NAVIGATING IDENTITY CRISIS IN ADOLESCENCE : A STUDY OF ERIK ERIKSON'S PSYCHOSOCIAL DEVELOPMENT IN LAURA WIESS'S *LEFTOVERS*

A FINAL PROJECT

Presented as Partial Fulfilment of the Requirement

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III

STATEMENT OF WORK'S ORIGANILITY

STATEMENT OF WORK'S ORIGANILITY

Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the work part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from the paper.

Semarang, August 14th 2025

Tania Yulia Noor Zalsabillah

IV
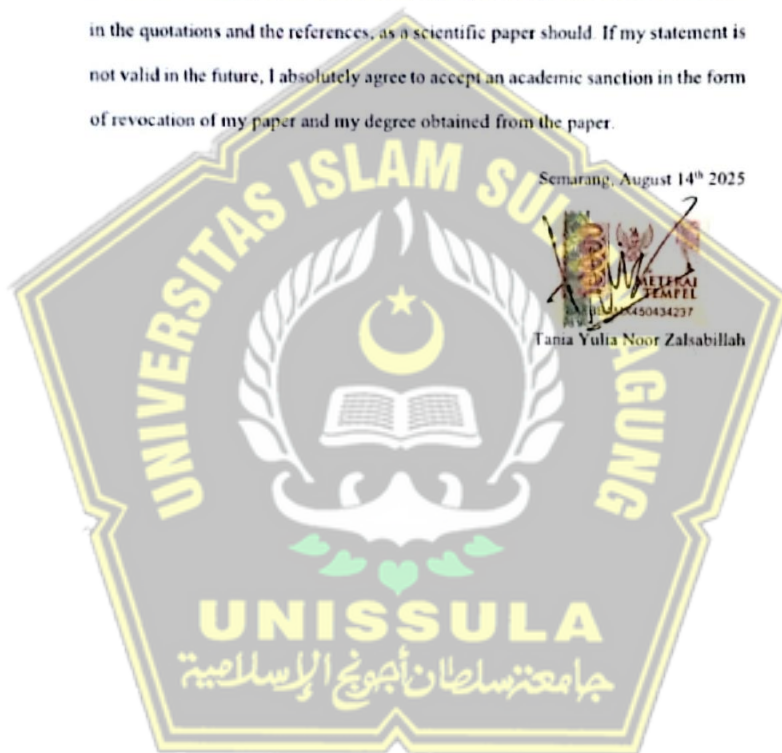
MOTTO

"It's not the big moves that change everything, it's the smallest ones in your everyday life that do" –Mel Robbins

DEDICATION

I dedicate this thesis to myself for successfully completing this final project, to my father and mother who have encouraged and supported me to complete my education, and also to young people and academics out there who want to learn and explore the material in this thesis.
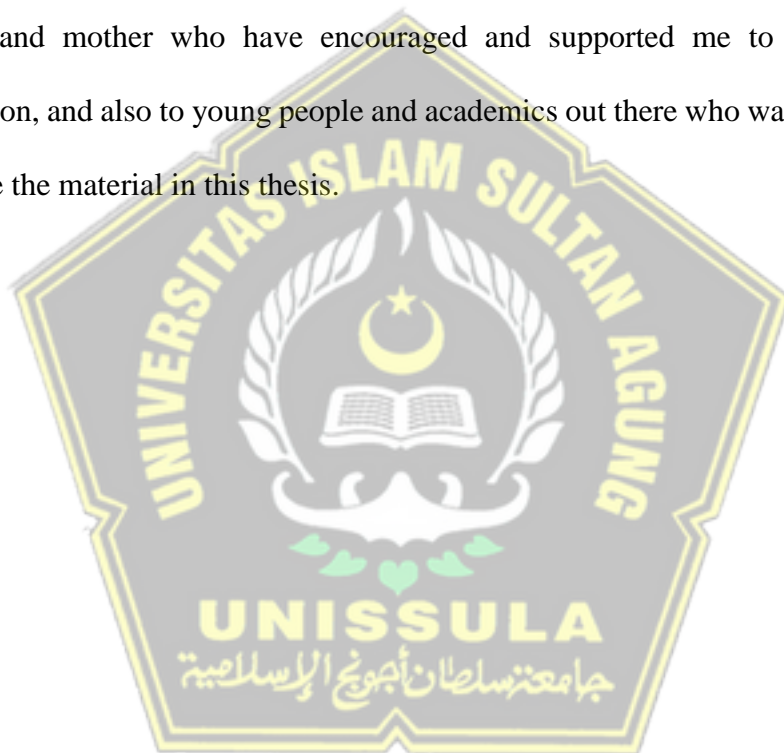
ABSTRACT

Zalsabillah, Tania, 30802100043. Navigating Identity Crisis In Adolescence : A Study Of Erik Erikson's Psychosocial Development In Laura Wiess's *Leftovers*. A final project of English Literature Program, Faculty of Languages, Literature and Culture. Sultan Agung Islamic University Semarang. Advisor: Nailil Muna, S.S, M.A.

Identity crisis is a situation when a person questions themselves and their existence in the world. In this study, the author will analyze the identity crisis that occurs in a teenager. As experienced by the teenage character, Ardith as one of the main characters in the novel *Leftovers*. This study aims to identify the identity status of the main character in the novel *Leftovers* and analyze the factors contributing to her experience of identity crisis, based on Erik Erikson's fifth stage of psychosocial development theory (Identity vs Role Confusion).

The method that used in this study is a qualitative descriptive method to analyze sources of information and data from literary works. The author used two data, primary data and secondary data. The author used the novel *Leftovers* as primary data, as well as secondary data from books, articles, journals, and internet sources related to identity crisis. The author used several steps to obtain data, including reading and rereading, recording, analyzing, identifying, classifying, and reducing data.

Based on the findings, there are several factors that contributing of Ardith's identity crisis, which are: Physical & Cognitive Changes, Family, Peer Group, and Traumatic Events. Then, based on the analysis of identity status, the main character is categorized into Identity Moratorium, which is characterized by active exploration of her identity without a clearly defined commitment.

Keywords: Identity vs Role Confusion, Adolescence, Identity Crisis, Identity Statuses

INTISARI

Zalsabillah, Tania, 30802100043. Menghadapi Krisis Identitas pada Masa Remaja: Studi tentang Perkembangan Psikososial Erik Erikson dalam Karya Laura Wiess, "Leftovers". Tugas Akhir Program Studi Sastra Inggris, Fakultas Bahasa, Sastra, dan Budaya, Universitas Islam Sultan Agung Semarang. Pembimbing: Nailil Muna, S.S, M.A.

Krisis identitas adalah situasi ketika seseorang meragukan diri sendiri dan keberadaan mereka di dunia. Dalam penelitian ini, penulis akan menganalisis krisis identitas yang dialami oleh seorang remaja. Seperti yang dialami oleh karakter remaja, Ardith, sebagai salah satu tokoh utama dalam novel "Leftovers". Penelitian ini bertujuan untuk mengidentifikasi status identitas tokoh utama dalam novel "Leftovers" dan menganalisis faktor-faktor yang berkontribusi terhadap pengalamannya dalam krisis identitas, berdasarkan teori perkembangan psikososial tahap kelima Erik Erikson (Identitas vs Kebingungan Peran).

Metode yang akan digunakan dalam penelitian ini adalah metode deskriptif kualitatif untuk menganalisis sumber informasi dan data dari karya sastra. Penulis menggunakan dua jenis data, yaitu data primer dan data sekunder. Penulis menggunakan novel "Leftovers" sebagai data primer, serta data sekunder dari buku, artikel, jurnal, dan sumber internet yang berkaitan dengan krisis identitas. Penulis menggunakan beberapa langkah untuk memperoleh data, termasuk membaca dan membaca ulang, mencatat, menganalisis, mengidentifikasi, mengklasifikasikan, dan meringkas data.

