

**IDENTITY CRISIS IN ADOLESCENCE PERIOD
EXPERIENCED BY ASHA
IN SHILPI SOMAYA GOWDA'S *SECRET DAUGHTER***

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of a *Sarjana Sastra*
Degree in English Literature Study Program



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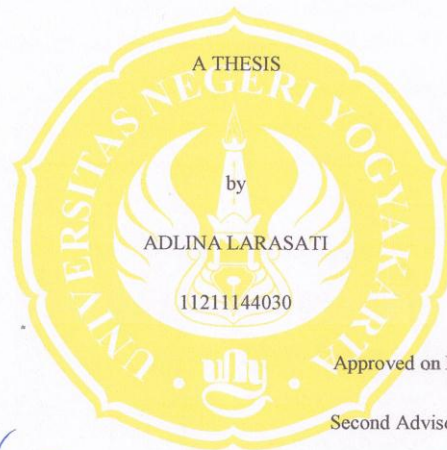
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara etika penulisan karya ilmiah yang lazim.

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MOTTO

“Allah tidak akan membebani seseorang melainkan sesuai dengan kesanggupannya”

(Q.S. Al-Baqarah, 2: 286)

DEDICATION

This work is lovingly dedicated

To my Mother,

for always taking care of me

and for showing me how to be a strong woman

To my Father

for being my hero

and for inspiring me to work harder

To my Brothers

for coloring my days

and for beautifying my life

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Finally, I realize that this thesis is far of being perfect. Therefore, comments, criticism and suggestion are kindly accepted. This, I hope this thesis will contribute especially to literature study.

Yogyakarta, May 2017

Adlina Larasati

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Identity Crisis in Adolescence Period
Experienced by Asha in Shilpi Somaya Gowda's *Secret Daughter*

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ABSTRACT

This research aims to identify the identity statuses which mark the identity crisis of the main character in Gowda's *Secret Daughter*, Asha, an Asian-Indian adolescent who lives in America with her adoptive mixed-race parents, to find out the impact of Asha's identity crisis towards her sixth stage of psychosocial development, and to identify how the psychosocial issue is reflected in the novel. To answer the objectives, this research employed Erikson's fifth and sixth psychosocial development stages theory, Marcia's identity achievement status to strengthen the research, and theory of literary elements.

The research is a qualitative research. To analyze the data, content analysis method was used. The main source of this research is a novel entitled *Secret Daughter* by Shilpi Somaya Gowda. The data are words, phrases, sentences, and expressions related to the identity statuses which mark identity crisis, the impact of identity crisis towards the sixth stage of psychosocial development, and how the psychosocial issue is reflected. The data were collected by reading and re-reading, noting, identifying, classifying and categorizing, analyzing and interpreting. The triangulation method was also used to obtain the validity and credibility of the findings.

The findings of this research are as follows: (1) Asha experiences all four identity statuses which mark her identity crisis: identity diffusion status, identity foreclosure status, identity moratorium status, and identity achievement status; (2) Asha has a positive outcome of identity crisis as seen through her ability to establish intimacy and obtain the virtue of love at the sixth stage of her psychosocial development by forming relationship, establishing the sense of trust, understanding others, and acknowledging others; and (3) the author reflects psychosocial issues through characters and settings.

Keywords: adolescent, Gowda's *Secret Daughter*, identity crisis, identity statuses, psychosocial

CHAPTER I

INTRODUCTION

A. Research Background

‘Identity’ is one of the most important aspects for every human being. It is a part of human’s life. However, the idea of identity come in a broad sense which is sometimes confusing. Some people wrongly define the meaning of identity as merely a name of a person to ease people in distinguishing one person to another in daily life. Those people think that identity is given by parents as their children’s name. In fact, the meaning of identity is not that simple. It cannot be equated as simple as a person’s name. In psychological cases, identity has a closer relationship to people themselves instead of their name. Identity represents self-images of a person which cannot be obtained from person, people, or community. Thus, identity is not something which parents can give to their children directly like what some people think all this time. Identity cannot also be gained automatically when a person is born. To explain further, people need a lot of time and experience in order to find and understand the meaning of identity on their own through issues, things, and people around them. “The term ‘identity’ expresses such a mutual relation in that it connotes both a persistent sameness within oneself (selfsameness) and a persistent sharing of some kind of essential character with others” (Erikson, 1980: 109). Therefore, identity is about knowing who himself or herself is and what he or she believes and being able to interact with various types of a person without taking issues of diversity as

problems. Regarding that, identity can be different or same to one person and another depending on how someone undergoes his or her life.

Human's identity can hardly be separated with the case of identity crisis. Before people able to obtain and understand deeper about their own identity, they ought to face some phases of identity crisis. At the very first time people hear the word "crisis", they usually imagine negative things on their mind. In fact, a crisis of someone's identity is not always be a negative thing. Erikson (1968: 16) states that crisis is now being accepted as designating a necessary turning point, a crucial moment, when development must move one way or another, marshaling resources of growth, recovery, and further differentiation. In other words, people will surely deal with identity crisis in their life. The crisis towards someone's identity can be said as a phase of someone's development to attain a higher level of psychosocial development stage in his or her life.

Identity crisis happens as an internal clash of a person who is in doubt about who he or she really is, what he or she wants, and what people want them to be. People, specifically adolescents, usually find difficulties in answering the question, "do you know who you really are?", "do you know what you really want for yourself?" and, "do you know what people want you to be?". That kind of condition shows that the adolescents are in their identity crisis. Basically, identity crisis occurs more than once in life. In every stage of psychosocial development people also face identity crisis with different objectives and outcomes. Even so, identity crisis during adolescence stage is classified as the most critical crisis in human's life. Identity

crisis during adolescence years occurs at the age of 12 to 18 or so. Adolescence years can be said as the changeover stage where a child will be developed into an adult. In adolescence stage, adolescents usually become more sensitive and critical towards issues, things, and people surrounding which pertain them. Therefore, adolescents who are in their identity crisis seem like changing themselves from submissive to rebel individuals in a relatively short time.

As soon as adolescents arrive in their identity crisis, they will naturally begin to find the answer of those questions above. Adolescents will automatically do some explorations and discoveries to obtain their true sense of identity through things and people around them according to their wishful thinking. It is a condition where they create their own perceptions and decisions in accordance to what they want and believe without considering reality, rationality, evidence, and others' assumption. Thus, adolescents who are experiencing identity crisis need much guidance on an ongoing basis to help them to cope with their identity crisis. However, presenting any guidance may sometimes troublesome since adolescents who are experiencing identity crisis seem ignorant to any advices which against their will.

The importance of giving attention to any issues of identity crisis during adolescence stage is strengthened by the outcomes of identity crisis which can give impact to the next stage of psychosocial development. For adolescents who fail to overcome their identity crisis, they will be arriving to the stage called as identity repudiation. It is a condition where they do not really understand who they really are and they do have difficulties in deciding what they want. Moreover, adolescents who

have identity repudiation usually find problems to understand their position or roles in society. Therefore, they seem to have no responsibilities in daily life. Aside from that, adolescents who are not able to successfully solve their identity crisis can easily be driven to negative identity. Those who involved in negative identity can be a threat to society because they can do something adverse like doing criminalities, separating themselves from society, and doing some other dangerous behaviors. Some are harmful to themselves as well as to society around them. A common example for negative identity is a rape done by a person or a group of people. Furthermore, adolescents who fail in solving their identity crisis will find troubles to maintain a long-lasting relationship in the next stage of psychosocial development.

On the other hand, adolescents who can successfully solve their identity crisis will develop fidelity. Referring to Erikson (1964: 125) fidelity means one can have good relationships to other people in a genuine way so that he or she will not take the existence of ideological or system differences as problems. Therefore, adolescents who are able to achieve fidelity seem to have good relationships or intimacy to people around them although there are differences between them. Aside from that, adolescents who successfully overcome the issues of identity crisis tend to know and understand their position or role in society such as a son or daughter in a family, as a father or mother in a family, as a student in a school, as an employee of a company, as a member or leader in a certain community, as a citizen in a certain nation, etc. In order to arrive at the virtue of fidelity, the social conditions around adolescents who

are facing identity crisis should be supportive so that they will have a good development in the case of socio-emotional.

There are several factors that affect adolescents in perceiving and giving meaning towards issues and circumstances that directly or indirectly happen to them during their identity crisis. The fact that social conditions become the most important aspect in determining whether adolescents will be able to get their true identity or arrive in role confusion is undeniable. To explain further, there are some parts of social conditions including peers in family, neighborhood, and school which are possible to influence an individual's process while having identity crisis during their adolescence years. Culture and tradition also become two of the most influential social factors which can affect processes in solving the issues of identity crisis aside from the condition of family, neighborhood, and school. Erikson (1968: 159) states that both culture and history play important roles in the formation of identity since they can give impact towards inner consistency of a child. Therefore, it can be assumed that culture and tradition should not be ruled out before, during, and after someone's process of identity crisis.

Adolescents who undergo multi-culture and multi-tradition life will have higher risk of obtaining identity repudiation as the result of their identity crisis. This can happen because adolescents who have multi-culture and multi-tradition way of life will likely have a tendency to like or focus to one culture and tradition only. Even so, it does not mean that adolescents who are living in that kind of life cannot solve their identity crisis positively. In the process of solving identity crisis, society which

consists of several social aspects mentioned above take significant roles to shape someone's true sense of identity.

Same as adolescents who undergo multi-culture and multi-tradition life, adolescents who grow up in an adoptive family also have higher chance to have identity repudiation. They commonly have more questions towards themselves or people around them compared to adolescents who live in normal family with complete family members, especially birth father and mother. Some of adopted adolescents think that they are unwanted. They tend to guess and imagine their lives if they live with their biological parents. They question whether it is better or worse. If people around them, including their adoptive parents, neighbors, school teachers and friends fail to give them understanding and guide them to see the circumstance in positive ways, they will likely do discoveries and experiments by themselves through any possible approaches. It includes negative things to get the answers of their questions about their family and things related to it.

The issues of identity crisis among adolescents can easily be witnessed in real life. The insensitive people see and label adolescents who are experiencing identity crisis as naughty or rebel. They also tend to complain to adolescents who are experiencing identity crisis because they usually act and think differently than before. The fact that people do not realize that sensitivity and support are very important to help adolescents to encounter their identity crisis can be a serious problem. It leads them to do discoveries and explorations using negative perspectives.

In the United States of America, the phenomena of identity crisis can be spotted explicitly. As most of the citizens are immigrants, they likely tend to experience multi-culture and multi-tradition life. It can trigger adolescents to have a more complex case of identity crisis. Furthermore, the cases of adoption are common in the United States. Even though the adoption rate is relatively low these recent years, adolescents who live in an adoptive family still tend to have higher chance of having more complex identity crisis compared to ones who live with their biological parents.

