see the following quotation.

“The girl, Maggie, blossomed in a mud puddle. She grew to be a most rare and wonderful production of a tenement district, a pretty girl. None of the dirt of Rum Alley seemed to be in her veins. The philosophers, upstairs, downstairs, and on the same floor, puzzled over it. When a child, plying and fighting with gamins in the streets, dirt disgusted her. Attired in tatters and grime, she went unseen.” (Crane. 1996:21)

From quotation above, Maggie's family life is very poor because her parents are jobless. Her parents are lack of money to purchase adequate food, shelter and clothing. Her parents cannot get a good job because her parents also uneducated. Her parents do not have experience in working and some skills to work in factory because as we know that this story occur at the end of nineteenth century where in New York city become the era of industrialization. This era affects the life of the society at the time. Because her parents lack of money, her parents cannot support their children to go to school. That is why the attitude their children do not so goods. The parents can not to be idol to their children because their parents also do not go to school. Their family is uneducated person. It makes their family become broken home family. Their parents cannot give the good attitude. It is support the children always fight with the gang in the streets. Their parents fail to be a good parent for the children. To make it clear, read the following quotation to support analysis.

“Jimmie stood until the noises ceased and the other

inhabitants of the tenement had all yawned and shut their doors. Then he crawled upstairs with the caution of an invader of a panther's den. Sounds of labored breathing came through the broken door panels. He pushed the door open and entered, quaking. A glow from the fire threw red hues over the bare floor, the cracked and soiled plastering, and the overturned and broken furniture. In the middle of the floor lay his mother asleep. In one corner of the room his father's limp body hung across the seat of a chair." (Crane. 1996:13)

The quotations above tell that Maggie's family is very poor. Her house has broken, with broken door panels, the cracked and soiled plastering, and the overturned even broken furniture. It can also find poverty problem in this story. To be clearly, see the following quotation.

"Maggie broke a plate. The mother started to her feet as if propelled. "Good Gawd!" she howled. Her glittering eyes fastened on her child with sudden hatred. The fervent red of her face turned almost to purple. The little boy runs to the halls, shrieking like a monk in an earthquake. He floundered about in darkness until he found the stairs. He stumbled, panic-stricken, to the next floor." (Crane. 1996:10)

In that situation show that a plate is very important for her mother because her mother knows she doesn't have money to buy the new one. A plate is more precious to her than her daughter. Maggie's mother is very dangerous and brutal. She is like a monster. If her children do some trouble, suddenly, she will angry with them. Not only Maggie's mother is like a monster but also her father. Both of them have the high temper and they always fight to each other.

Maggie's parents are jobless. They cannot do their responsibility to the children. It makes they are very sad and become depressed. Her father and mother become alcoholics. They drink to heal their pain so that they don't have to face their reality life. But that is the wrong way and not the good solution for them.

They think that by drinking alcohol they can run away from all the problems.

Drinking kinds of alcohol make their life more difficult and find the new problems. All day they just drink alcohol. They don't care to their children anymore. They make themselves happy by drinking alcohol and then obey their children. The habitual of Maggie's parents give the bad influence to the children. To be naughty children and spent much time in the streets not at home. In the streets they can do anything and make them happy. Home for them is nothing. Not like heaven for them but the hell. It can be seen from the quotation below.

"But suddenly he roared an oath and advanced upon the rolling fighter. "Here, you Jim, git up now, while I belt yer life out, yeh disorderly brat." He began to kick into the chaotic mass on the ground. He swore luridly, for he felt that it was degradation for one who aimed to be some vague kind of soldier, or a man of blood with a sort of sublime licence, to be taken home by a father." (Crane. 1996:4)
"You've been drinkin', Mary," he said. "You'd better let up on the bot', ol' woman, or you'll git done." You're a liar. I ain't had a drop," she roared in reply. They had a lurid altercation." (Crane. 1996:8)

It show that how disorder Maggie's family life. Father and mother always fight to each other and then they also fight to their children. How unfortunate this family. Some years later, Tommie, the young boy and father have died. After their father dies, Jimmie becomes the head of the household. He takes a job as a truck driver, which give him a measure of pride and gains a reputation as a troublemaker with the police. Maggie is also work at a shop where she makes collars and cuffs along with several other young women. While Maggie's mother doesn't do anything to make her family survive. She only drinks and she has become famous in the neighborhood, especially at the police station and the courts. The following quotation will make it clear.