Berdasarkan penemuan, ada beberapa faktor yang berkontribusi terhadap krisis identitas Ardith, yaitu: Perubahan Fisik & Kognitif, Keluarga, Kelompok Teman Sebaya, dan Peristiwa Traumatis. Kemudian, berdasarkan analisis status identitas, karakter utama dikategorikan ke dalam Identity Moratorium, yang ditandai dengan eksplorasi aktif terhadap identitasnya tanpa komitmen yang jelas.

Kata kunci: Konflik Identitas vs Peran, Remaja, Krisis Identitas, Status Identitas

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VIII

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I realize, this final project is far from being perfect version of the work. Suggestion and criticism are still required for this final project. But I am hoping this study will be helpful to the readers.
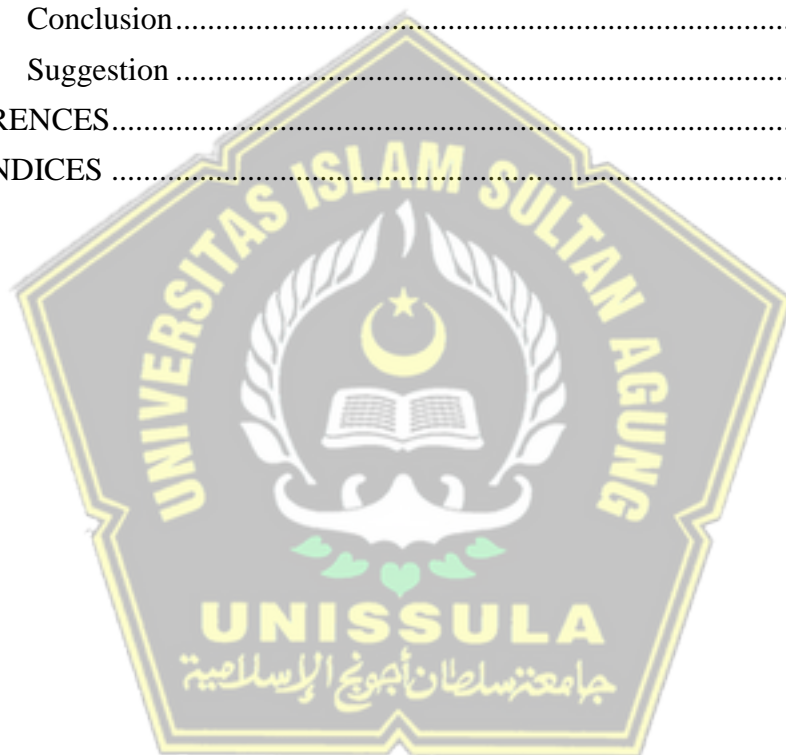
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Tania Yulia Noor Zalsabillah

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

A. Background of the Study

Every individual possesses unique characteristics shaped by both visible and invisible aspects, such as mindset, values, beliefs, and personality. These differences form one's identity, which is influenced by personal experiences, culture, religion, and background. To discover and define their identity, humans will experience a process of identity formation. According to Erikson, the process of identity formation exists in the core of the individual and one's culture shared by his community (22). Therefore, every individual develops a distinct identity due to the diverse backgrounds they come from.

Identity formation is a process that occurs throughout life and is never truly complete. Identity is also constantly evolving as the environment, experiences, and social relationships that individuals encounter throughout their lives change. Childhood and adolescence are the most critical stages that serve as key moments in the identity formation process because during this time they will experience physical growth, mental maturity, and social experiences. When a person is able to pass through adolescence and the process of identity formation well, then he can find his identity, but if he has not found his identity, it means he is experiencing an identity crisis (Erikson, 91-96).

Identity crisis is an event in human development that usually occurs when an individual begins to question his or her identity and role in life. Identity crisis

primarily happens in adolescence since it is the time of planning for adulthood (Erikson, 17). For some people, the transition stage from childhood to adulthood is a crucial stage because in this stage, they begin to be given responsibility for themselves. During the identity search process in adolescence, a person will be more open to trying different things to discover who they are. Therefore, some adolescents who experience an identity crisis often have social problems both with family and with the environment. To help explain how identity is formed, there are four identity statuses as different approaches to the process of identity formation in adolescence. A person's identity status is determined based on an assessment of the extent to which individuals have explored different roles, values, beliefs, and lifestyles, and whether they have made commitments to these choices (Koepke and Denissen, 71). The four identity states help to explain why each adolescent may experience the process of identity search in different ways and with different challenges.

Some adolescents may experience a lot of turmoil at around 16 to 20 years of age, but others may have a relatively organized transition from adolescence to adulthood (Rubins, 37). Family, peers in the neighborhood, and school as well as culture and traditions will influence a person's process when experiencing an identity crisis during their teenage years.

Identity crisis is a common theme in literary works, where characters often undergo inner conflicts and personal growth. Like real life, these characters develop through the events they experience, making literature a reflection of human life and its complexities. This is why literature can be one of the objects of psychological

study because literature talks about human behavior and the creation process also comes from the human mind. "The best way to comprehend characters' behavior is through their thoughts and psychology helps in portraying what a character is thinking in a particular situation" (Ayesha, 290). By analyzing literary works through a psychological perspective, we can understand the inner conflicts, identity development, mental state of the characters, and how these experiences shape the lives of the characters in literary works.

One of the most popular literary works in the current era is a novel. Novel is a literature in a long-narrative form in which the characters serve as the functions of the text (Rainsford, 49). The story in a novel usually begins with the emergence of a problem experienced by the character and ends with the resolution of the problem. One of the themes that often appear in novels is identity crisis. This theme refers to the experience of individuals who doubt or question who they are in a psychological, social, or cultural context. One of the novels that raises the theme of identity crisis in adolescents as the main theme is *Leftovers*.

Leftovers is a drama novel that depicts the dark side of the lives of two teenage girls which was published in 2008 and written by Laura Wiess. The novel narrates the journey of two teenage girls named Ardith and Blair, who feel trapped in an environment full of unrealistic, stressful, and traumatic expectations. Being in similar circumstances around them makes them determined to have control over their lives with greater consequences than they imagined. The novel explores how social pressure, identity status, and emotional wounds affect Ardith in their search for identity.

Identity crisis is becoming one of the interesting topics to discuss because identity crisis is a universal experience. The novel *Leftovers* was chosen as the object of this study because it provides a perspective on how adolescents who experience identity crisis can make decisions that can be self-defeating as a form of rebellion or escape from the circumstances around them. Thus, the topic of this study is ***Identity Crisis in Adolescence Period Experienced by The Main Characters in Laura Wiess' Leftovers*.**

In writing this proposal, the author need some reviews of related research conducted by other researchers to get a broader view in the analysis process. The first thesis provided by Chevira Prakasiwi entitled, "*The Identity Crisis Experienced By Rachel Kim In Jessica Jung's Novel Shine (Psychoanalysis Approach)*" (2023). This thesis analyzes the identity crisis experienced by Rachel Kim, the main character in Jessica Jung's novel Shine. This study aims to reveal the types, causes, and effects of the identity crisis experienced by the main character, using Roy F. Baumeister's and Erik Erikson's theories. The analysis shows that Rachel Kim experiences both Identity Deficit and Identity Conflict. Her crisis is caused by adolescence, parental values, and traumatic experiences. The effects include loss of self-confidence and alienation, but also a positive outcome—Rachel's ability to form a new identity through her struggles.