The fact that the phenomena of identity crisis which apparently become an issue of everyday life is also represented through literature. Literature discusses many aspects regarding imagination or fantasy and reality. Reality in literature means that literature endeavors to reflect and state experiences of life as its raw material (Brooks, 1886: 454). Even though sometimes literature uses imagination as a tool to deliver the message or purpose of a literary work, the imagination itself can be used to represent reality. Since literature discusses much about experiences in life, it can be a strong tool to see some problems in life including one's identity as well as identity crisis.

In the middle of the discussion of literature, human's identity, and identity crisis in adolescence stage, Shilpi Somaya Gowda appears to point out that identity is one of the most important issues in human's life. She provides a sight towards the discussion of human's identity and identity crisis in adolescence stage through her literary work entitled *Secret Daughter*. Gowda's *Secret Daughter* becomes NY Times, USA Today, IndieBound and #1 International Bestseller. Therefore, it is worth knowing that *Secret Daughter* draws much attention all over the world.

Being a second generation of an Asian-Indian family who emigrated from Mumbai, India, to the United States makes Gowda more aware towards multi-cultural and multi-tradition issues. She witnesses and experiences how Asian-Indian immigrants struggle to live in the new place, which is the United States. Also, having an experience to spend her summer holiday working at an orphanage in India in 1991, Gowda finds the idea related to female filicide issues in India and adoption performed by families who come from outside India including the United States. Although Gowda lives in the United States since she was a child, she always engages India as the setting of her novels. That indicates that India, as her original country, plays important roles in her life in shaping her identity.

Secret Daughter, her first novel published in 2010, becomes one of the most attractive novels that draws instant worldwide attention. The main character of the novel is an Asian-Indian adopted girl, Asha. Asha was actually born to an Asian-Indian family who should be dealing with the issue of female filicide in India. Asha was supposed to be killed. However, Asha's biological mother, Kavita, secretly took her to an orphanage in Bombay, India. On the other side, there were Krishnan and Somer, an American mixed-race couple, who were not able to have a child due to Somer's infertility. The couple adopted Asha from the orphanage in Bombay and took her to California. The identity crisis experienced by Asha emerged when she entered her adolescence years. Some of the aspects in her life such as her, attitude, future plan, and relationship towards people around her changed by the time she was experiencing her identity crisis. Through the character of Asha, Gowda tries to

illustrate that social conditions as well as significant relations in family, neighborhood, and school become serious matters which important to be well-considered to make a distance to younger generations to have identity repudiation as the result of their identity crisis.

Paying attention to the discussion related to identity crisis, Gowda's *Secret Daughter* can be a powerful source to reveal the sightings of identity crisis in adolescents through its main character. It is necessary for every human being, especially parents and adults, to be more sensitive towards the phenomena of identity crisis in adolescence stage which always exist in this universe. It is important to be noted that identity crisis in adolescence stage does not only occurs to adolescents who undergo dual identity, multi-culture and/or multi-tradition life and live in adoptive family. Identity crisis during adolescence years is crucial for every human being. However, the severity of the case of identity crisis in adolescence stage is different to one and another depending on certain social conditions that exist. Therefore, the issue of identity crisis experienced by Asha as an adopted daughter who lives in an American mixed-race family is worth to be studied.

B. Research Focus

Identity crisis in the fifth stage of psychosocial development by Erik Erikson (Identity versus Identity confusion), and the impact of identity crisis in the sixth stage of Erikson's psychosocial development (Intimacy versus Isolation), are very important in human's life. The researcher presumes that the novel entitled *Secret*

Daughter written by Shilpi Somaya Gowda in 2010 portrays a complex phenomenon of identity crisis in adolescence stage as well as its impact caused by social conditions including peers in family, neighborhood, and school as well as culture, and tradition. In order to prove the presumption, the main character of this novel, Asha, who is experiencing identity crisis during adolescence years and social conditions become the focus of the research. Asha is an adopted girl who lived with her adoptive American mixed-race parents in the United States. She begins to show the sign of having a complex identity crisis when she enters her adolescence stage.

Hence, in order to study deeper the issues of identity crisis experienced by Asha, the research uses the theory of Erikson's psychosocial development stages, specifically the fifth and sixth stage of the theory which called as Identity vs. Identity Confusion and Intimacy vs. Isolation. Afterwards, in order to strengthen the research, the theory of identity achievement by James Marcia is also used for analyzing the data of the research. Also, the researcher realizes that this study is classified as a literary analysis. Therefore, mimetic, psychological literature, and literary elements approach are needed as the supporting theories of this research. To limit the study, the analysis will only be focused to Asha's identity crisis in adolescence years, to the impact of Asha's identity crisis to her sixth stage of psychosocial development, and to the issue of psychosocial in the novel.

C. Research Questions

Based on the problem of this research which has been explained above, the questions of this research are:

1. What kinds of identity statuses are shown by Asha which mark her identity crisis in *Secret Daughter*?
2. What are the impacts of Asha's identity crisis towards her sixth stage of psychosocial development?
3. How is the psychosocial issue reflected in the novel?

D. Research Objectives

According to the formulation of the focus of this research above, the research objectives of the research are:

1. to reveal Asha's identity statuses reflected in *Secret Daughter* which her identity crisis,
2. to reveal the impacts of Asha's identity crisis towards her psychosocial development, and
3. to identify how psychosocial issue is reflected in the novel.

E. Significance of the Study

1. Academically

- a. This research provides some important information about identity crisis in the fifth stage of psychosocial development stages (Identity versus Identity Confusion) which happens in adolescence years (12 to 18 or so) and its impacts in the sixth stage

(Intimacy versus Isolation). Thereby, this research will also give a glimpse to people who need to deal with psychosocial approach for their research.

b. The findings of the research will give new ideas for people to undergo researches related to identity crisis during adolescence years.

2. Practically

The findings of the research are expected to give more understanding to people about identity crisis during adolescence. Furthermore, the researcher hopes that people will pay more attention towards the issues of identity crisis during adolescence stage and no longer sees the adolescents who are experiencing identity crisis as rebel or naughty, so that they can do discoveries and explorations using proper and positive ways.

CHAPTER II

LITERATURE REVIEW

The focal aims of this research are to identify the identity statuses which mark the identity crisis of the main character in Gowda's *Secret Daughter*, Asha, an Asian-Indian adolescent who lives in America with her adoptive mixed-race parents, to find out the impact of Asha's identity crisis towards her sixth stage of psychosocial development, and to identify how the psychosocial issue is reflected in the novel. In order to support the findings of this research, this chapter will provide the theories and the foundation of the research in the form of background information.

The first topic to discuss in this chapter is mimetic literary approach. Afterwards, the connection between literature and social psychology will be explained and followed by Erikson's concept of identity and identity crisis. Also, there will be information related to Erikson's psychosocial development stages theory and identity crisis in the fifth stage of the theory. Subsequently, Erikson's theory of identity status and James Marcia's theory of identity achievement status will also be provided. Furthermore, there will be a discussion about Erikson's sixth stage of psychosocial development stages theory. Then, literary elements will be presented and followed by background information about the life of mixed-race family in the United States and previous research findings. As the last section of this chapter, there will be a conceptual framework of this research based on the way of thinking to establish this research.

A. Mimetic Literary Approach

Approaches in literature can be found in various selections including mimetic literary approach. The term “mimesis” actually comes from Greek word *mimesis* which has a meaning “to imitate”. Abrams (1981: 98) mentions that mimetic is an approach which looks at the imitation of reality presented through literature. In literature, the term mimetic is generally used to address the representation of characters, emotions, actions of human, and social conditions. Therefore, mimetic has the role to understand deeper about the relationship between a literary work and reality including humans and social conditions. On the other hand, Brooks (1886: 454) states that literature attempts to reflect and apply experiences of life as its raw material. Also, Nabergoj (2013: 20) says in her book entitled *Reality and Truth in Literature: From Ancient to Modern European Literary and Critical Discourse* that work of literature deals with situations in concrete life as well as characters in individuals. Thus, from those explanation, works of literature cannot only be defined as product of writers’ imagination since they can imitate the real conditions of human and social.

Duhan (2015: 192) agrees that, “it is impossible to find a work of literature that excludes the attitudes, morale and values of the society, since no writer has been brought up completely unexposed to the world around him.” From that statement, it can be summed up that an author of a literary work must be influenced by the concrete social conditions near him or her by the time he or she writes a literary work. Therefore, seeing the fact that literature has a close relationship to reality, literature

can be classified as a strong instrument to acquire knowledge about the development of human and social conditions.

There are a lot of authors of literary works who try to illustrate real problems in life proving that they can be portrayed through literature. One of the authors is Shilpi Somaya Gowda. Through her novel entitled *Secret Daughter*, she depicts the phenomenon of identity crisis experienced by an Asian-Indian adolescent who lives in the United States with her mixed-race adoptive parents. Gowda, as a daughter of a family who emigrated from India to the United States, experiences and witnesses the phenomenon of identity crisis experienced by people who have multi-culture and multi-tradition way of life. Thus, it can be clarified that her work embodies reality which can be studied.

B. Literature and Social Psychology

Literature and social psychology have an important relationship. Before going to the discussion of social psychology, it is important to know the general definition of psychology. The word psychology consists of a prefix *psyche* and a suffix *ology*. The word *psyche* comes from Greek which has meanings for soul, mind, or spirit whereas the word *ology* shows that it is the study of a particular thing. From that point of view, some people define psychology as a study for analyzing human's mind. However, through their book entitled *Psychology: A Journey*, Coon and Mitterer (2003: 14) clarify that, "psychology is now defined as the scientific study of behavior and mental processes." Behavior can be defined as actions or activities

which people do and can be seen and/or observed whereas mental process comes from the inner or private part of human being (Carpenter and Huffman, 2009: 4). Thus, psychology cannot only be used to analyze human's mind. Also, according to Wellek and Warren (1977: 81), psychology in the field of literature can be used to analyze the process of making literary works, the author, the values contained in literary works, and the impact of the literary work towards the reader. From that statement, it can be concluded that psychology can be employed as a theory for analyzing works of literature as well as authors of literary work since literature itself discusses issues in real life including humans and social conditions.

The discipline of psychology is divided into several branches and one of them is social psychology. It is also popular as psychosocial study. According to Taifel and Fraser (1978: 22), Erikson's psychosocial theory reads up the interaction between individual and others, social groups, and social systems around them. It also learns how social conditions affect the development of an individual. Psychosocial study can be the best discipline to learn and understand how a person thinks, feels, and behaves regarding the social conditions around him/her. According to by Stangor (2011:13) in his book entitled *Principles of Social Psychology*, the implementation of psychosocial theory was carried out by several psychologists who used Adolf Hitler, a German dictator during the Second World War, who was able to attract followers with atrocious behavior and extreme obedience as an object of their studies..