"Jimmie grew large enough to take the vague position of head of the family. As incumbent of that office, he stumbled upstairs late at night, as his father had done before him. He reeled about the room, swearing at his relations, or went went to sleep on the floor."

"The mother had gradually risen to such a degree of

fame that she could bandy words with her acquaintances among the police justices. Court officials called her by her first name. When she appeared, they pursued a course which had been theirs for months. They invariably grinned, and cried out, "Hello Mary, you here again"? (Crane. 1996:22)

Maggie grew up into a beautiful girl. One day, her brother brings home his friend Pete, who shows her some attention. She falls in love with him. Maggie tells herself, Pete will help her escape her harsh life. Maggie wants to change her style life to be better than before. She has much money, foods, cloths and good shelter. Maggie's relationship with Pete compounds her suffering, however, when her family and her neighbors condemn her. But Maggie doesn't care. Maggie just wants to escape her poor life to be better and she believes with Pete her life will be better soon. She will get everything in her life. Unfortunately, once times she knows that Pete is a bad boy. Pete rejects her after he knew Maggie pregnant. She tries to return home, but is turned away. She doesn't know what she will do. At last, she feel homeless and penniless then she turns to prostitution to make a living.

Poverty problem in Stephen Crane's *Maggie: A Girl of the Streets* are caused by, first Maggie's parents are jobless. They don't have skills to do something because they are uneducated and then they are very lazy person. Thus, one thing that they can do is only drinks alcohol, angry and fight. The last, Maggie's parents are alcoholic. It makes them lazy to do something for help their family. Consequently, they lost the responsible to the prosperity their family. This alcoholic is the most terrible factor, which causes poverty in this novella.

3.2.3 Child Abuse

For a long time the social science literature on the family was filled exclusively with discussions of the functions of the family in society, with little or no attention paid to violence in the family. Those who did mention it considered only the dramatic extremes, such as homicide. Recent research is finding that physical violence and abuse between family

members is statistically frequent and that it receives fairly widespread cultural approval (Galles and Straus, 1979).

Child abuse is defined differently by different people, but most would agree that broken bones, concussions, lost teeth, burns, and serious neglect constitute child abuse. Physical punishment may result in child abuse quite unintentionally when adults do not realize their own strength and hit children too hard or throw them down. Probably most adults do not set out deliberately to abuse a child. They may get so angry they lose control, they may be drunk and not and not fully aware of what they are going, or they may unintentionally hit a child harder than they meant to. Because physical punishment of children receives some normative support in our society, this support may contribute to the likelihood of child abuse. Abuse Children are more likely to come from broken homes, and less than half of the abused children were living with their natural father (Gil, 1970:27).

Children from large families are also more likely to be abused. Gil found that the usual indicators of social class- income, occupational prestige, and education are all negatively related to child abuse. In other words, the lower the parents' social and economic status, the more likely they were to hurt their children. The Children were more likely to be abused by their mothers than by their fathers, in part because fathers were not present many homes. Gil argues that child abuse occurs frequently in American society because physical punishment of children is condoned and even encouraged.

There are many explanations of child abuse. Psychologists tend to picture child abusers as people who are mentally ill or at least have severe emotional problems. The typical child abuser is described as impulsive, immature, and depressed, with little control over his or her emotions. Social workers are inclined to see environmental stress as the most important cause of child abuse. An unwanted pregnancy, desertion by the husband or by unemployment and poverty put special pressures on a parent that may result in child abuse.

Child abuse is the physical, psychological or sexual maltreatment of children. Most child abuse happens in a child's home, with a smaller amount occurring in the organizations, school or communities they interact with. Children with a history of neglect or physical abuse are at risk of developing psychiatric problems or a disorganized attachment style.