The second is thesis written by Miladia Nur Aini entitled, "*The Identity Crisis of Ali as Portrayed in Ali's Wedding (2017)*" (2021). This thesis examines the identity crisis of Ali, a Muslim immigrant in Australia in *Ali's Wedding* (2017). Ali struggles with cultural conflict, social pressure, and parental expectations.

Using theories by Erikson, Marcia, and Villarejo, the analysis shows that Ali experiences identity confusion through three stages: foreclosure, moratorium, and achievement.

All the research conducted by the author is intended to explore the analysis of psychosocial theory in the form of identity development. Therefore, the author will conduct research on what factors influence the identity crisis experienced by adolescents and how identity status is depicted in the *Leftovers* novel using Erik Erikson and James Marcia's theories.

B. Problem Formulation

Based on the study background above, the author formulates the problem formulation as follows:

1) Which type of identity status is portrayed by the main character, Ardith in the *Leftovers* novel?

2) What factors influence the identity crisis experienced by the main character, Ardith in the *Leftovers* novel?

C. Limitation of the Study

This study focuses on the adolescent identity crisis experiences of Ardith in the novel *Leftovers*. Furthermore, this study highlights the factors that influences adolescent identity crisis which is part of the fifth stage of Erik Erikson's psychosocial development theory and finds out what identity status she is in.

D. Objectives of the Study

Based on the problem formulations above, the author formulates the objectives as follows:

1) To find out what type of identity status portrayed by the main character in the *Leftovers* novel.

2) To identify and analyze the factors that influence the identity crisis experienced by the main character in *Leftovers* novel.

E. Significance of the Study

This research is created to provide several benefits, as follows:

1) This research gives insight and understanding for students of the English Literature Study Program at Sultan Agung Islamic University regarding identity crisis and its factors experienced by adolescents.

2) This study helps students of the English Literature Study Program of Sultan Agung Islamic University to understand the concept, characteristics, and factors of identity crisis experience.

F. Organizations of the Study

This proposal is written systematically into three chapters. Each chapter contains various things that will be discussed and interrelated between chapters. The first chapter contains an introduction which consists of the background of the study, problem formulation, limitations of the study, objectives of the study, significance of the study, and organization of the study. The second chapter contains a literature review related to the study, including a synopsis of the novel itself and

some theories used in the study. The third chapter contains research methods, including types of data, data collecting methods, and data analysis. Data organization uses data collection methods, including reading the novel, identifying data, classifying data, and reducing data. The fourth chapter contains finding and discussions based on the problem formulations. The last chapter contains conclusion and suggestion based on the analysis in chapter four.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Synopsis of *Leftovers*

Leftovers, is a novel by Laura Wiess which tells about the lives of two teenage girls named Blair and Ardith. Blair and Ardith are two best friends who come from families with different backgrounds. This novel is told through alternating narration between the two of them in expressing their experiences and feelings facing difficult times in their lives.

Ardith is a 15 years old teenager who was born not into a family, but into a chaos disguised as a home. Ardith never really felt like she had a home. Although she physically lives with her family, the house is more like a controlled free zone, where wild parties often take place without restriction. Her mother was too busy being a "*slash mom*" dressing up too flashy, being too friendly to her brother's male friends. Her father, an old man who likes to brag about past glories, uses the narrow hallway as a place to flirt with visiting young girls.

In the middle of the chaotic household, Ardith grew up with insecurities, shaped by bitter experiences and haunting fears. She locks her room inside and out, hides her desire to become a podiatrist, and tries to protect her body from attracting the attention of those who should protect her. But it was only enough to survive, not to live.

Ardith makes a friendship with Blair, a girl from a different background but also holds deep wounds. Their friendship is not so much an escape as a refuge, a safe space they build for themselves as the adult world disappoints them time and again. The chaos does not stop at home though, as the younger sister of the "*party kid*," Ardith is seen as an individual with the reputation of a broken home. In the eyes of the boys, Ardith's body is just an object to be teased and touched. While in the eyes of the other girls, she is "*the weird girl*" for being too introverted and too different. Even when she keeps her distance, wears loose clothing, and restricts herself, the stares and indecent comments keep coming her way. Instead of getting support from her social circle, Ardith gets left out and is never really recognized.

Ardith, who already felt the need to change her situation, slowly began to rebel against the wrong values in her family and the people who intimidate her at school. She is angry, but not out of hatred, but because she knew what was happening is wrong, and no one ever cared to fix it. From reporting a wild party held at her house to the police, to fighting back against the bullying she was getting at school, to reporting the crime her older brother committed against her friend. Although it does not offer a truly happy ending, *Leftovers* gives teenagers a small hope that even if they have been hurt and lost, they can still try to get back on their feet. The novel powerfully depicts how teenagers can feel left out in a world that only cares about image, and how they find a way to survive, even if it's not always the right way.

B. Erik Erikson's Psychosocial Development Theory

Erik Homburger Erikson was an American child psychoanalyst who was famous for his theory, namely the theory of psychosocial development in humans. He also coined the term identity crisis and made many of his writings about 'identity crisis' as his commitment to the field of psychology. Through his work on the first edition of *Childhood and Society* in 1950, Erikson first developed his life cycle theory of eight stages of psychosocial development. Erikson was initially influenced by Sigmund Freud's stages of psychosexual development.

Erikson, in *Childhood and Society* (1950) explains 8 stages of psychosocial development from infancy to late adulthood. At each stage, individuals face a conflict between two opposing personality-forming states. According to Erikson, individuals who successfully complete each stage will have a healthy personality and strong characteristics that can be used to complete the next stage. On the other hand, an individual's failure to complete a stage can reduce the individual's ability to complete the next stage so that the individual has an unhealthy personality and sense of self. Erikson's (1950) eight stages of psychosocial development are, as follows:

B.1 Stage 1 : Trust vs Mistrust

This stage begins at birth and continues until approximately 12 months of age. At this stage, babies learn to trust that the world is a safe place for them if their needs are met by a consistent and loving caregiver. If not, babies may develop a sense of distrust of others and the world around them (Erikson, 247).

B.2 Stage 2 : Autonomy vs Shame and Doubt

This stage occurs between the ages of 12 months to approximately 3 years. At this stage, children begin to develop a sense of autonomy and self-control as they learn to perform basic tasks such as walking and using the toilet. Adult support in a child's exploration and independence will result in a sense of autonomy or control over themselves, while excessive criticism or tight control can create feelings of shame and self-doubt in the children (Erikson, 251).

B.3 Stage 3 : Initiative vs Guilt

This stage occurs between the ages of 3 to 5 years old. Children at this stage begin to take initiative in play and other activities. They develop a sense of initiative and self-confidence to act, take risks, and initiate activities independently. If children are often scolded or punished for what they do, they might feel guilty for wanting to try things on their own (Erikson, 255)

B.4 Stage 4 : Industry vs Inferiority

This stage occurs between the ages of 6 - 12 years old. Children at this stage begin to focus on achievements and skills in school and other activities. They develop a sense of competence and confidence in their abilities when they succeed. Failure or lack of encouragement can lead to feelings of inferiority and inadequacy (Erikson, 258).

B.5 Stage 5 : Identity vs Role Confusion

The Identity vs. Role Confusion stage is the fifth of Erik Erikson's eight stages of psychosocial development, highlighting the importance of adolescence in shaping an individual's self-identity and life direction. At this stage, adolescents experience growth and development both physically and mentally. Adolescents also begin to face more real and serious responsibilities such as career and future.