Therefore, it can be concluded that literature and psychology, specifically psychosocial study, are connected in some ways. To reveal the connection between

literature and psychosocial study, seeing the object of their study is very important to be done. Both literature and psychosocial study concern about human's psyche as the object of their study. They deal with human's thought, feeling, and behavior. Afterwards, those disciplines also count heavily on how human's life can be affected by social conditions. What make these disciplines different only lies on the reality of the object. If literature discusses about humans and social conditions through works of literature, a psychosocial approach learns about humans and social conditions in real life. Therefore, a psychosocial approach is significant to be used in this study.

C. Erikson's Concept of Identity and Identity Crisis

Erik Homburger Erikson (1902-1994) was born in German. He concerned on psychosocial theory which analyzes and learns on how individual's identity can be influenced by social conditions such as society, culture, and history. Moreover, he was also triggered to learn about the relationship between individual's identity and social conditions because he experienced some issues related to social conditions in his life which affected the development of his identity. His consistency to go deeper into the issues of identity drives him to create certain works which talk about the development of human identity entitled *Identity and the Life Cycle* (1959), *Childhood and Society* (1963), *Identity: Youth and Crisis* (1968), and *The Life Cycle Completed* (1982).

Having an interest in identity, Erikson (1980: 109) considers identity as a set of distinctive characteristic or individual uniqueness which is fostered by social

conditions around where a person is. The discussion of identity then leads Erikson, as an ego-psychologist, to excoitate that there is ego identity. According to Erikson (1980: 94) through his book entitled *Identity and the Life Cycle*, ego identity is about having continuous feeling of sameness within oneself (selfsameness) and being able to interact and give meaning to others in the immediate community persistently in a genuine way. In addition, Bronson (in Marcia, 1966: 552) suggests that ego identity deals with the sense of having “certainty of self-conception” and “temporal stability of self-rating”.

Identity, in which there is an ego identity, can be classified as a very subjective matter. It can be the same or different from a person to another. Erikson (1956: 66) mentions that social conditions play an important role in shaping a lasting pattern of ‘inner identity’. In other words, the way an individual plays his or her role in society, and the way a society around an individual identifying the individual can be very significant for an individual to shape their true sense of identity. Furthermore, identity is something that can be obtained, developed, and evolved depending on the role that an individual has in a certain social circumstance and how an individual interacts with others.

Discussing about identity, Erikson finds out that it should be related to identity crisis. The word “crisis” is derived from Greek word *krisis*. It is usually defined as a dangerous or unstable situation which can give negative impacts to an individual or a community. Crisis is also believed to be a negative change in certain cases including environmental and societal affairs. In Chinese, the word crisis is used to signify a

negative situation or danger. However, Erikson (1968: 16) explains further that the term “crisis” is not something as fatal as it sounds. He then defines a crisis as, “...designating a necessary turning point, a crucial moment, when development must move one way or another, marshaling resources of growth, recovery, and further differentiation.” Cherry (www.verywell.com: 2016, par. 4) also adds that there is a developmental crisis as one of the types of psychological crisis. That kind of crisis is a part of growing and developing process. From that point of view, it can be assumed that identity crisis is not something that always leads an individual to negative circumstances. In order to reach a higher stage of a psychosocial developmental process in life, an individual ought to pass one or more crisis in his or her life.

McLean and Syed (2014: 116) mention that Erikson uses the term “crisis” to address internal conflicts of a person who is struggling to know who he is, what he wants for himself, and what people want him to be. Crisis towards human identity occurs more than once in life. However, the most critical crisis takes place during adolescence years. Identity crisis in adolescent is marked by the question to oneself about “who am I?”, “what I really want for life?”, and “what people want me to be?”. One can have a healthy identity as well as ego identity if he or she can solve those questions successfully. Thus, it can be summed up that the issues of identity crisis in adolescence years are very significant for one’s development in obtaining the sense of self.

D. Erikson's Psychosocial Development Stages Theory

Psychosocial development stages theory is a very popular theory in the field of psychology, which then can be applied in the field of literature, coined by Erik H. Erikson. Erikson's psychosocial development stages theory is very significant for both children and adult development. In the process of making this psychosocial development stages theory, Erikson is much influenced by his own experience and Freud, his teacher. Freud (in Coon, 2005: 42) portrays that there are id, ego, and superego as human mental structures. The id is the original core of human's personality which has relation to libidinal energy. The id wants to be satisfied without considering how it will be fulfilled. Then, superego is believed to be the agency related to morality and conscience. It stimulates human to act socially. As for the ego, according to Freud (in Burston, 2006: 83), it can be defined as an entity associated to all conscious mental functions in which there are memory, logic, perception, language, motility, self-awareness, and social judgment. He believes that ego is a 'slave' of the id and superego. It means that ego plays an important role to satisfy the impulsive demand of id while considering the consideration of superego. In other words, the ego has a task to balance the id and superego.

Being well-known as an ego psychologist, Erikson does not talk much about the id and superego. Through his book entitled *Childhood and Society*, Erikson (1963: 15) regards ego as the representation of man's capacity to bring action and experience together in an adaptive manner. Unlike Freud, Erikson (1950: 187) believes that ego is the most important part of human's psyche as it balances the id and superego by

seeing reality and one's capacities of orientation and planning. He mentions that every person should cope with ego functions in order to have a normal pattern of development and successfully adapt to social realities (Shaffer, 2008: 41). Ego functions encompass the encouragement towards self-preservation and adaptation to maximize individual's survival ability by filtering, interpreting, and distorting stimuli which is carried out by the id and superego (Miller *et al*, 2003: 203).

Ego is a part of human mental structures which can be developed. In its development process, one should go through the eight stages of psychosocial development theory. The theory of psychosocial development stages proposed by Erikson. According to Slee *et al* (2012: 62), Erikson believes that each stage of psychosocial development theory carries different ego capability. In order to have a healthy ego development, an individual should be able to solve every crisis occurs in each stage. In order to understand deeper about Erikson's psychosocial development stages theory, the table of the theory in table 1 is presented below.

Table 1: Erikson's Psychosocial Development Stages Theory

Stage (Age)	Psychosocial Crisis	Significant Relations	Psychosocial Modalities	Psychosocial Virtues	Malignancies
I (0-1) Infant	Trust vs. Mistrust	Mother	To get, to give in return	Hope, faith	Withdrawal
II (2-3) Toddler	Autonomy vs. Shame and Doubt	Parents	To hold on, to let go	Will, determination	Compulsion
III (3-6) Preschooler	Initiative vs. Guilt	Family	To go after, to play	Purpose, courage	Inhibition
IV (7-12 or so) School-age child	Industry vs. Inferiority	Neighborhood and school	To complete, to make things together	Competence	Inertia
V (12-18 or so) Adolescence	Identity vs. Identity Confusion	Peer groups, role models	To be oneself, to share oneself	Fidelity, loyalty	Repudiation
VI (early 20's-late 20's) Young Adult	Intimacy vs. Isolation	Partners, friends	To lose and find oneself in another	Love	Exclusivity
VII (late 20's to 50's) Middle Adult	Generativity vs. Stagnation (Self-Absorption)	Household, workmates	To make be, to take care of	Care	Rejectivity
VIII (50's and beyond) Old Adult	Integrity vs. Despair	Mankind or "my kind"	To be, through having been, to face not being	Wisdom	Despair

1. **Basic Trust versus Basic Mistrust**

Trust versus Mistrust is the first psychosocial conflict of Erikson's psychosocial development stages. Erikson (1968: 96) claims that this stage takes place during the first year of life, specifically between birth and under 2 years old. An infant has a character of dependence. Therefore, it is necessary for people around an infant to

form the infant's trust. One of the examples of forming trust of an infant is by responding the infant's cries quickly. Erikson (1980: 57) mentions that basic trust is the attitude of an individual towards others learnt from the first-year experiences of life. Consequently, the role of infant's caregivers, especially mother, is very crucial to help an infant solves this stage successfully. By being able to solve this stage successfully, an infant will see the world as a safe and secure place. Thus, the infant tends to create better relationship towards others. In contrast, an infant who does not able to solve the stage will face trouble in the form of fear towards the world and having difficulties in creating and maintaining relationship towards himself or herself and others at the next stage.

2. Autonomy versus Shame and Doubt

The second psychosocial conflict of Erikson's stages of psychosocial development theory is called Autonomy versus Shame and Doubt. This stage occurs to 18 months to around 2 to 3 years old children. Different from an infant who is very dependent, children in this stage start to establish their independence. According to Erikson (1968: 107), this stage focuses on developing the sense of autonomous will of children. Autonomy can be defined as the sense of having self-control (Erikson, 1980: 70). Children will begin to show their liking towards toys they want to play with, foods they want to eat, clothes they want to wear, etc. Also, the discovery of children's ability and skill will be done in this stage. For example, children will try to put on their own shoes or clothes by themselves. In order to create the sense of

autonomous will of children and minimize the possibility of shame and doubt, it is necessary for parents or caregivers to be supportive and patient even when the children fail in doing something.

3. Initiative versus Guilt

Initiative versus Guilt is the third problem of Erikson's psychosocial development stages which takes place to children around three to six years old. Erikson (1980: 78) claims that children begin to identify their parents in this stage. They will have a tendency to assess which one between their parents who look more powerful and more beautiful. Hence, parents are supposed to play their role carefully to avoid negative opinion of children towards their parents. Furthermore, children start to do more activities which sometimes are dangerous and are out of their capabilities. Every children's caregiver ought to give chance, support, and guidance while children are doing their activities and explorations in order to create the sense of initiative. It is important not to make too many restrictions to children since it can lead to the sense of guilt. Children who have the sense of initiative seem to be more confident and braver. Otherwise, children who often have guilty feeling tend to have trouble in understanding others and conditions around them.

4. Industry versus Inferiority

Industry versus Inferiority is the fourth psychosocial conflict of Erikson's psychosocial development stages. This stage can be seen through children during their school age which is around seven to twelve years old. Children like to show off their abilities through activities they do. They like to receive attention and admiration.

Even if children fail to do some of their activities, it is necessary for parents and teachers not to blame them but to teach them so they will not doubt their own abilities. The danger of this stage is the sense of inferiority, a condition where children experience estrangement towards themselves as well as their tasks (Erikson, 1968: 124). Teachers and neighbors become very important in this stage. They should be supportive to the development of children in this stage. Therefore, finding a perfect environment to the children is very important since the influence of social conditions increases drastically.

5. Identity versus Identity Confusion

The fifth psychosocial conflict of Erikson's psychosocial development stages is called Identity versus Identity Confusion. This stage can be found in adolescence year which is around 12 to 18 or so. Forming ego identity is necessary in this stage (Erikson, 1980: 94). Adolescents begin to find out who they are, what they want to be, and what people want them to be. They start to think about their career as well as their relationship to peers in family, school, and neighborhood. Therefore, the role of family members, school friends and teachers, and neighborhood becomes the vital key in this stage. It is essential to always make a supportive environment with continuous guidance since adolescents who are experiencing this psychosocial conflict tend to do some explorations and discoveries in order to get their true sense of identity and morality. In this challenging stage, there is a possibility to have identity repudiation for adolescents who fail to cope with problems.