Disorganized attachment is associated with a number of developmental problems, including dissociate symptoms as well anxiety, depressive, and acting-out symptoms. The following quotations will explain us about child abuse problem in Stephen Crane's *Maggie: A Girl of the Streets*.

"But suddenly he roared an oath and advanced upon the rolling fighter. "Here, you Jim, git up now, while I belt yer life out, yeh disorderly brat." He began to kick into the chaotic mass on the ground. (Crane. 1996: 5) The father hear, and turned about. "Stop that, Jim, d'yeh hear? Leave yer sister alone on the street. It's like I can never beat any sense into yer wooden head." (Crane. 1996:7)

Maggie's parents are very bad parents. They never gives their children a sense of being loved through emotional support, encouragement or attachment, caressing, hugging, touching, etc. They just think themselves. All day, they drinks alcohol and never spent bonding times and share wonderful moments with their children. It gives the bad effect to Jimmie and Maggie's attitude.

When Jimmie's father know that Jimmie fight with the gang of children from nearby Devil's Row. He arrives and breaks up the fight by kicking his son and his combatant. His father is very angry to Jimmie. His father has the high tension it may because he always drinks alcohol and he has many problems. His father gives punishment to Jimmie by kicking, hitting and saying some the bad words. As a good father, he can give punishment to his children in order to children don't fight or do some mistakes in their life. For instance, children cannot play with their friends in outside for three days or parents don't give money. That is punishment is not gives the bad effect to children. Kicking, hitting and saying the bad

words are very bad punishment. That is action can influence their developing psychiatric and physical health problems. Moreover if parents curse too much to children, it will make children get the high depression and then it influence the way of thinking. Children will always remember what their parents do to them and will do to the others. And children hate their parents and then they will imitate the bad parents' attitude. To make it clear see the following quotation.

“The father wrenched the pail from the urchin. He grasped it in both hands and lifted it to his mouth. He glued his lips to the under edge and tilted his head. There was a tremendous gulping movement and the beer was gone. The man caught his breath and laughed. He hit his son on the head with the empty pail.”
(Crane. 1996:12)

From the quotation above, we can see that Maggie's father is a bad father. He fails to be a good father to children but he want his children will be a good children. That is impossible, if he is still brutal father and said the bad words. I cannot imagine how come parents talk the way they talk to their children in this novella. It shows that the characters are very rude, inconsiderate of each other, and I don't think they value themselves much.

“Hah!” she snorted, sitting up suddenly. “Where yeh been? Why don’yeh come home earlier? Been loafin’ round the streets. Yer getting’ t’ be a reg’lar devil.”
(Crane. 1996:28)

Maggie's mother is very bad mother. She know that her daughter work hard all day in the shop but when Maggie is late come home, she is very angry to her and then said the bad words. She cursed her daughter to be devil. She gives the bad name for her daughter. Her mother's word is look like a symbol or prediction for tragic Maggie's life in the future. Child abuse problem in this novella, to be clearer see the following quotation.

“The mother in the corner upreared her head and shook her tangled locks. “Aw, yer bote no good, needer of yehs,” she said, glowering at her daughter in the gloom. Her eyes seemed to burn balefully. “Yeh’ve gone t’ d’ devil, Mg Jhonson, yehs knows yehs have

gone t' d' devil. Yer a disgrace ' yer people. An' now, git out an' go ahn wid dat doefaced jude of yours. Go wid him, curse yeh, an' a good riddance. Go, an' see how yeh likes it."

*"Git th' devil outa here."
Maggie went." (Crane. 1996:42-43)*

Maggie's mother always abuses her children. Maggie's mother's depression makes her difficult to control her emotion to children. She always ignore and rude to her children moreover to her daughter. It make Maggie doesn't know what should she do in her life. She wants to be a good person and escape their poor family but that is impossible to be reality, because her mother that's must most close to her daughter, cannot to be an idol to her life. And also everyone in her district is about the same. So, it is hard to become a different type of person.