Adolescence is a transition period between childhood and adulthood which involves various changes such as biological, cognitive, and socio-emotional changes which generally begin in the age range of 10 to 20 years (Santrock, 16). Biological changes include physical growth, hormonal changes and sexual maturity. Cognitively, adolescents begin to think more abstractly and logically, build self-identity, and begin to question social norms. Meanwhile, socially and emotionally, adolescents begin to search for their identity, become closer to their peers than their parents, and begin to be interested in romantic relationships. All of these changes affect how adolescents view themselves and their relationships with their surroundings.

According to Erikson (1950), in the midst of rapid changes in their lives, teenagers are trying to find their own identity and they often have to re-face problems that happened to them during childhood. Sometimes teenagers put the people around them—such as parents, teachers, or friends—as 'opponents' or 'enemies', even though these people actually mean well. They do this as part of

a way to test their own boundaries (262).

According to Erikson (1950), what is dangerous at this stage is role confusion in adolescents (262). Role confusion is a form of failure to form a stable identity, resulting in confusion about their role in society or community. To overcome this confusion, adolescents often identify themselves through social groups or associations with the same identity. Adolescents, in this case, may lose their personal identity because they absorb too much of other people's identities, in order to feel that they belong to a group. It is not uncommon for them to be intolerant by excluding people or groups who are different from them. They label themselves and their enemies with stereotypes to create a clear identity.

B.6 Stage 6 : Intimacy vs Isolation

This stage is experienced by young adults, namely aged 18 - 35 years. At this stage, individuals seek deep and intimate relationships with others. Success in this stage leads to warm and loving relationships, while failure can result in feelings of isolation and loneliness (Erikson, 263).

B.7 Stage 7 : Generativity vs Stagnation

At this stage, individuals in middle adulthood, namely ages 36 - 65 years old, seek to contribute to society and help guide the next generation through work, childcare, or community activities. Success in this stage results in a sense of productivity and satisfaction, whereas failure can lead to feelings of stagnation and lack of purpose (Erikson, 266).

B.8 Stage 8 : Ego Integrity vs Despair

In this stage, the late adults reflect on their lives and strive to achieve a sense of integrity and satisfaction about what they have achieved. Success produces a sense of wisdom and fulfillment, while failure can lead to regret and despair (Erikson, 268).

Erik Erikson's theory of psychosocial development explains that every individual goes through eight stages of development, each of them bringing certain psychosocial conflicts. In this research, the author will focus on the stage of development in adolescence, where individuals begin to question who they are and what their life purpose is. This stage is an important basis for identity formation. To understand more about this identity formation process, James Marcia developed an advanced theory of identity status that classifies adolescents' identity states based on their level of exploration and commitment.

C. James Marcia's Identity Statuses

Identity status is a concept developed by James Marcia that is based on Erik Erikson's theory of psychosocial development, in particular the "identity vs role confusion" stage that occurs during adolescence. James Marcia developed identity status as a "methodological device" used to operationally define and empirically investigate Erik Erikson's (1968) construct of identity (Berzonsky and Adams, 558). Marcia stated that there are two criteria used to determine identity status, namely crisis and commitment, which are applied to job selection, religion and political

ideology. Crisis refers to the period of adolescent involvement in choosing among meaningful alternatives; while commitment refers to the level of personal investment in the options that have been explored (Marcia, 551).

Crisis refers to the process of actively questioning and searching about the role and value of adults in various areas of a teenager's life. While commitment refers to firm decisions regarding various aspects, such as political ideology, religion, work, and social roles, as well as specific strategies to achieve personal goals and desired life paths (Tsang et al., 2).

Table 2. Marcia's Identity Statuses

Individual has explored identity		Individual has committed to identity	
		YES	NO
	YES	Identity Achievement	Identity Moratorium
	NO	Identity Foreclosure	Identity Diffusion

(Source: *Discovering The Life Span*)

The presence or absence of crisis and commitment is a criteria for distinguishing four types of identity status, there are:

C.1 Identity Diffusion

Identity diffusion is a term for adolescents who have very low levels of crisis and commitment. It is a status for someone who appears uninterested in personally seeking expressive adult roles and values. In this stage, the adolescents may have never consciously experienced an identity crisis, or have

questioned their identity but failed to find answers, and so remain in confusion and uncertainty about who they are.

According to Marcia, subjects who have identity diffusion may or may not experience periods of crisis; the characteristic is a lack of commitment. They may mention the occupation they want, but they have little understanding of the daily routine of the occupation and easily abandon that choice if other opportunities arise. They are also not particularly interested in ideological matters or have a broad spectrum of views, where one view is considered as good as another and they do not mind trying out different views (Marcia, 552).

C.2 Identity Moratorium

Identity moratorium is an identity status that emerges from a fairly intense crisis, but is not yet accompanied by a strong commitment. This condition makes adolescents tend to be unsteady in maintaining the choices that have been considered, and easily shaken when faced with new alternatives. This status reflects a period of deep self-discovery, where individuals struggle with various choices and directions in life. This uncertainty reflects a real form of role confusion, as adolescents are not yet able to determine who they really are and the direction they want to take in life. In other words, identity moratorium can be considered as an active form of role confusion - where individuals are trying to get out of confusion, but have not yet find a definite direction. In contrast to identity diffusion, which is passive, moratorium indicates an awareness and effort in searching for identity, but because it has not been followed by a strong decision, adolescents are still in an unfinished search.

According to Marcia in his writing, *Development and Validation Of Ego-Identity Status*, he stated that "The subject with moratorium is in a period of crisis with rather vague commitments; he is distinguished from the subject of identity diffusion by the presence of an active struggle to make commitments. Issues often described as adolescence preoccupy him. Although his parents' wishes are still important to him, he tries to compromise between them, the demands of society, and his own abilities. His sometimes confused appearance stems from his vital concerns and internal preoccupation with what sometimes seem to him to be insoluble questions" (Marcia, 552).

Moratoriums are battling to characterize themselves. They are enthusiastic, engaging, clashed, and in some cases tiring to be around. They may attempt to draw others into their personality arrangement, sometimes setting others up to require a position polar to their own expressed one, so that they may be at least briefly diminished by the internal conflict they are experiencing by changing over an inside struggle into an outside one. Moratoriums are frequently exquisitely morally delicate. And, if they verbalize, they can engage others in their quest and show up, but briefly, as charismatic figures. There are other Moratoriums who show up to be suffocating in their struggles to swim against the tide of prior authority based identifications. Instead of explorers, they became ruminators, perpetually soiled in what seem to be insoluble situations (S.J. Schwartz et al., 35).

C.3 Identity Foreclosure

The subject of foreclosure, according to Marcia, is distinguished by not experiencing a crisis, but still showing commitment. It is difficult to say where their parents' goals for them end and where they begin. They become what others have prepared or wanted them to be as a child. Their beliefs (or lack thereof) are essentially "the faith of their living father." The college experience serves only as a confirmation of their childhood beliefs. A certain rigidity characterizes his personality; one feels that if they were to be confronted with a situation in which their parents' values would not work, they would feel very threatened (Marcia, 552).

Identity foreclosure is a term used for individuals who are in the process of seeking meaningful adult roles and values but have not yet formed a firm commitment. Adolescents do not search for complete information and tend to be lazy in looking for other alternatives to a choice. The choice they made was not through complete understanding, but they were able to commit to a choice they had made and were not shaken by the new alternative he discovered. If their values are generally common and they remain in a social context that supports those values, they appear "happy," "well-adjusted," loving their families and their families loving them. But if they deviate from this appropriate position, they experience self- and family rejection (Schwartz et al., 35).

C.4 Identity Achievement

Identity achievement is a term used for adolescents who have succeeded in crisis and considering all the information that is important to them so that they

are able to make decisions appropriately and carefully. Individuals in the identity achievement category are also able to show loyalty to a choice they have made. Their "self-consistent and continuous" characteristics (Erikson's description) make them reliable and a source of strength for others. (Schwartz et al., 35).