6. Intimacy versus Isolation

Intimacy versus Isolation is the first of three stages of adulthood (Erikson, 1980: 100). This stage is experienced by young adults who are in their early twenties until the late twenties. Erikson believes that there is a strong relationship between the outcome of the fifth psychosocial problem to this stage. To explain further, for those who are able to solve their identity crisis and get their true sense of identity and morality, establishing intimacy by making a meaningful relationship emotionally may not be that difficult. They will establish a long-lasting relationship with people around them. Also, they may also find someone as a partner for marriage. In contrast, adolescents who fail to grasp the sense of intimacy will find trouble in establishing a long-lasting relationship to others and it may lead to a condition called isolation.

7. Generativity versus Stagnation (Self-Absorption)

Erikson's seventh stage of psychosocial theory is called Generativity versus Stagnation. Erikson classifies this stage as the second stage of adulthood which appears to middle adult in between their late twenties and fifties. Generativity, according to Erikson (1980: 103) can be defined as the willingness to establish and guide the next generation. Furthermore, family life and career become very important issues in this stage. Also, adults in this age want to contribute more to the society to make themselves meaningful. Middle-aged people are afraid to be identified by themselves as well as people around them as meaningless adults. If adults who undergo this stage can successfully solve the crisis, they will come to the virtue of

care. In other hand, ones who are not able to cope with the crisis in this stage tend to only care about themselves.

8. Integrity versus Despair

Integrity versus Despair is the last conflict of Erikson's psychosocial development stages theory which takes place between the age of late fifties and above. Old adults tend to reflect the life they have undergone. If they find that their life is spent for doing good things and achieving success, they may achieve the sense of integrity. It is a condition where they can fully accept themselves and start to prepare their own death. Nevertheless, old adults who experience more failure and do not feel satisfied enough with things that they have done, they tend to live in despair. They can hardly find the meaning of life. Furthermore, they have a tendency to fear death.

E. Identity Crisis in Adolescence Period: Identity versus Identity Confusion

Identity crisis is proposed by Erik H. Erikson. He believes that each psychosocial development stage will encompass a crisis which the result gives impact to the next stage of psychosocial development stages theory. 'Crisis' in this case is not a crisis in a negative sense. According to Erikson (1968: 16) crisis is now being accepted as designating a necessary turning point, a crucial moment, when development must move one way or another, marshaling resources of growth, recovery, and further differentiation. In other words, Erikson believes that people should undergo a crisis in their lives in order to reach a higher stage of psychosocial

development stages theory. Every crisis has two kinds of outcome which are positive and negative. Theoretically, every human being is supposed to solve every crisis positively. However, there are many factors which influence the process of facing crises. Discussing about crises in psychosocial development stages theory, it is true that every crisis is important not to be ruled out. However, after observing crises of all psychosocial development stages, Erikson claims that crisis in adolescence years which is also called as identity crisis needs to get more awareness.

Adolescents, according to Erikson (1968: 128), face the stage to explore new sense of continuity and sameness. In this stage, social conditions play a very important role in developing and shaping identity, in which there is an ego identity. In this moment of time, commonly adolescents show a different character significantly. As an illustration, there is an obedient girl who always follows her mother's orders. However, when she reaches her adolescence years, she has a tendency to argue her mother. Then, she may try different styles of outfit or hair. Sometimes, she also does things which seem rebellious that she has never done before. Seeing that illustration, people may not aware that it is the stage of initial identity formation. People, commonly parents and teachers, often consider adolescents who are experiencing identity crisis as naughty. In reality, it is only a process to achieve their true sense of identity as well as ego identity.

While experiencing identity crisis, adolescents usually have questions about "who am I?", "what I want to be?", and "what I expected to be?". In order to answer those questions, adolescents like to do some explorations and discoveries.

Unfortunately, adolescents in this stage can hardly differentiate good and bad things. Therefore, parents, school teachers and friends, and neighbors as peers ought to give continuous guidance and be supportive in positive ways. For adolescents who are able to solve their identity crisis successfully, they will get the idea of their true sense of identity. They will also achieve the meaning of fidelity and loyalty. In contrast, adolescents who fail to solve their identity crisis will likely experience identity repudiation where they can be driven to negative identity easily.

F. Erikson's Identity Statures of Psychosocial Development Stages Theory

Identity crisis in adolescent is marked by identity statuses. Adolescents can undergo more than one identity status at the same time. They do not need to wait an identity status to be completed. The identity statuses are as follows.

1. Identity Diffusion Status

Identity diffusion status marks the phenomenon of identity crisis. It becomes one of the process of adolescents in finding sense of themselves. This identity status shows that adolescents are not yet sure about who they are and what they want. The uncertainty towards adolescents' sense of self may include some aspects of life such as their education, occupation, religion, and also culture.

Erikson (in Foelsch *et al*, 2014: 23) mentions that the lack of having the capacity of self-definition or identity diffusion can be reflected through emotional instability. In other words, adolescents in the status of identity diffusion may have a tendency to suffer acute upset. Also, adolescents who are undergoing identity

diffusion status tend to have too excessive self-awareness so that they find difficulties in forming relationship. They have incapacity of self-definition from the beginning. Thus, the relationship of adolescents in this status will last in a short period of time. Furthermore, having trouble to establish decisions and to concentrate towards certain tasks can also be the characteristics of identity diffusion status. In such identity status, it is necessary for significant relations to perform continuous guidance in order to set apart adolescents who are undergoing identity diffusion status to choose negative identity as the consequence.

2. Identity Foreclosure Status

Different from identity diffusion status, identity foreclosure status is marked by the commitment to certain roles, beliefs, and/or values made by adolescents who are in the status. Those who are experiencing identity foreclosure status determine their identity too early. To explain it further, according to Shaffer (2008: 190), adolescents in this status have established their assumption and commitment to certain beliefs, values, and roles without further identification and exploration. They also have premature decisions towards ideologies and occupations without considering their own self-potential. Even though identity foreclosure status is classified as one process of forming identity, adolescents who are experiencing this status are not really forming their own identity since they do not want to do or they have limited or no chance to explore their self-potential.

There are some factors which trigger adolescents to be classified in identity foreclosure status, and the most influential of the factors is the role of parents. As what McInerney (2013: 388) states in his book entitled *Educational Psychology: Constructing Learning*, parents have ready-made positions. Thus, it can be concluded that adolescents who live in a scope where their parents have certain desires towards their children may naturally adopt what their parents want or already have. However, parents who involve in their children's crisis too excessively may cause the feeling of discontent in the upcoming stage of psychosocial development. Aside from parents, peers in school and neighborhood also play important role as role models in triggering adolescent to experience this identity status.

3. Identity Moratorium Status

The term identity moratorium status is closely related to the issue of identity crisis during adolescence years. According to Erikson (in Zwerdling, 1986: 67) 'moratorium' is a period in which adolescents do some experimentation in order to find a niche in society which suits them and seems to be uniquely made for them. In other words, every adolescent who is experiencing identity moratorium status will likely do some explorations and discoveries so as to get their true sense of identity. In some cases, explorations and discoveries done by adolescents are unfavorable. They may try to act in different roles and personalities. As an example, adolescents may act nicely one day but badly the next day. Even so, in the phase of identity moratorium status, adolescents have not established any commitments to certain roles, beliefs and

values. They only try what they want to try or to know. That is why, adolescents in a moratorium status tend to be the most anxious of the four status. They still think that their world is not a highly predictable place (Marcia in Wrightsman, 1994: 70). Thus, continuous guidance from significant relations is needed.

The period of identity moratorium status is more or less affected by several factors. Lerner *et al* (2001: 362) mention parents' educational level, supports of socioeconomics, culture, and gender as important social conditions in identity moratorium status. In case of educational level of parents, adolescents who were born and grown up by parents who have a higher level of education commonly required to have higher life goals compared to the ones who have parents with a lower level of education. However, it does not mean that adolescents who were born and grown up to parents with a lower level of educational background will always have lower life goals since there are other social conditions related to the process of reaching their life goals. Furthermore, socioeconomic supports also become one part of social conditions concerning time period of adolescents' identity moratorium status.

4. James E. Marcia's Identity Achievement Status

James E. Marcia is a Canadian developmental and clinical psychologist who focused his work on psychosocial development of adolescent as well as lifespan identity development. Agreeing to Erikson's view and assumption towards identity crisis, Marcia believes that 'crisis' is a movement to bring maturity of people, specifically adolescents. Putting his interest in examining identity crisis in

adolescence years, Marcia expanded Erikson's theory of identity status which is according to Erikson, there are three statuses which mark adolescents' identity crisis; they are identity moratorium status, identity diffusion status, and identity foreclosure status. As written in Houston *et al* (2013: 307), Marcia indicates that adults, including adolescents, can be classified not only in three statuses but in four statuses. Hence, he adds a status named identity achievement status to complete Erikson's existing theory.

Similar to the theory of identity moratorium status, adolescents who are undergoing identity achievement status do some discoveries and explorations in order to know their self-potential. However, different from adolescents in identity moratorium status who have not yet sure about who they are as well as their commitments and decisions, adolescents in identity moratorium, according to McInerney (2013: 388), have made commitment to certain roles, beliefs, and values after doing explorations and discoveries. They have well-being psychology. Furthermore, they know themselves well. They know who they are, what they want, and what people want them to be. They may also be able to recognize what society wants them to be, and if they are not able to fulfill the will, then they are able to give reasonable explanations in proper ways.

In order to have a capability to make commitments and decisions which are autonomously made, adolescents may be influenced by several social factors. Shaffer and Kipp (2010: 507) claim that cognitive growth, parenting, schooling, and the broader social-cultural context are powerful factors which trigger adolescents to have

identity achievement status. Therefore, it is necessary to accustom adolescents to have formal-operational thought and to think logically. Furthermore, parents are required to maintain good relationship with their children and make sure their children live in social conditions which supports them. Compared to adolescents who are experiencing the other three identity statuses, adolescents who get their sense of self through identity achievement status seem to have stronger commitments and decisions.

**G. Erikson's Sixth Stage of Psychosocial Development Stages Theory:
Intimacy versus Isolation**

Intimacy versus Isolation is the sixth stage of Erikson psychosocial development stages theory which occurs in the early to the late twenties. Erikson (in Thies and Travers, 2006: 42) believes that a new ego capacity and a new ego incapacity are found in each stage of psychosocial development stages. In the stage of Intimacy versus Isolation, the first stage of adulthood years, young adult will be facing new crisis where they are supposed to establish intimacy. However, the fact that the result of identity crisis which occurs in the fifth stage of psychosocial development stages undeniably will take effect in this stage. For young adults who are able to positively solve their identity crisis, they may not find many troubles in establishing intimacy in the sixth stage of psychosocial development stages theory. In contrast, young adults who fail to grasp the idea of their identity may find troubles in forming intimacy and possibly be directed to the isolation.