Maggie doesn't have an idol. No one care and love to Maggie in the family. So, when she meets Pete, a friend of her brother, Maggie falls in love with him. She tells her self, will help her escape her harsh life. And then she decided to live together with him, but Pete soon tires of her. She tries to return home, but is turned away. Maggie's mother is very angry with her. She curse and reject her daughter. She doesn't want have daughter like Maggie. Both her mother and her brother condemn her as a fallen woman, despite the immoral behavior of both of them. She comes to Pete once more time, but Pete is still rejects her. Finally, she feels homeless and penniless. No one care and love her and then she turns to prostitution to make a living.

The case of child abuse problem in Stephen Crane's *Maggie: A Girl of the Streets* is Maggie's parents are alcoholics. They drink alcohol to heal the pain of their life and forget the problems. Drinking alcohol make Maggie's parents have the high tension. They are very easy to angry if their children do some mistakes. They will kick, hit and said the bad words, and the very bad effect, they like fight to each other until they use the violence in the family.

3.2.4 Alcoholism

Alcohol, like most drugs, is rather harmless when used in moderation but is one of the most dangerous drugs when used to excess. Alcohol depresses the activity of the central nervous system and thereby interferes with coordination, reaction time, large doses of alcohol may produce disorientation, loss of consciousness, and even death. As already noted, the psychological reaction to alcohol varies from person to person, from group to group, and from to culture.

However, the effects of alcohol clearly increase as the level of alcohol in the blood increases. The effects of alcohol first become apparent when the concert of alcohol in the blood reaches 0, 1 percent, and extreme intoxication occurs at 0,2 percent. A user with over 0, 4 percent blood alcohol is likely to pass out, and concert over 0, 7 percent are usually fatal. In addition to its direct physical effects, alcohol contributes to other social problems. In a recent Gallup poll, about 20 percent of the adults questioned complained about the effects alcohol use had on their family life. But those problems seem small compared to the 28,000 deaths in the United States attributed to drunken drivers and their families have now begun to band together and have pushed through tougher laws in several states. Alcohol is believed to be involved in one-third of all suicides, one-half of all murders, and two-third of all sexual assaults. Of course, this does not mean that all of those crimes would have been prevented if the offenders had not been drinking, but some of them certainly would not have occurred. While alcoholism has been drawing increasing national attention in the United States and Canada, the term is applied very loosely and is often little more than a derogatory label. More precisely, an alcoholic is a person, whose drinking problem disrupts his or her life, interfering with the ability to hold a job, accomplish household task, or participate in family and social affairs.

There are many people drink alcohol and many of them get problem with it. The problem drunkard and the alcoholic are terms applied to problems in which we call alcoholism. These problems have been there since long time ago.

Stephen Crane's *Maggie: A Girl of the Streets*, basically reveals poverty and unemployment, it is also reveals alcoholism. The following quotations will make alcoholism problem clearer.

"The mother sat blinking at them. She delivered reproaches, swallowed potatoes and drank from a yellow brown bottle. After a time her mood changed, and she wept as she carried little Tommie into another room and laid him to sleep, with his fists doubled, in an old quilt of faded red-and-green grandeur. Then she came and moaned by the stove. She rocked to and fro upon a chair, shedding tears and crooning miserably to the two children about their "poor mother", and "yer father, damn 'is soul." (Crane. 1996:9)

From the quotations above, show that Maggie's parents are alcoholics. They are jobless and lack of money but they still spent their money to buy alcohol. They think that by drinking alcohol they can forget their problem. They want to make them enjoy and happy temporarily. The fact, by drinking alcohol it makes their get some troubles again. They cannot find some ways to solve their problem moreover they get the new problem. By drinking alcohol make Maggie's parents don't give love and care to children. It makes the communication between father and mother and between parents and children is not so good. They don't know with who they want to talk to about their trouble in the life. It makes them misunderstanding to each other's and finally they always fight to each others. This alcoholism problem also happens to other people in that district. The following quotations will describe it.