According to Marcia (1966), an identity achievement subject has experienced a crisis period and is committed to an occupation and philosophy. He has truly considered several word related choices and has made a choice on his own terms, even though his ultimate choice may be a variety of parental wishes. With respect to the belief system, he seems to have reevaluated past convictions and accomplished a determination that clears him free to act. In general, he does not show up as if he would be overpowered by sudden shifts in his environment or by unexpected duties (Marcia, 551-552).

D. Identity Crisis

The search for identity is one of the tasks that every teenager must complete. The success of adolescents in finding their identity is marked by the ability of adolescents to choose roles that suit themselves in their environment. However, not all teenagers can determine their own identity, some of them will find an obstacle. This obstacle is also called an identity crisis, or a situations where someone finds it difficult to determine a role that suits them or experiences role confusion. Identity crisis is a term that came from Erik Erikson, an American psychoanalyst. This term emerged when Erikson was conducting research on a war veteran. Although Erikson was influenced by Freud's id, ego and superego, in his research he only

focused on the ego.

> The ego develops as it successfully resolves crises that are distinctly social in nature. These involve establishing a sense of trust in others, developing a sense of identity in society, and helping the next generation prepare for the future (Erikson, 89).

Based on the statement above, a person's ego will continue to develop in line with the challenges or crises faced by an individual. The formation of the ego is an important thing that occurs during adolescence because this period is a transition period from childhood to adulthood. Therefore, the crisis faced by an individual will greatly influence the formation of his ego through a sense of trust in others and the surrounding environment. The formation of the ego during adolescence will also help individuals prepare for life in the future. However, at this stage, adolescents become very concerned with how others view them and tend to feel embarrassed and insecure. They feel they need to make important and difficult decisions regarding their future plans.

Identity crisis is a core part of Erik Erikson's fifth stage of psychosocial development theory, Identity vs Role Confusion. Individuals need to go through certain stages of identity crisis before they can fully acquire and comprehend their identity. The crisis is now recognized as a necessary turning point, a critical moment when development must go in one direction or another by mobilizing resources for further growth, recovery, and differentiation (Erikson, 16).

To overcome this crisis, adolescents need to be able to find value and understand themselves better. This ability according to Erikson is called fidelity, which is defined as "the ability to sustain loyalties freely pledged in spite of the inevitable contradictions of value systems" (Erikson, 125). Fidelity is a sign of the stability of an adolescent's identity, so Erikson considers this to be the end of the identity crisis in adolescents.

However, not all adolescents make it through the identity search stage successfully. Some of them actually experience role confusion, which is a lack of clarity in understanding who they are and what role they want to take on. This condition can be influenced by various interrelated factors.

D.1 The Internal Factors Contributes to Identity Crisis: Physical & Cognitive Changes

In terms of development, adolescence is an important stage in life where changes occur simultaneously. Starting from physical changes, hormones, and social awareness which will later form a sense of identity for each individual. The growing and developing youths, faced with this physiological revolution within them, and with tangible adult tasks ahead of them are now primarily concerned with what they appear to be in the eyes of others as compared with what they feel they are, and with the question of how to connect the roles and skills cultivated earlier with the occupational models of the day (Erikson, 235).

D.2 The External Factors Contributes to Identity Crisis

1. Family

In every family, parents will and always be the main role models for their children. Starting from how parents talk, act, and behave, children will definitely see and follow. Therefore, positive and negative behavior of parents will greatly influence the growth and development of children. The role of parents as role models depends on the quality of the relationship, the consistency of the values taught, and their ability to be positive examples for their children. The values held by parents can also influence adolescents' perceptions of how their families treat them. If they are treated badly by their families, their self-confidence and carelessness will decrease, questioning what to do with their lives, and affecting their minds, souls, and characters in social life.

Erikson in "*Identity, Youth, and Crisis (1968)*" argues that some parents have a high awareness of social class as well as a desire to maintain their position. In order to maintain the image of being rich, classy and happy, they do not hesitate to ignore honest feelings and rational thought. They even force their children to pretend to enjoy social roles that suit the norms they have set (176-177).

2. Peer Group

For adolescents, having relationships with peers is one of the most important things in their lives. Sometimes adolescents can spend more time with their

peers than their family. Through peers, adolescents can learn and gain the values of life outside the home. In addition, they can also gain recognition and acceptance from their peers. Peer groups are also often the benchmark in determining attitudes, lifestyles and values. Young people can also be very clannish, and cruel in excluding all those who are 'different', in skin color or cultural background, in tastes and talents, and often in small aspects such as dress and gestures that are used as signs of membership in a group (Erikson, 236). Those who are not accepted into a group will have feelings of loneliness and experience social pressure. The pressure they experience to conform to be accepted in a particular group can cause social anxiety, lack of self-confidence, and identity confusion in adolescents.

3. **Traumatic Events**

Past events that are bad or that can traumatize a person can affect the psychological development of individuals, especially children and teenagers. Teenagers in the formation of their identity are often faced with various good and bad situations. Trauma experienced in childhood or adolescence tends to be common, especially if it involves serious physical injury during the Oedipal stage (ages 3-6 years) or early puberty. This trauma is generally related to the experience of being separated from family during medical procedures such as surgery, accidents, or even severe sexual abuse (Erikson, 179). Some of these experiences can interfere with the process of identity development in a person, especially adolescents. This becomes a kind of "psychological scar" that limits

their ability to face developmental challenges later on, such as the transition to

adulthood.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of several methods used to answer the topic of problem formulation of the object of the study. The research method in this study comes into three parts: Type of Research, Data Organizing, and Analyzing the Data.

A. Type of Research

The type of research which is used in this study is qualitative because the data are presented descriptively. As stated by Hancock, Ockleford, and Windridge "Qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the social world in which we live and why things are the way they are" (7). From this statement it can be said that qualitative research can be used to help us understand the social world in which we live and why certain circumstances or things happen as we observe them.

The qualitative research process includes data collection, analysis, interpretation, and report writing. Therefore, qualitative research is an appropriate research method to analyze literary texts, including researching conflicts in *Leftovers*. Qualitative methods not only focus on what happened, but also try to explain why and how a phenomenon occurs. Thus, qualitative research aims to provide richer and more contextual insight into the complexity of social life. The research design in this study can be described as an arrangement condition to collect and analyze data taken from the novel *Leftovers* written by Laura Wiess.

B. Data Organizing

There are two points of data organizing in this study, those are;

B.1 Data Collecting Method

These are some methods are used to collect data :

B.1.1 Reading the Novel

The *Leftovers* novel has been read several times by the author to understand the overall storyline. This step aimed to get the elements needed for further analysis. The first one was to know the overall storyline and content in the novel. Second was to find a suitable topic according to the novel. Third was to analyze the correlation between the topic and the data in the form of sentences, dialogues, or terms contained in the content of the novel. The last was the conclusion of data analysis to answer the statements in the problem formulation.

B.1.2 Identifying the Data

After reading the book for several times, the upcoming procedure in collecting the data was identifying the data that related to the topic. The form of the data which was identified at this stage was the important data relevant to the research topic, including the dialogues, monologues, and related sentences. Furthermore, the author also underlined quotes and pages from the novel to facilitate data identification and to provide further explanation for the author in identifying relevant evidence.

B.1.3 Classifying the Data

The next step of the data collecting method was to organize the data in classes or groups into tables called appendices. The appendix provided several columns such as number, excerpt from text, page, types of analyses, references, and comments. The purpose of this step was to facilitate data analysis by the author after all the data has been collected.