Intimacy is often attributed to a romantic sense between two persons, commonly in the opposite sex. In fact, intimacy has a wider meaning rather than just a mere romantic sense. According to Pastorino and Doyle-Portillo (2015: 394), Erikson claims that intimacy is indicated by being able to form their relationship with others, trust, understand, and acknowledge others. Intimacy itself can be defined as a condition where someone is forming a commitment in order to have a long-lasting relationship with others. Steinberg *et all* (2010: 438) mention that the correlation between the result of the previous crisis lies in the ability of young adults to use a sufficient sense of self and trust to reveal themselves truthfully to others. Furthermore, young adults who are able to figure out the solution of their identity crisis successfully and positively may form genuine concern towards other people's need. In this case, they may also have an ability to set aside their own needs at times when it is necessary.

In this stage, young adults are supposed to acquire a new ego capacity by having continuous intimacy, which is the basic virtue of love. Intimacy can be shown to peers in family, school, and neighborhood. Then, Carducci (2009: 192) suggests that the basic virtue of love can be expressed through showing respect, giving caring, and helping significant others in taking responsibilities. That is why, young adults who are successful in establishing sustainable intimate relationship to others often have the feeling of compassionate love to a certain significant relation who then be a partner for marriage. Compassionate love is commonly associated with being in love in which there is a sense of caring and being concerned to be one's partner. Usually,

young adults who are experiencing compassionate love have extreme feeling of empathy towards their partner (Sprecher and Fehr, 2005: 630).

In the other hand, forming the sense of intimacy may be quite difficult to young adults who fail to grasp their sense of identity in their adolescence years. If such young adults do not immediately struggle to form intimacy to peers in family, school, and neighborhood, they may undergo a phase called as an isolation. By saying isolation, Erikson (in McMartin 1995: 106) refers to a sense of fear of remaining unrecognized and separated. Young adults who are experiencing self-isolation are unable to be intimate, spontaneous, and close with others. Such young adults have a tendency to be easily feeling threatened by close relations. Furthermore, they find difficulties in trusting and telling others about themselves which lead them to have less tolerance towards others' varying opinions and views. Thus, they like to be alone instead of making social interactions.

In a condition where young adults experience continuous isolation which some people also call as chronic isolation, they may have a tendency to encounter identity conflict. In a worse situation, young adults who undergo identity conflict will have a potency to return to identity repudiation, the negative virtue of Erikson's fifth stage of psychosocial development stages. Then, the overall impact of the inability to establish intimacy is the sense of exclusivity. It can be defined as a condition in which young adults like shutting out others (McMartin, 1995: 106). In this kind of situation, young adults commonly see others as people who are not worthy enough to

get their attention. Also, young adults who are having the sense of exclusivity sometimes consider others as disturbers.

Seeing the fact that the result of psychosocial crisis in the fifth stage plays a very important role in the sixth stage of the theory, it is necessary for significant relations to support and create a positive and supportive social conditions so that adolescents are able to solve their identity crisis successfully and positively. Thus, adolescents will find no interference in the subsequent psychosocial development stages including the stage of Intimacy versus Isolation.

H. Literary Elements

Works of literature are formed by several parts. They are known as the elements of literature. In the process of analyzing a literary work, the elements have a function as a barrier. It means a work of literature is no longer viewed entirely during the process of analysis. It is divided into pieces according to the purpose of the analysis. By doing so, the process of analyzing becomes more focused and straightforward. Each element has particular roles in every work of literature. The explanations are as follows.

1. Characters

Characters in a fiction story are people (Card, 1988: 4). They are designed in such manner in order to resemble the real human beings. They seem real and alive even though they are fictional. Card mentions that characters have the function to give better understanding about the nature and behavior of human which people

cannot get in real life. In other words, characters can be the best way for people to learn about the psychology of human beings. They can be analyzed through the way they think and act. Furthermore, characters help readers to understand the actual message contained in the story. Characters become the main factor which determine the success rate of a fiction story. Therefore, how the characters are drawn will give a great impact to the fiction story itself (Beardwood, 2010: 24). There are several types of characters in a fictional story: main character, secondary character, and minor character.

a. Main Character

Main character is the most important character in a fictional story. It is a central or protagonist character. (Beardwood, 2010: 24) suggests that a main character is commonly represented as a three-dimensional character. Then, Means and Lindner (1998: 35) mention that the main character in a fiction story has a problem to solve, something to have, and something to do. In other words, main character is a complex character. It can be observed and analyzed through the way he/she/it thinks and acts. This kind of character becomes an appropriate subject to reveal the actual message of a fiction story since the events in the story is predominantly represented through the main character's perspective.

b. Secondary Character

The secondary character also exists in a fictional story. Even though the existence of a secondary character is less important than a main character, this kind of

character cannot be overlooked. The thing that makes a main character and a secondary character different is the central conflict. Means and Lindner (1998: 35) assume that central conflict is only owned by the main character. Therefore, a secondary character can explain and strengthen the existence of a main character. This kind of character commonly exists around the main character. However, in a fictional story, creating too many secondary characters may disrupt the storyline.

c. Minor Character

The role of a minor characters in the novel is often underestimated. Different from a main character, a minor character cannot be deeply observed and analyzed Means and Lindner (1998: 35). Beardwood (2010: 24) claims this kind of character is not well-developed. In other words, the character is not meant to be a complex character. Even so, this character plays important roles in a fictional story. Similar to secondary character, a minor character has the role to make the complexity of a main character appears stronger. In many fictional stories, author uses one or more minor character to reveal the conditions as well as the personality of the main character Beardwood (2010: 24).

The existence of a character in a fictional story is automatically related to the characterization. Jacobus (1996: 69) clarifies that character is a person in a fictional story. Then, characterization is the construction in which an author draws or represents the character in his/her story. Without creating characterization, it is impossible for an author to create a character. There are several methods which

author can use to create the characterization of a character. The way the character's think becomes one of the most important parts in creating characterization. Moreover, characterization can also be created by what the character says and/or does not say. The way the character's appearance, language, patterns of speech, and tone of voice are also significant for creating a character's characterization. Another thing which is able to show the characterization of a character is the character's name. Name of a character sometimes marks the personality, status of social, values, and views of the character or another character who gives the name.

Aside from the character himself/herself/itself, the characterization of a character is possibly indicated through other characters' way of thinking, speaking, and acting about the associated character. Another way to create the characterization of a character is by using specific imageries to signify the inner life of the character as well as the character's opinions.

2. Setting

In addition to character, characterization, and the central conflict of the main character, setting also becomes one important thing in writing up a fictional story. If the character is the "who" of the story and the central conflict is the "what" of the story, then setting is the "where" and "when" an event inside the story takes place (Means and Lindner, 1998: 36). Setting is a basis of constructing a fictional story. Therefore, it is impossible for authors of fictional stories not to create any single setting inside their stories. Wiesner (2011: 16) mentions one of the functions of a

setting is to enhance the character's characterization and conflict. It may also strengthen the conflict and suspense of the fictional story. In other words, to make a good fictional story, its setting should be adjusted to the characters in the story and vice versa.

There are two types of setting. They are setting of place and time. Means and Lindner (1998: 36) propose that setting of place is divided into big and little setting. As the name suggests, a big setting commonly in the form of a big spot or location. Then, a little setting is a smaller spot or location. For an illustration, a big setting may be a country and a little setting is a city in that country. Afterwards, setting of time is about telling when an event inside a fictional story occurs. Authors generally use a specific date and/or time. Even so, Rollins (2010: 14) states that some authors also describe the conditions of social and/or weather to explain the settings of their story.

The function of settings is not merely about telling a specific location or time of an event. Monteleone (2010: 34) states by having settings, readers may have deeper understanding about the atmosphere and the mood of a fictional story. Some author also utilizes settings to create a conflict or a struggle of the character, especially main character, in their story. In conclusion, through settings reader may find information about particular cases which affect the development of the main character in the novel.

3. Plot

In a fictional story, the existence of a plot is as important as character and setting. Rollins (2010: 6) defines 'plot' as an outline of action in a story, play, or movie. Kirszner and Mandell (1994: 60) explains it more detail by saying plot is actually the way in which events of a story is shaped and arranged by causal connections which related to historical, social, personal, etc. The interaction between characters in a story may also be a defining factor of arranging the events in the story. Therefore, it can be said that the existence of a plot in a story is to help authors in arranging their story in a good order and readers in understanding the order of the storyline.

Plot is divided into five points. They are exposition, complication or rising action, climax, falling action, and resolution. Kirszner and Mandell (1994: 60) defines exposition as a point where authors introduce their story. To explain further, in an exposition, readers will find the basic information about the characters. Some important settings of the story may also be explained in this point. Then, readers may also find some clues about events, including the conflicts, of the story. After exposition, there is a complication. Rollins (2010: 6) interprets complication as the rising action of a plot. In this point, authors generally give more information about the main character in their story along with the main character's conflicts. Even so, the conflicts have not reached its worst situation. Authors then create a climax as the next point of a plot. It is a point in which readers see the "peak" of a conflict of the story. Means and Lindner (1998: 36) assume that it is the main character's biggest

problem. Some authors may create a fight, physical action, an argument, or a moment with very tense emotions. After having a climax, then there is a falling action. Rollins (2010: 6) states that it is a point where the main character deals with the result of the climax. As the last point of plot, there is a resolution. According to Kirsznner and Mandell (1994: 61), resolution, which also called as a denouement, is the point of “untying the knot”. Commonly, the central conflict faced by the main character is resolved in this point and it marks the end of the story.

4. Point of View

Point of view is an element of literature which means the way a story gets told and who tells it (Rollins, 2010: 6). Then, Kirsznner and Mandell (1994: 170) define it as the angle of vantage point from which events are presented. Generally, point of view is divided into first person and third person point of view. Rollins (2010: 6) describes a story which uses the first person point of view is told by the main character. In other words, the main character in the story becomes the narrator. The story is commonly told using the pronouns I, me, mine, we, our, and/or us. Meanwhile, Rollins (2010: 6) describes a story which uses third person point of view is told by an outside character. In this case, the narrator usually features pronouns such as he, she, it, they, them, him, her, its, etc while delivering the story.