"Eh, Jimmie, it's a shame," she said. "Go now, like a dear, an' buy me a can, an' if yer mudder raises'ell all night, yehs can sleep here." (Crane. 1996:11)

It is very clear that not only Maggie's parents who drink alcohol but also the old woman, the beggar which each day she take a position upon the stones of Fifth Avenue where she can get some money to buy some foods and then to buy alcohol. She will do anything to get money and buy alcohol. One day, the old woman ever grabbed the purse of young lady when she walks in front of the old woman and in the end she is arrested by policeman. Then Maggie's father is also ever takes the can of the old woman when she ask Jimmie buy alcohol to the bar. He doesn't care who have that can. He just wants to drink but may be at that time he doesn't have enough money to buy alcohol. And he will do anything in order to he get what she need for himself although he must fight with Jimmie, as it said in the following quotations.

"In front of the gruesome doorway he met a lurching figure. It was his father, swaying about on uncertain legs. "Give me deh can. See?" said the man. "Ah, come off! I got dis can fer dat ol'woman, an'it 'ud be dirt the swipe it. See?" cried Jimmie". (Crane. 1996:195)

This condition will make the economics of that district go worse. The drunkards only spent their money to buy alcohol not for their family. That is why they always lack of money and they children cannot go to school and at last, it will bring them to poverty problem. The author of this novella not only reveals alcoholism actions but also the results of them. The following quotations will make it clear.

"The man puffed his pipe calmly and put his great muddried boots on the back part of the stove. "Go t'hell," he said tranquilly. The woman screamed, and shook her fists before her husband's eyes. The rough yellow of her face and neck flared suddenly crimson. She began to howl".

"You've been drinkin', Mary," he said. "You'd better let up on the bot', ol' woman, or you'll git done." You're a liar. I ain't had a drop," she roared in reply. They had a lurid altercation." (Crane. 1996:8)

From the quotations above, Maggie's mother always fights with her husband for drinking alcohol. However, she is the one trashed from alcohol and makes their life more difficult. The broken relationship between father and mother is apparent with the fighting and hurling of insults. When both of them fight to each other, they always want to hit, kick and said the bad words. It makes the bad influence to children. Consequently, Children don't have an idol in their life. Father and mother is the bad person in their life. Their parents cannot give a good lesson. The most terrible effect caused by drinking alcohol is toward development of children. To make it clearer, see the following quotations.

"As it rolled clanging into the street, Jimmie began to scream, and kicked repeatedly at his father's shins. "Look at deh dirt what yeh done me," he yelled. "Deh ol'woamn'll be t'rowin fits." He retreated to the middle of the street, but the old man did not pursue. He staggered toward the door. "I'll paste yeh when I ketch yeh!" he shouted, and disappeared." (Crane. 1996:12)

Jimmie is very angry with his drunkard father who wants to take the can of the old woman when the old woman asks Jimmie to put it in the salon. He hates his father so much. He doesn't believe his father will do that with him. It makes him so bored to his parents and he want to leave his family. He doesn't care anymore all about their family problems. He wants to escape himself from the problems he hates so much.

Jimmie and Maggie grow up. They work to get some money. Because after their father died, their mother is only drinks alcohol all day. Alcohol makes her lazy to go to work and she lost her image as a good mother to the children. Jimmie became a truck driver and he is very naughty. He became so sharp that he believed in nothing. He is arrested by policeman for many times. Then Maggie's life is also very bad too. They became the victims of their parents' attitude. We can see another result of the alcoholism in the following quotations.

"The mother had gradually risen to such a degree of fame that she could bandy words with her acquaintances among the police justices. Court officials called her by her first name. When she appeared, they

*pursued a course which had been theirs for months.
They invariably grinned, and cried out, "Hello Mary,
you here again?" (Crane. 1996:22)*

This cause is very worse. It causes the bad influence to children because Maggie's mother always drinks alcohol and she became very familiar to policeman. The policeman in that place have know well Maggie's mother. It because in drinking alcohol, she often does some troubles that it can bring her in many courts. But she still is not changes her bad attitude to be good mother. She enjoys her life by drinking alcohol and tries to forget her responsibility to children. How poor mother her. She cannot to be a idol to the life her children. She doesn't give love, support and care to children. As we know that is very important to build their family life to be good although their family is very poor.



CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study related to the findings discussed in the previous chapter. It also presents some suggestions for some parts, which have relation to the study. Here, the researcher concludes his study on *Stephen Crane's Maggie: a Girl of the Street* through the sub-chapter that belongs to chapter analysis.

4.1 Conclusion

Maggie's psychosocial crises revealed in *Stephen Crane's Maggie: a Girl of the Street*. Maggie was faced three kinds of psychosocial crises, firstly: Identity versus Role-Confusing, Maggie apparently cannot find her role in her society as anyone else can do. As Erikson said Role confusing is the negative perspective, an absence of identity, meaning that the person cannot see clearly or at all that they are and how they can relate positively with their environment. This stage coincides with puberty or adolescence, and reawakening of the sexual urge whose dormancy typically characterizes the previous stage. Secondly, Intimacy versus Isolation, Maggie feels worthless and unneeded. She is also bothered by her poverty. She longs for a life of wealth, which Pete offers. But what was happened in her life was just in the other way around. She couldn't get intimate with Pete. She got isolated with the things herself doing. Thirdly, Generativist versus Stagnation, and again this stage was where Maggie faced stagnation on herself. She couldn't afford to give herself a progress in her life. Her job is the only job she could have because of her previous stage she encountered. She was just a prostitute with some sense of desperations.

In this novella there are external factors that influence Maggie's psychosocial crises. Those were in four kinds of external factors.

First is family, Maggie's family was just so disorganized. They cannot have the same perceptions to help and build for each other's achievements. Plus, her parents were always drunk, like they didn't have anything else to do. They feel worthless for themselves and it sounds like they don't have any more goals to achieve. Second is culture, Maggie Johnson, a young woman who struggles to survive the brutal environment of the Bowery, a New York City slum at the nineteenth century. Her father and mother are both alcoholics, and her parents are jobless. She and her two brothers, Jimmie and Tommie suffer a violent and abusive childhood. Maggie was not the only person blamed for her failure in her life. The culture itself at that time was just so rough though. No doubt she and her social life were just patterning a social distortion viewed from general norms and values these days. Third is child abuse. Child abuse here doesn't only mean physical violence, but also mentally violated like Maggie did encounter in her family. Her alcoholics parents were just the biggest cause of all this. No material and moral support from those. In fact that is the most important thing for all child to grow. And the last is alcoholism. Alcohol, like most drugs, is rather harmless when used in moderation but is one of the most dangerous drugs when used to excess. Alcohol depresses the activity of the central nervous system and thereby interferes with coordination, reaction time, large doses of alcohol may produce disorientation, loss of consciousness, and even death. As already noted, the psychological reaction to alcohol varies from person to person, from group to group, and from culture to culture. This was actually the main cause from all problems that most of society faced. It can only cause more and more problems. Like we had never thought before, if we realize, this cause every single disaster in Maggie's life.

These external factors were the entire influence one that successfully influences Maggie's psychosocial crises. So hopefully everybody think first before make up their minds. Sometimes a single thing we missed will cause difficulties in the next few generations of ours. Be wise!

4.2 Suggestion

The most valuable thing we can take from this was how difficult the life you have, don't make it worse. There were always good things we can do to save it. Some senses said you must give in, some senses said you must not give up. Think and organize wisely, for all people we love, we appreciate in our lives. Even though sometimes tears came out. That's the life. Somehow like Maggie.

The writer realizes that this research is not perfect because of the imperfect understanding of the writer. The writer expects this study can be helpful in widening the knowledge of literary studies. The writer suggests for the next writers who are interested in analyzing this novella can apply psychosocial approach or other branches of psychosocial such as psychological, sociological, feminism and etc.

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