B.1.4 Reducing the Data

The last step of the data collecting method was reducing data. Reducing data was the process of reducing the data which did not have correlation to answer the problem. It was needed to be stored in the most efficient data form by using relevant techniques so that the study can be presented properly.

B.2 Types of the Data

Primary data refers to data collected for the first time by an author and this data is considered the original source. In English Literature, primary sources include original manuscripts such as handwritten notes, novels, records, letters, diaries, official documents, journals, memoirs; literary works/texts i.e. original works, interviews, testimonies, speeches, numerical data, surveys, empirical studies, court records and others. Primary data can be obtained from text quotations, while secondary data is data obtained from second-hand information. Secondary data sources in literature include biographies, research articles, commentaries, websites, etc. The summaries given in textbooks, magazines, journals, newspapers, and blogs can also be secondary sources. In

this research, primary data as the main source is taken from the object itself, the *Leftovers* novel. The data contained in this novel were in the form of sentences, dialog, and terms related to the research topic. While the secondary data as supporting data were taken from international journals, essays, articles, websites, and books related to the research topic.

C. Analyzing the Data

The last part was the technique of analyzing data. It consisted of analyzing and reporting the data. In analyzing the data, the author used a qualitative method by reading the novel. The data were taken from the novel such as the dialogues, monologues, and related sentences. The complete analysis is reported in chapter IV as a result of the study. The complete data is shown in the appendix.
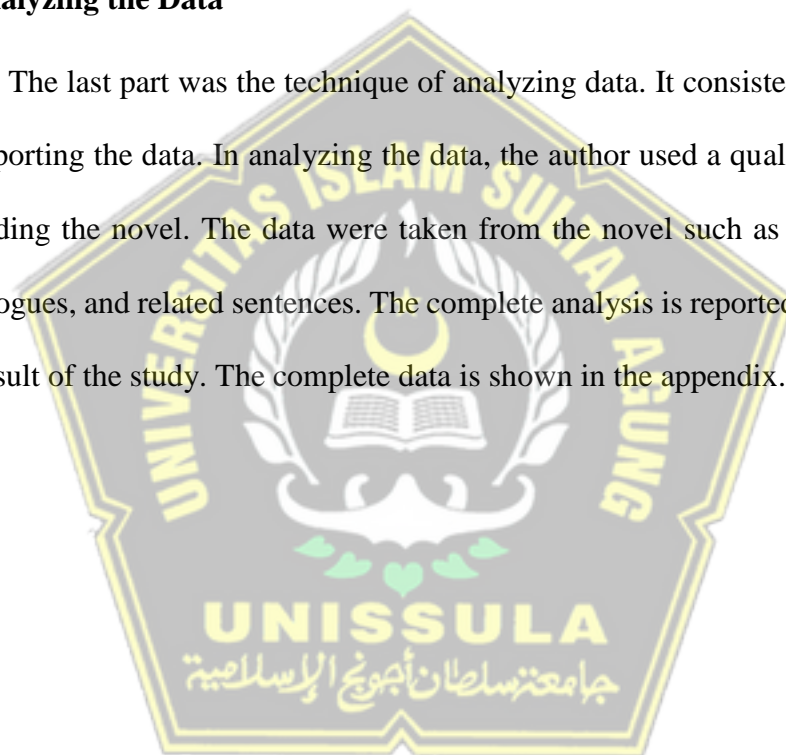
CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the author will present the findings and discussion of two problem formulations, which are type of identity status and factors that influence identity crisis on the main character in *Leftovers* novel. *Leftovers* novel depicts the journey of a teenager in the process of identity search, surrounded by pressures and conflicts from family, friendship, and society.

The discussion in this chapter will be divided into two sub-chapters. The first sub-chapter will discuss the identity status experienced by the main character, and the second sub-chapter will discuss the factors that influence the identity crisis in the main character in the novel *Leftovers*.

A. Identity Status Portrayed in Main Character Ardith

In this first sub-chapter, the first problem formulation regarding the identity status experienced by the main character in the novel *Leftovers* is discussed based on James Marcia's identity status theory. Marcia developed identity status to classify and explain the different ways adolescents respond to identity crises in the process of identity formation. According to James Marcia, there are two criteria used to determine identity status, they are crisis and commitment (551). In the process of identity search, adolescents experience a form of exploration or what Marcia calls a crisis to be able to find their self-identity and commitment in their lives. This process is experienced by the main character in *Leftovers*, Ardith. In

41

accordance with Marcia's theory, the novel *Leftovers* found that Ardith's character is in one of the identity statuses, namely moratorium identity.

In his article entitled *Development and Validation of Ego-Identity Status*, James Marcia suggests that there are four identity statuses, one of them is moratorium status. James Marcia mentioned that the subjects with moratorium is in a period of crisis with rather vague commitments. Issues often described as adolescence preoccupy them. Although their parents' wishes are still important to them, they try to compromise between their parents, the demands of society, and their own abilities. Theirs sometimes confused appearance stems from their vital concerns and internal preoccupation with what sometimes seem to them to be insoluble questions (552). Based on Marcia's theory, the main character in the novel *Leftovers*, Ardith fulfills both characteristics, namely an individual with vague commitments and a confused appearance, and can therefore be categorized as having a moratorium identity.

A.1 Vague Commitments

The characterization of Ardith, who has vague commitment, is portrayed in the following quote:

> "You told us once not to be in such a hurry to grow up, but I don't see any way we could have avoided it. There was always someone out there ready to carve away another chunk of our innocence. I don't know why. Maybe because theirs was already gone and they couldn't stand the sight of our ignorant happiness. That's what innocence is, you know. **A blissful oblivion of what's coming, of**

> **what you'll lose and what you'll gain, and what kind of person**
>
> **you'll grow up to be**. **I've been thinking a lot about what we did,**
>
> **or what we didn't do.**" [Datum 1].

The quotation above shows the situation when Ardith is talking to officer Dave who is lying in the hospital. She expresses her feelings about how she lost her innocence as a teenager due to the pressure of an unhealthy environment. The phrase "**A blissful oblivion of what's coming, of what you'll lose and what you'll gain, and what kind of person you'll grow up to be,**" shows Ardith's uncertainty about her future. This ignorance is an illustration of identity confusion. Other than that, the phrase "**I've been thinking a lot about what we did, or what we didn't do.**" is also a form of self-reflection that shows Ardith is in a process of identity exploration, where she tries to balance the past experiences, social pressures, and unanswered questions. This is in line with Marcia's identity moratorium status, where adolescents experience an identity crisis characterized by a search for meaning and value, without a clear commitment. Ardith's character shows deep concern about the choices she makes, which are part of the process of forming her identity.

Another quote that also shows that Ardith has vague commitment is when Ardith feels that the conflict between herself and her parents is one of the factors that affects her process of finding identity.

> "**So while you're stumbling around trying to get a grip on who**
>
> **you're going to be tomorrow without losing who you were**

yesterday, suppose your parents decide to **throw a bad wild card** into the mix." **[Datum 2]**

It could be seen from the quotation above that describes Ardith who is in the process of searching for identity in her teenage years, complicated by her family conflict. This is illustrated by the quote, "**So while you're stumbling around trying to get a grip on who you're going to be tomorrow without losing who you were yesterday**," which shows that Ardith is still confused and does not yet know her true identity. The existence of "**bad wildcards**" also becomes an external factor that destabilizes Ardith's emotions and identity exploration. In this case it can be concluded that with the conflict in her family, Ardith still has not found any commitment in her life because she is still in the process of self-exploration.

A.2 Confused Appearance

Ardith displays a confused appearance as one of the characteristics of her moratorium identity status, in which she appears confused and depressed when facing various internal conflicts and pressure from her surroundings. As in this quotation, the external pressures and conflicts experienced by Ardith caused her inner conflict to arise. In her efforts to control the situation, she is often confronted with various positive and negative influences from within herself.