Generally, there are two types of third person point of view in creating literary works. They are omniscient and limited third person point of view (Kirsznner and Mandell, 1994: 177). Omniscient means knowing everything. Hence, omniscient

third person knows all things regarding the story, especially the thoughts and feelings of all characters in the story. It seems like the narrator is in the head and heart of all characters in the story so the narrator can expose their feelings and/or thoughts. Then, limited third person point of view is quite different from the omniscient third person point of view. Limited third person point of view knows everything, the thoughts and the feelings, only about the main character (Kirsznner and Mandell, 1994: 177). In other words, limited third person point of view cannot reveal or expose the thoughts or feelings of all characters.

Apart from those two types of point of view, there is also second person point of view. This kind of point of view is rarely used in literary works. Commonly, it is used when the purpose of the writing is to give advices, instructions, or suggestions (Lutz and Stevenson, 2005: 159). Authors who use second person point of view treats the readers as if they are the in the story, as the main character. Thus, the pronouns used in this point of view is you and your.

5. Theme

Theme of a story is one important point which cannot be left out. In order to make a story becomes more interesting, authors need to wrap up the entire message of their story in a theme. The plot of a story must refer to the theme of the story. It is the main or dominant idea of a story which authors does not directly state to their readers (Krisznner and Mandell, 1994: 293). Rollins (2010: 6) claims that authors utilize each element of the story in order to reveal and deliver the theme of their story to their

readers. Therefore, paying attention to the characters, characterizations, settings, plot, and point of view of a story is necessary for identifying its theme (Kriszner and Mandell, 1994: 296).

I. The Problems of Mixed-Race in the United States

As a place in almost everyone's dream, the United States cannot be separated from the history of immigrants. The number of immigrants in the United States which is increasing time to time become a factor that gives rise to the development of mixed-race families there. Bailey (2013: 5) claims that multiracial people, in which there is mixed-race people, as people who are made up of, involving, or acting on behalf of various races. It can also be defined as people who have ancestors of several or various races. According to American Association for Marriage and Family Therapy, in 2050, the population of mixed-race people is estimated to reach 21% of the total population in the United States. Even so, the high level of the population does not guarantee the freedom of mixed-race people. Morley and Street (2014: 1) suggest that mixed-race people, specifically children and adolescents, encounter difficulties such as racism, discrimination, and identity confusion. The issues of racism and discrimination commonly occur in school and neighborhood where they do interaction with non-mixed-race people because some them often consider mixed-race people as "different" so that they find difficulties in finding ways to identify mixed-race people and to start interaction. Racism and discrimination experienced by mixed race children and adolescents are usually caused by their physical appearance

and family background. However, their identity confusion may become the result of all problems that they face because some people mostly children and adolescents, feel isolated and hated by everyone.

J. Shilpi Somaya Gowda as an Author

Shilpi Somaya Gowda is a Canadian novelist. She was born in December 9, 1970 and raised in Toronto, Canada to Asian-Indian parents who emigrated to the United States from Mumbai, India. She has authored three novels entitled *Secret Daughter*, *the Golden Son*, and *Last Carnival of August*. *Secret Daughter* is her first novel published in 2010. The novel becomes an instant NY Times, USA Today, IndieBound and #1 International Bestseller. Her experience of becoming a volunteer in India in 1991, when she was in college, becomes the foundation of writing *Secret Daughter*. Even though her volunteer days had ended many years ago, she kept thinking about children in the orphanage since she found a fact that girls are not wanted simply because they favor sons in some villages. Thus, thousands of baby girls are killed every year.

Through her interview to Heather Risman, the CEO of Indigo Manulife Centre in Toronto, November 8, 2010, she mentioned that identity becomes the main issues. *Secret Daughter* tells much about identity and how the main character in the novel, Asha, defines herself. Besides identity, social conditions including family, culture, and tradition also become the topics in the novel. Gowda believes that even if people are given a comfortable home, a great education, and a loving family, those still may

not be enough to make up for the fact that all human need to know who they are and where they come from. All of the pictures in the novel represent Gowda's life where she has to struggle living in America with her Asian-Indian parents. Her experience as a Toronto-born woman who still has interest to Asian-Indian culture and tradition also enriches the story of this novel.

K. Previous Research Findings

The researcher has been inspired by the previous research studies to conduct the research. A research study on Gowda's *Secret Daughter* has been done before by Seemin Hasan (2012), a lecturer of undergraduate and postgraduate classes at the Department of English, Aligarh Muslim University, India. The title of her research is "The Dynamics of Repatriation in Shilpi Somaya Gowda's *Secret Daughter*". The research is focused on the impact of adoption, repatriation, and relief in three women characters in the novel, Asha, Somer, and Kavita. The main focus of her research is to find out the relation of the impact of adoption, repatriation, and relief towards the three women's decision-making roles despite the vast diversities in their ages and gender. The similarity of the research done by Seemin Hasan and this research is one of the women character from Gowda's *Secret Daughter*, Asha, as the object. However, the differences of this research in general from Hasan's research are the theory used and the research objectives. This research focuses on the development of Asha's identity where Asha has always known that she was adopted from an orphanage in India by Krishnan and Somer, her adoptive parents. Furthermore, this research uses

Erikson's psychosocial development stages theory and Marcia's Identity achievement status to analyze the development of Asha's identity.

The other research using Gowda's *Secret Daughter* is done by Sajalkumar Bhattacharya (2012), an Associate Professor in the Department of English, Ramakrishna Mission Residential College, West Bengal, India. The title of the research is "The Return of the Native, but Not Alone!: Tishani Doshi's *The Pleasure Seekers* and Shilpi Somaya Gowda's *Secret Daughter*". The impact of transnationalism failure which caused expatriate Indian novelist in an uncomfortable situation becomes the focus of Bhattacharya's research. The main focus of this research is to study Doshi and Gowda's novel as the literary work of expatriate Indian novelists under the impact of transnationalism failure. The similarity of this research and Bhattacharya's research is the object of the research, *Secret Daughter* novel authored by Gowda. However, the main focus of this research which focus more on Asha's identity development instead of the author, Gowda, through her novel, makes this research different from Bhattacharya's research. Moreover, the theory used in this research is also different from the research done by Bhattacharya.

The last previous study is done by Anestiya Fiddin Rosyada (2013). The title of her research is "Identity Crisis of the Second Generation of Asian-Indian Americans as Reflected in the Lahiri's *The Namesake*". The focus of the research is to identify the issues of identity crisis and its impact experienced by second generation of Asian-Indian Americans through the main character of the novel, Gogol Ganguli. The theory used in Rosyada's research is Erikson's psychosocial stages theory. Despite

these research used the same theory, this research added Marcia's identity achievement status as a supporting theory. Furthermore, the object of this research is also similar from Rosyada's research.

While there are similarities to Hasan and Bhattacharya's object of research, Gowda's *Secret Daughter*, this research used different theory and perspective. Afterwards, there are also similarities between this research and Rosyada's research in the forms of the object to be studied, the theory, and the perspective used. However, the assumed impacts of this research are different from Rosyada's research. Thus, based on the previous research findings, there is still no research that has been done on Gowda's *Secret Daughter* using Erikson's psychosocial development stages theory before and in the English Department of State University of Yogyakarta.

L. Framework of Thinking

The object of this research is Shilpi Somaya Gowda's *Secret Daughter*. *Secret Daughter* is rich in the issue of identity crisis and identity development. The main issue of this novel is identity crisis experienced by Asha, the main character in the novel, during her adolescence years. Asha is an adopted child to a mixed-race couple, Krishnan and Somer. Since she is a child, she has always known the fact that she is adopted from an orphanage in India. Having many unanswered questions about her real background, Asha starts to have frequent confrontations towards her adoptive mother, Somer. She also changes her sight towards her interest, education, and occupation when entering her adolescence years.

To identify the identity statuses which mark Asha's identity crisis during adolescence years, the impact of the crisis in Asha's psychosocial development as reflected in Gowda's *Secret Daughter*, and how psychosocial issues is reflected in the novel, the researcher uses Erikson's psychosocial development stages theory which focused on the fifth and sixth stages, Marcia's identity achievement status, and literary elements. The following figure of conceptual framework shows the summarization of the theories employed and discussed in this research.

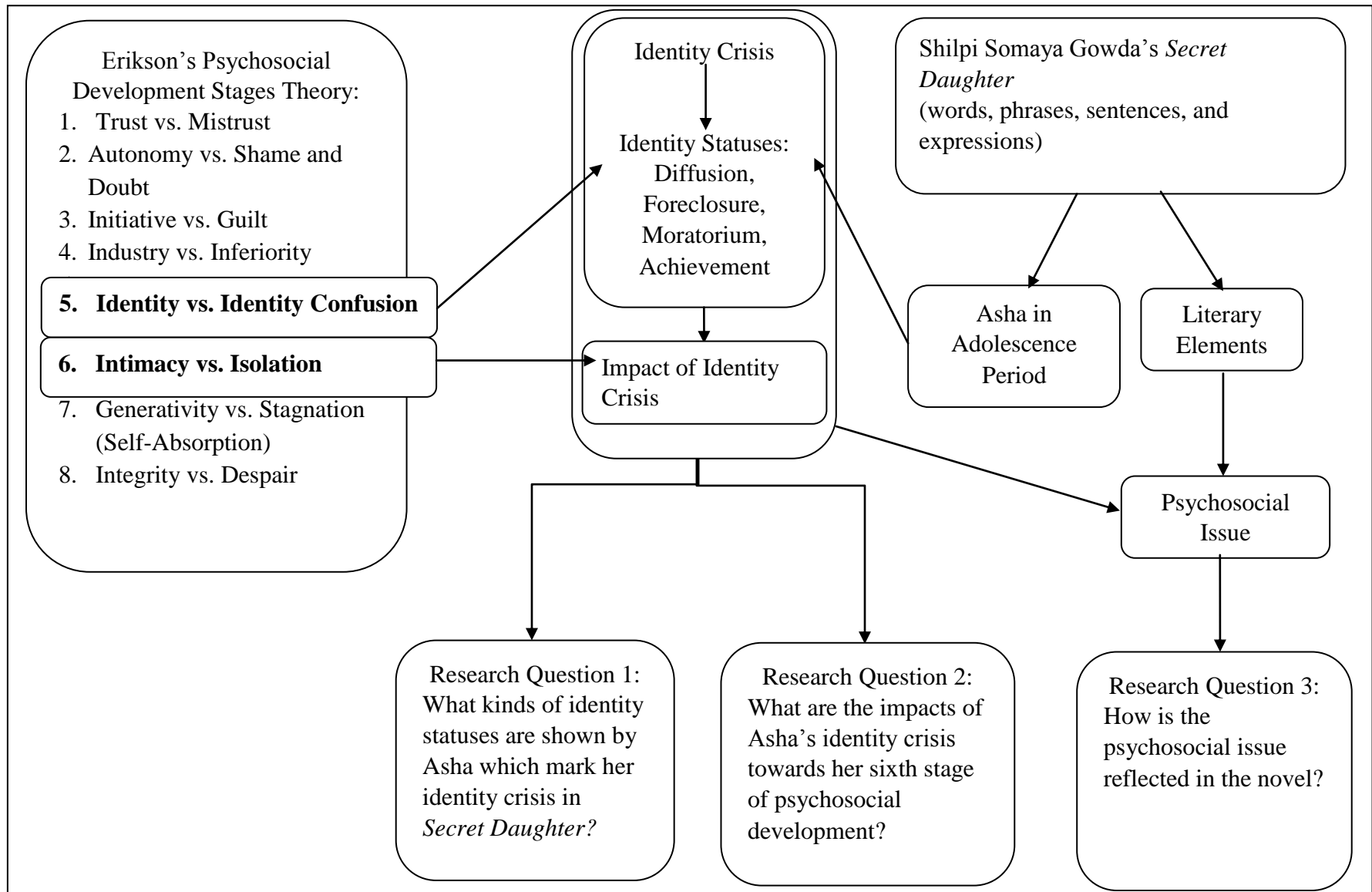


Figure 1: Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. The Research Design