"You've battled long and hard to be better than you are, resisted the combined assault of nature and nurture, but you aren't winning anymore. You're not even holding your own. The Ardith you were hoping to be has taken to **whispering an ominous fight fire with**

fire in your ear, not seeming to care if her hands and her soul are dirtied in the process. You hold her off. Bury her advice without examination because you're afraid of what you'll find if you look too closely. You're afraid she'll make sense." **[Datum 3]**

From the quote above, it shows how Ardith really tried to control the situation by becoming a better version of Ardith. The phrase "**…whispering an ominous fight fire with fire in your ear, not seeming to care if her hands and her soul are dirtied in the process**" shows that Ardith is tempted by a dark side within her that suggests she should retaliate against violence or injustice in the same way. Ardith resists the urge not because she believes it is wrong, but because she fears it makes sense. In this case, Ardith shows signs of a moratorium due to her involvement in active struggle, confusion arising from deep concerns about herself, and restlessness over her unanswered questions.

The next quote that shows that Ardith is in the moratorium identity status is when Ardith sees Blair as someone she can compare herself to.

"Blair worried you at first. You worried you, because you wanted to run almost as soon as you stepped in the door. But you didn't. You stuck around, hoping her square edges would resurface from the smooth, round hole she'd been forced to fit into. When they do resurface you discover they're sharper now, honed and jaded, and somehow you've become **innocent in comparison**. The balance has shifted and for the first time you feel like the lucky one." **[Datum 4]**

In the quotation above, Ardith initially feels worried about Blair. She feels that Blair has become harder and perhaps more hurt by what has happened to her. In contrast, Ardith feels "**innocent in comparison,**" meaning that Ardith begins to see herself as more innocent, or at least not as hard as Blair. Ardith, who once felt inferior or more "damaged," now feels emotionally more whole than Blair. In this case, Ardith is conducting a self-reflection where she evaluates who she is, how environmental changes affect her, and where she stands in social relations.

B. The Factors Contributing to Identity Crisis in Ardith

In this second sub-chapter, the second problem formulation regarding the factors that contribute to identity crisis in the main character in the novel *Leftovers* is discussed based on Erik Erikson's psychosocial development theory. In the fifth of the eight stages of psychosocial development, Erikson focused on the developmental stage of an adolescent called identity vs role confusion. According to Erikson (1950), what is dangerous at this stage is role confusion in adolescents (262). This condition can be influenced by various factors. In accordance with Erikson's theory, the novel *Leftovers* found that Ardith's character experiences an identity crisis that is influenced by various factors, both internal and external.

B.1 The Internal Factors Contributing to Identity Crisis in Ardith:

Physical & Cognitive Changes

In a book chapter entitled *Identity, Youth, and Crisis (1968)*, Erikson mentions that the growing and developing youths, faced with this physiological

revolution within them, and with tangible adult tasks ahead of them are primarily concerned with what they appear to be in the eyes of others as compared with what they feel they are, and with the question of how to connect the roles and skills with the occupational models of the day (235). Based on Erikson's theory, in *Leftovers* novel, the internal factors that influence the identity crisis experienced by Ardith, are reflected in the following quote:

> "That's when you start realizing your "firsts" aren't going to be the way you dreamed they would, and that you're feeling lost and stupid, inching your way around a whole new world. **Each day brings a different worry like hairy armpits, periods, and BO, and wondering if you really are only worth your cup size. You start keeping your opinions to yourself because they might be it, but it seems safer to blend in than stand out**. And yet you want to be noticed, but only by being the-same-but-different, and nothing about that confuses you. The reactions to your new body do, though; you strut and show for guys in your school, but shudder when an old man leers, because you don't know how to twitch his crawling gaze off your skin." **[Datum 5]**

The quotation above shows the situation when Ardith enters her teenage years where she experiences various changes from physical and hormonal. The phrase **"You start keeping your opinions to yourself because they might be it, but it seems safer to blend in than stand out."** Shows that Ardith feels anxious about the views of others on her. Ardith wants to be able to express

herself, but sometimes she does not feel safe to show it. This is in line with Erikson's opinion on how a human's biological changes when entering adolescence have an impact on their psychological and social. Adolescents become very concerned with what others see in them compared to what they feel about themselves. Some of them can also struggle to express their identity due to social pressures, so they are stuck between being themselves and pretending to be accepted.

B.2 The External Factors Contributing to Identity Crisis in Ardith

B.2.1 Family

In the novel *Leftovers*, family is one of the factors influencing the identity crisis experienced by the main character, Ardith. As quoted in "*Identity, Youth, and Crisis*" Erikson argued that some parents have a high awareness of social class as well as a desire to maintain their position. In order to maintain the image of being rich, classy and happy, they do not hesitate to ignore honest feelings and rational thought. They even force their children to pretend to enjoy social roles that suit the norms they have set (176-177). Based on Erikson's theory, in *Leftovers* novel, the family factor that influence the identity crisis experienced by Ardith, are reflected in the following quote:

> "You keep your dream of becoming a podiatrist to yourself because the one time you mentioned it, **your mother said, "Why?" and your father smirked and said, "I should have been a gynecologist," and your brother laughed and said, "Great, a freak with a foot fetish."** Your older sister is a financial advisor and

never comes home to visit. You wish you could never come home to visit, too, but the only place to go is Blair's and she's been too distracted by moving and some kind of private misery to offer you sanctuary." **[Datum 6]**

The quotation above shows when Ardith tells her family member that she wants to be a podiatrist, but her family underestimates and even mocks her dreams and desires. Thus, she felt she had to bury that dream because she did not get support from her family. The phrase **"your mother said, "Why?" and your father smirked and said, "I should have been a gynecologist," and your brother laughed and said, "Great, a freak with a foot fetish.",** As a form reaction or response given by her family to Ardith shows the family's inability or unwillingness to accept life choices that are different from their expectations. Ardith's family seems to reject her aspirations that are considered different from the social class standards they have. Ardith family, especially the parents, are portrayed as people who enjoy a free and hedonistic lifestyle. They frequently threw parties, socialized with a wide circle of friends, and spent time pursuing personal pleasures without considering the emotional needs of their children. They may have expected Ardith to follow their lifestyle or choose an easy path to remain in the same social circle, rather than pursuing a specific medical profession such as podiatry. This lack of support from the family

caused Ardith to experience alienation, emotional dissatisfaction and a desire to leave home like her older sister as a response to her identity crisis.

B.2.2 Peer Group

In a book chapter entitled *Childhood and Society*, Erikson stated that adolescents can also be very clannish, and cruel in excluding all those who are 'different', in skin color or cultural background, in tastes and talents, and often in small aspects such as dress and gestures that are used as signs of membership in a group (236). Based on Erikson's theory, peer group can be one of the factors that influence the identity crisis in main character of in *Leftovers* novel, Ardith and it reflected in the following quote:

> "Blair gives you the bottle and her clothes. She spreads her towel on the grass, sits, and holds up her arms for her stuff. You hand it over and spread your towel beside hers. The night is cool, so you hug your knees. You hear the metallic crackle as Blair fumbles with the cap and watch her pale throat arch as she tilts the bottle and drinks. "Ack," she says, scowling and rubbing her nose. "Sour bubbles. You should have warned me." "It wouldn't have stopped you," you say, accepting the bottle. "Well, no," she says. "But then at least you could have said, 'I told you so.'" **You pass the wine back and forth until it's empty and there's a dark sort of determination about the way you're drinking.**" **[Datum 7]**

The quotation above shows a moment when Ardith and her best friend Blair were hanging out in the swimming pool. They share clothes, drinks, and create

their own emotional space. The act of giving each other wine and the phrase

"**You pass the wine back and forth until it's empty and there's a dark sort of determination about the way you're drinking**" signifies a form of togetherness as well as an escape from emotional distress or suffering. In this case, Ardith and her friend experienced a kind of social exclusion where they felt they did not fit in with the rest of the group of friends, thus creating a safe space for themselves.

Another quotation that also shows that peer group around Ardith has influenced the identity crisis of her is when she was given an identity label that did not match who she is by her friends at school.

> "Well, except for my family, but I figured I could always move away like my sister did and just pretend they didn't exist. Now I can't even do that. For a lot of reasons, but also because Blair's new slut label was rubbing off on me, too. **In one morning I went from being a very private nobody, to gay, to a slut's best friend**. And if I hadn't agreed to go out with Gary, I still would have been called a lezzie ho. I hated it. All of it. The labeling, the attention, the games."**[Datum 8]**

The quotation above shows that Ardith experienced pressure from her schoolmates. She feels like she is losing control over how others perceive her. The phrase "**In one morning I went from being a very private nobody, to gay, to a slut's best friend**." came about not because of actual actions, but because of stereotypes and gossip in the neighborhood. In this case, the labels

Ardith got were a form of her friends' refusal to be friends with her who were considered different. As Erikson mentioned, adolescents can form groups according to their standards and do not hesitate to exclude anyone who does not fit them. So those who do not fit in, like Ardith can experience psychological distress and role confusion in their social life.

B.2.3 Traumatic Events

According to Zaviera, trauma refers to the psychological impact of past events, especially those that are negative, painful, or distressful. Such events often trigger specific emotional responses in a person, which then influence their behavior and reactions to similar situations in the future (as cited in Khofizh & Murtiningrum, 2). In a book chapter entitled *Identity, Youth, and Crisis (1968),* Erikson mentioned that trauma experienced in childhood or adolescence tends to be common, especially if it involves serious physical injury during the Oedipal stage (ages 3-6 years) or early puberty (179). Based on Erikson's theory, in *Leftovers* novel, Ardith experienced the traumatic events that influence to her identity crisis and it reflected in this following quote:

> "You pee for what seems like forever, **pad into your bedroom, and lock the door,** listening to your brother stalk the hall and curse you for being a stupid bitch who doesn't have the sense to drink at home. He body slams the door and **you slip the screwdriver out from under your pillow, just in case**. You sneak away early the next morning, stepping over your brother slumped sleeping outside

your door and weaving through the overage rejects sacked out in your TV room." **[Datum 9]**

The quotation above shows the situation in Ardith house that is full of verbal violence and potential physical threats. This can be shown by the phrase "**pad into your bedroom, and lock the door**" and "**you slip the screwdriver out from under your pillow, just in case**" as a means of self-defense after receiving threats from her older brother, showing that she lived in unsafe conditions even in her own home. This quote shows how Ardith experienced trauma that may have been rooted in her life since before she hit puberty. Ardith's psychological trauma can certainly disrupt her identity formation process. The phrase "**sneak away early the next morning,**" shows that she does not feel like she has a safe place in her own family and it is a condition that goes against the basic needs of adolescents to feel loved, accepted, and protected.
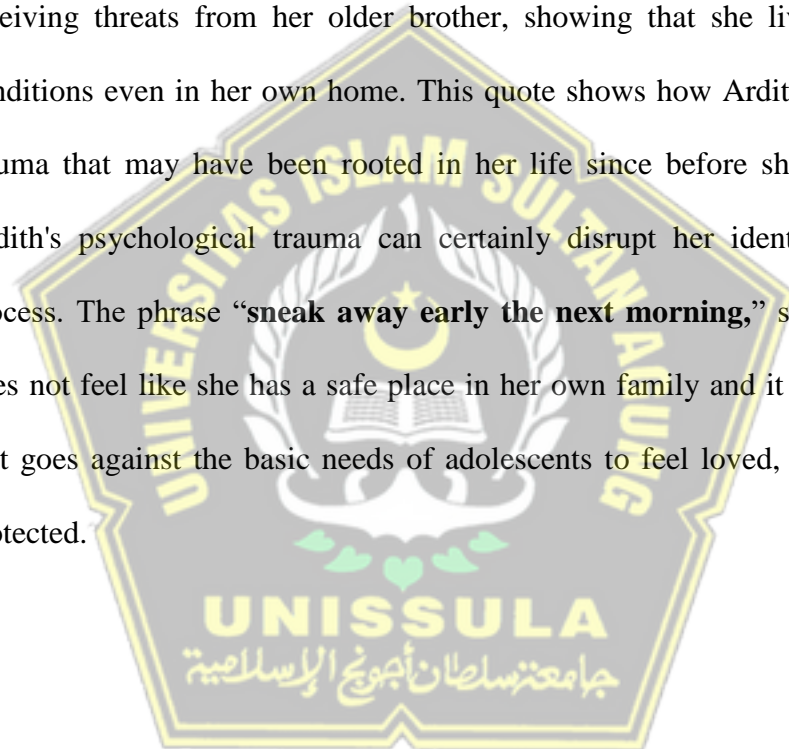
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two subchapters, which are conclusions and suggestions. The conclusion summarizes the findings of the research and answer the problem formulation. In addition, suggestions will also be given to readers about the author's insights into the issues discussed.

A. Conclusion

Leftovers is a novel written by Laura Wiess and published in 2008. The novel tells the story of a teenage girl who is searching for her identity. This novel highlights the status of identity and the factors that influence the adolescent identity crisis experienced by Ardith, the main character. Identity status is used to determine how identity is formed in adolescents.

The character Ardith in the novel *Leftovers* is described as being in a state of identity moratorium. Based on the analysis, Ardith fulfills both characteristics, namely an individual with vague commitments and a confused appearance, so she can be categorized as having a moratorium identity. The evidence that Ardith is in a state of identity moratorium is illustrated in several incidents, such as when Ardith feels she has lost her innocence and is confused about her future, conflicts with her parents, experiences inner conflict with herself, and when she compares herself to others. The state of identity moratorium means that Ardith has not yet made a clear

commitment to her future life. At the end of the story, she is still in moratorium identity.

It happened because Ardith was going through an identity crisis that was influenced by several internal and external factors. The internal factors experienced by Ardith come from physical and psychological changes in himself. In addition, there are three of the three factors that are fulfilled that influence the identity crisis experienced by Ardith. First, when Ardith's family did not support her dream of becoming a podiatrist and mocked her instead. Second, Ardith's social life, where she and her curious friends tried adult activities such as drinking alcohol and smoking, and Ardith was excluded and labeled as a lesbian by her schoolmates. Third, the traumatic experience Ardith endured at the hands of her own older brother, which led her to always lock her door when sleeping and keep a screwdriver under her pillow as a form of self-defense.

B. Suggestion

Based on this research, the author uses identity status theory and psychosocial development theory, specifically the fifth stage, to analyze the life of the adolescent character Ardith in the novel *Leftovers*. This study has identified Ardith's identity status, which is in a state of moratorium, and how internal and external factors influence her identity crisis or the process of finding her identity. The author suggests that further research could analyze other characters using a psychosocial development theory approach and use identity status to classify the characters' levels of identity development, as well as to understand the dynamics of the identity crisis they experienced during adolescence. Since the *Leftovers* novel

is still rarely used as a research subject, the author suggests that this novel can be further developed as material for study in future research. The themes that are relevant to adolescent psychological issues, such as the search for identity and identity crisis, make this novel highly suitable for analysis from various approaches.

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