This research has three objectives; to reveal Asha's identity statuses which mark her identity crisis in Shilpi Somaya Gowda's *Secret Daughter*, to find out the impact of Asha's identity crisis towards her psychosocial development, and to identify how the psychosocial is reflected in the novel. This research is classified as qualitative research. According to Hayllar and Veal (1996: 30) qualitative research approaches are not concerned with information which involves numbers. It is a naturalistic, interpretative approach, which concerned with exploring phenomena 'from the interior' (Flick in Ritchie *et al*, 2013: 3). Daly (2007: 169) also mentions that qualitative research can be used to examine works of literature on topics of interest, reflect on personal and professional experience, and consider social problems to analyze. In the case of this research, the novel as a literary work is the exterior and the content of the novel *Secret Daughter* is the interior where the researcher finds the main data in the form of phrases, sentences, and expressions to explore.

This research used content-analysis method to analyze the data taken from the novel. A content-analysis method is commonly used to analyze written data including novel. It has characteristics of exploratory in process and predictive or inferential in intent (Krippendorff, 2012: 1). Furthermore, content-analysts theoretically use the method for revealing messages which are actually contained or intended to convey.

Thus, seeing the characteristics of the method, the interpretation of the analysis may vary from one person to another depends on one's personal perspective while identifying the data.

B. Data and Sources of the Data

The main source of this research is a novel entitled *Secret Daughter*. It is a novel written by Shilpi Somaya Gowda in 2010. The researcher used the paperback edition which was published by HarperCollins Publishers in 2012. The book consists of four parts and 390 pages. The object of the analysis is the main character of the novel, Asha, who experiences identity crisis during her adolescence years. Words, phrases, sentences, and expressions related to the psychosocial theory that are related to the psychosocial development stages theory become the main data and materials for this research. The researcher read and scrutinized the script of the novel comprehensively to show evidences to support the research objectives through the data.

To analyze the data taken from the novel *Secret Daughter*, the researcher used references and information as theoretical foundation. They are in the forms of book by Erik H. Erikson entitled *Identity: Youth and Crisis* (1968) and *Identity and the Life Cycle* (1959). Furthermore, some additional books related to the theory of psychosocial development stages were used to strengthen the analysis. Aside from books, the researcher also used some articles, essays, and journals related to the theory. All of the sources can be in the forms of electronic and printed materials.

C. The Research Instrument

This research is a qualitative research in nature. It has a characteristic which the researcher is the designer, data collector, data interpreter, analyst, and result reporter of the research (Moleong, 2010: 121). Therefore, the main instrument of this research was the researcher herself. Cresswell, (2009: 175) mentions that the researcher as the main instrument has tasks to interpret and analyzes the data related to certain theory. Aside from analyzing and interpreting, the researcher was also the one who made an outline regarding the problems and answered the problems of this research from her given perspective.

As the secondary instrument, the researcher used data sheets in order to facilitate the work of data processing. The sheets were used to note and record the data related to the theory found in Gowda's *Secret Daughter*. They were divided into several columns. Each column of the sheets was labeled to ease the identifications. The labels were in the form of number, category, quotation, page, keyword(s), narrator, and meaning.

D. The Technique of Data Collection

The research is considered as a content-analysis research. The data collection is done through several steps. The steps are as follows.

1. A comprehensive reading of Gowda's *Secret Daughter* was done as the first step of this research. In order to get deeper understanding towards the content of the

novel and the relation to the research focus, re-reading the novel was done several times.

2. Taking notes was done in order to ensure that there was no information left behind. The notes were in the forms of words, phrases, sentences, clauses, and discourses.
3. Analyzing, interpreting, and categorizing the data in order to answer the objectives of this research.
4. Carefully cross-checking the data from the novel to the data collected from the comprehensive reading.

To answer the objectives of this research, the data taken from Gowda's *Secret Daughter* were categorized in data sheets. The sheets were divided into seven columns. The columns were labelled as number, category, quotation, page, keywords, narrator, and meaning. The other sheet will be labelled as number, quotation, name of the elements, details, page, narrator, and explanation. The data below is an overview of the data sheets used in this research.

B. Table 2: The Identity Statuses which Mark Asha's Identity Crisis

No	Category	Quotation	Page	Keywords	Narrator	Explanation
1.	Identity Diffusion Status	1.) "I know, another A-plus in English, aren't you proud of me?" Asha says.	148	Excessive self-awareness	Asha	As for Asha, having high grade in subjects that she likes is enough.
2.	Identity Fore-	1.) "Um, no. I've never been,"	148	Excessive involvement	Asha	Asha's statement

	closure Status	Asha says. “My parents aren’t really into that stuff, I guess.”		of parents, Interruption of self-potential		shows that her father does not really like activities aside from her study.
3.	Identity Moratorium Status	1.) This morning, Dad called his family in India and I spoke to them again. It’s still a little weird talking to people I’ve only seen in pictures, but it’s getting better.	159	Perform self-exploration	Asha	The lines show how Asha tries to communicate with her family in India.
4.	Identity Achievement Status	1.) Asha looks at her reflection, and she is stunned. The sari flatters her and is surprisingly comfortable.	340	Commit to a certain role after exploration	Author	Asha tries to wear sari which in the beginning she has a heavy heart to give it a try. However, the lines show that Asha has her own conclusion that sari is comfortable to her.

Table 3: The Impacts of Asha’s Identity Crisis Towards Her Psychosocial Development

No	Category	Quotation	Page	Keywords	Narrator	Explanation
1.	Intimacy	1.) “Actually, I was born here,” Asha says. She knows this information is unnecessary to their conversation, and yet she wants to share it.	273	Establishing the sense of trust	Author	These lines show that Asha starts to trust Sanjay. Thus, she tells him about her history.
		2.) “He’s getting his master’s at the London School of Economics.” She smiles and makes a face at him. “Sorry, Dad, I didn’t manage to find an eligible Indian doctor.”	278	Forming relationship	Asha	Asha tells her father about her relationship with Sanjay

Table 4: The Elements of Literature which Represent Psychosocial Issue

No	Quotation	Name of the Elements	Detail	Page	Narrator	Explanation
1.	I’m supposed to write a biography of myself for eighth-grade social studies, but I don’t know where to begin. I don’t know where	Character	Main character: Asha	137	Asha	Through that lines, it can be seen that Asha is uncertain and incomplete towards herself

	I really came from. Whenever I ask my mom, she just gives me the same story-- they picked me up from the orphanage in India when I was a baby and brought me to California.					because of her social condition. She finds it difficult to make her own biography.
2.	She grew larger this time, compared to the last. In private, her husband chided her for not covering up more, but with other men, she heard him boast about her breasts, comparing them to ripe melons. She saw it as a blessing that her body looked different this time, as it led her husband and the others to assume this baby will be a boy.	Setting	Setting of place and time: Dahanu, India in 1984 Societal setting: People prefer to have a son instead of a daughter.	6	Author	From that statement, it can be inferred that people in Dahanu, India in 1984 prefer to have a son.

E. The Data Analysis

Moleong (2002: 102) mentions that data analysis is done intensively after the process of collecting the data. In conducting the data analysis, there were several steps which had been done. The steps are as follows.

1. The researcher comprehensively read and reread Gowda's *Secret Daughter*.
2. The researcher looked, signed, and noted words, phrases, sentences, clauses, and discourses related to Erikson's fifth and sixth psychosocial development stages theory.
3. The researcher collected, analyzed, interpreted, and identified the data based on the theory.
4. The researcher classified the data based on the data sheets.
5. The researcher drew a conclusion of the findings.
6. The researcher reported the findings through her thesis after doing triangulation procedure to ensure the data trustworthiness.

F. The Data Trustworthiness

Lincoln and Guba (in Polit and Beck, 2010: 492) mentions that there are four criteria to develop the data trustworthiness. The criteria are credibility, transferability, dependability, and confirmability. Triangulation was also applied to strengthen the trustworthiness of the findings. According to Stake (2010: 123), triangulation is a form of confirmation and validation. It was done by observing to compare and cross-check the collected data from different perspectives of others. In other words,

triangulation analyst consults the findings of the research to two or more persons to make a comparison.

Therefore, to achieve the trustworthiness of this research, the researcher conducted the triangulation to her first advisor and the second advisor of this research. Triangulation with her friends from the English Language and Literature Study Program of Yogyakarta State University was also done to get better analysis for the findings to be reported. The two students were chosen by the researcher because both comprehend the theories used by the researcher.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is divided into two parts. The first part is to answer the objectives of this study. This research aim to identify Asha's identity statuses which mark her identity crisis in *Secret Daughter*, to point out the impact of Asha's identity crisis towards her sixth stage of psychosocial development, and to identify how psychosocial issue is reflected in the novel. In order to answer the first objective, Erikson's fifth stage of psychosocial development theory, identity versus identity confusion, and Marcia's identity achievement are needed to identify identity statuses which mark the phenomenon of identity crisis. The identity statuses are identity diffusion status, identity foreclosure status, identity moratorium status, and identity achievement status. Afterwards, to answer the second objective, Erikson's sixth stage of psychosocial development theory, intimacy versus isolation, will be used to point out the impact of Asha's identity crisis to her psychosocial development stage. Then, theory of the elements of literature will be used to answer the last objective of the research.

As the second part, there is a discussion regarding the significance of learning and understanding the issue of identity crisis in adolescence years. The phenomenon of identity crisis is reflected through Asha, the main character of *Secret Daughter* by Shipli Somaya Gowda. Asha is an adoptive daughter of a mixed-race couple, Somer and Krishnan, who are experiencing complex identity crisis.

A. Findings

1. The Identity Statuses which Mark Asha's Identity Crisis

Erik H. Erikson proposes the theory of identity crisis. Some people misinterpret the meaning of 'crisis' negatively. Erikson (1968: 16) then clarifies the meaning of crisis as "...designating a necessary turning point, a crucial moment, when development must move one way or another, marshaling resources of growth, recovery, and further differentiation." From that point of view, in order to grow and develop people must undergo and solve the crises during their lives. It can be said that crisis towards someone's identity is a part of growing and developing process. Crisis commonly occurs in every stage of psychosocial development theory. However, identity crisis during adolescence years becomes the main focus of Erikson.

Identity crisis in adolescence years which occurs between the age of 12 to 18 or so becomes a very important phenomenon. According to Erikson (1968: 128), adolescents begin to face the stage to explore new sense of continuity and sameness. They start to notice and criticize more about themselves and social conditions around them. Adolescents may also have a tendency to appear in a different character significantly. Therefore, it is a common thing to witness obedient adolescents who suddenly becomes rebellious. Theoretically, adolescents start to question about who they are, what they want to be, and what people want them to be. In this phase, the role of significant relations are very important. As stated by Shaffer and Kipp (2010: 507), cognitive growth, parenting, schooling, and the broader social-cultural context are powerful factors which trigger

adolescents to have identity achievement status. In other words, to solve identity crisis positively, it is necessary for adolescents to live in supportive social circumstances since it is a period for adolescence to do self-discovery to understand themselves better and to know where they fit in.

The phenomenon of identity crisis of Erikson's fifth stage of psychosocial development theory is usually marked by the emergence of identity statuses. There are four types of identity statuses. They are identity diffusion status, identity foreclosure status, identity moratorium status, and identity achievement status. Identity statuses may appear at any time depending on the circumstances of an individual. Adolescents are able to deal with more than one identity status at the same time. Also, they do not have to solve one identity status before undergoing to another status. The detailed discussions of the identity statuses are as below:

a. Identity Diffusion Status

The phenomenon of identity crisis is marked by several types of identity status and one of them is identity diffusion status. As stated by Erikson (1980: 97) this type of identity status points out the condition in which adolescents are not yet sure about who they are and what they want to be. They may also find difficulties in figuring out what they are expected to be. The uncertainty towards adolescents' sense of self encompasses certain aspects of their lives including their education, occupation, religion, culture, etc. Theoretically, there are several characteristics which become a sign if adolescents are having identity diffusion status aside from feeling uncertain and incomplete towards themselves. As

mentioned by Erikson (in Foelsch *et al*, 2014: 23), the lack of having the capacity of self-definition or identity diffusion can be reflected through emotional instability. In other words, adolescents usually tend to experience acute upset. They also show a tendency to have excessive self-awareness which becomes the main cause of facing difficulties in forming relationship. Afterwards, difficulties in concentration and/or making decision also become a typical characteristic of adolescents who are having identity diffusion status.

The phenomenon of complex identity crisis can be seen through the main character of Gowda's novel entitled *Secret Daughter*, Asha. Asha is an Asian-Indian adolescent who lives in the United States of America with her adoptive parents Somer and Krishnan. She is adopted when she was one-year-old. Both Somer and Krishnan agreed to tell her about the fact that she is adopted. The issue of adoption actually never bothers Asha when she was a child. However, when she enters her adolescence years, she then begins to question more about her history. The case can be seen clearly below.

I wish you were here to help me. I'm supposed to write a biography of myself for eighth-grade social studies, but **I don't know where to begin. I don't know where I really came from. Whenever I ask my mom, she just gives me the same story**—they picked me up from the orphanage in India when I was a baby and brought me to California.

(Gowda, 2010: 137)

Usually, she does not have any difficulties in writing since she has an interest in the field of journalism. However, Asha finds it difficult to write her own biography. The statement "I wish you were here to help me. I don't know where to begin. I don't know where I really came from. Whenever I ask my mom, she

just gives me the same story...” shows that Asha feels incomplete and uncertain about herself. That feeling may occur because biography requires her to write her own background including where she comes from. She has asked her mother about where she actually comes from. From the line “...she just gives me the same story...” indicates that Asha asks Somer not only once or twice. Even she asks her mother and her mother answers, she still does not feel right. She feels that way because she knows Somer is her adoptive mother. Therefore, all of Somer’s answers will not be right for Asha. It seems like she wants her biological mother is the only one who can make her feels complete by saying “I wish you were here to help me...”.

During her childhood years, Asha has never questioned about her real parents. She does not seem to care about the fact that she is adopted as well. Hence, she becomes more sensitive when she enters her adolescence years. Erikson (1968: 128) assumes that adolescents face the stage to explore new sense of continuity and sameness. Therefore, it is a very natural thing if adopted children ask about the details of their biological parents. Afterwards, Asha’s incompleteness and uncertainty about herself can still be seen when she is sixteen years old. She feels that there is something missing in her life even though she already has Somer and Krishnan.

“I’ve spent sixteen years not knowing, sixteen years asking questions nobody can answer. I just don’t feel like I really belong, in this family or anywhere. It’s like a piece of me is always missing. Don’t you understand that?” She looks at her parents, searching their faces for something that will bring her comfort.

(Gowda, 2010: 151)

The passage “I’ve spent sixteen years not knowing, sixteen years asking questions nobody can answer. I just don’t feel like I really belong, in this family or anywhere. It’s like a piece of me is always missing. Don’t you understand that?” indicates that Asha feels desperate towards her life. Somer and Krishnan treat Asha as if she is their real daughter. They always fulfill Asha’s need. They try to give Asha the best. However, she is disturbed by the fact that she is adopted and does not know her real parents. She feels confused about where she should be in this world. Her curiosity towards her birth parents can be a serious matter to the point that she forgets everything that her adoptive parents have done. It seems like she is never understood and has no one to turn to whereas her actual condition is not that bad.

Aside from feeling incomplete and uncertain, Asha also shows a tendency of having acute upset. She often shows her anger and/or hatred towards people around her, especially her adoptive parents. She is very sensitive towards everything around her which does not suit her preferences. She always takes many things for granted in a negative way. She rarely gives a positive response, especially when it comes to the discussion with her adoptive parents. The clash of Asha and her mother as the example of her acute upset can be seen below.

“I don’t need a tutor, and I *definitely* don’t want your help,” **Asha says, choosing her words to sting her mother.** “. . . Why can’t you understand that? Why don’t you ever understand me?” **She’s yelling now** and feels a lump rising in her throat.

(Gowda, 2010: 151)

Asha shows her anger towards her mother through the way she chooses and says the words. Actually, she can refuse her mother’s offer about teaching

chemistry kindly. She does need to yell because her mother also offers to be her tutor without tense. She can give her mother reasons why she got a poor grade for chemistry. However, she wants more than refusing her mother. She wants her mother to know that she does not like her mother to be involved in her study. More importantly, she shows her anger because she wants her mother to know her feeling about she is never understood. As for Asha, her mother will always be wrong because she has an imagination that her biological mother will understand her better.

Apart from the conflict in her home, Asha also faces several problems in school which occurs because she appears differently from American people. The condition can be seen below.

Asha tenses. “I don’t know,” she says quietly. “I think...they skipped a generation.” She turns away from the mirror, **her face burning**, and returns to her locker.

(Gowda, 2010: 146)

Asha is getting upset easily even for a small thing. In this case, she feels offended by the statements of her friends regarding her appearance. Asha has a pair of Asian-Indian eyes which definitely looks different from her school friends. Therefore, her friends often talk about how ‘exotic’ her eyes are. The thing that makes her upset is not merely about her eyes which appears differently from her American people. The fact that she does not know her real parents who has given her such eyes also make her feels worse. Even though she can tell her friends that she has those eyes from her father, who is also Asian-Indian, in order to make the condition better, she decides not to tell them. She comes to that decision because

deep inside of her heart she certainly has the same question about where she has those eyes. Therefore, she does not even have a willingness to make up a story about her eyes to her American school friends.

By having identity diffusion status, Asha also has a tendency to face excessive self-awareness. In theory, having the sense of self-awareness is an important thing. Such kind of awareness lets humans to be able to provide self-assessment objectively towards themselves. However, having excessive self-awareness can be resulted to an unfavorable condition. Adolescents who have excessive self-awareness tend to be denial. They do not want to hear others to the point that it is quite hard to change their mind once they establish their own assumption which mostly in a negative sense. The condition can be noticed through the passage below.

“I thought you’d be proud.” Asha pulls back her hand. **“The Watson is a really prestigious award. I arranged everything myself, I’m not asking you for money. Aren’t you happy for me?”**

(Gowda, 2010: 176)

Asha thinks that her mother will be proud of her after knowing she is admitted to a fellowship program. However, she does not get any compliment from her mother. She does not understand her mother’s shock about the sudden news of going to India. By allowing Asha in that program, it means her mother should give her permission for Asha to go to India which is hard for her. The line “...I arranged everything myself, I’m not asking you for money. Aren’t you happy for me?” indicates that Asha does not need her mother’s help because she can do everything herself. She does not even give her mother chances to talk until her

mother yells to her. That situation shows that Asha does not want to hear any comments which she does not want to hear.

Afterwards, adolescents with excessive self-awareness is often skeptical towards themselves like what is done by Asha as seen below.

My age? “Are you . . . sure?” The words and numbers bang around in Asha’s head like billiard balls . . . **Her real parents had a child, another child. One they’d chosen to keep. Her mouth tastes of sour acid. They kept him. Their son. They kept him instead of me.**

(Gowda, 2010: 270)

The line “...Her real parents had a child, another child. One they’d chosen to keep. Her mouth tastes of sour acid. They kept him. Their son. *They kept him instead of me.*” indicates Asha’s negative assumption towards her and her real parents. Even though it is true that her biological father does not want her, her mother tries her best to keep her safe. She does not think of any possibilities regarding why her parents give her away. She also does not consider about the fact that her mother takes her to the orphanage instead of abandoning her in an insecure place. Asha knows if she is adopted. As for Asha, that fact is enough for her to make her assumes that she is unwanted.

By having excessive self-awareness, adolescents may also find difficulties in forming relationship with their friends. There is also possibility that their relationship tends to last in a short period of time because this kind of adolescents tend to exclude themselves from other people. Asha also experiences the difficulties in forming relationship towards her American school friends. The situation is depicted below.

She doesn't want to share her whole personal history with the perfect mirror girls. She wonders if they would envy the black hair that sprouts every day on her legs, or her dark skin that tans after just ten minutes in the sun, even when slathered with sunscreen.

(Gowda, 2010: 146)

Actually, having a secret is a common thing for every person. There are stories which can be shared to everyone, but there are also ones that would be better to be kept as secrets. However, the line “She doesn't want to share her whole personal history with the perfect mirror girls” makes it clear that Asha does not want to share her story because they are ‘perfect mirror girls’. Asha lacks of confidence not only because she is adopted but also because she is different from American people. Her legs are hairy and her skin is dark. Her feeling towards her own appearance makes her sees herself as an imperfect girl. She as a principal that beautiful girl should have a fair and smooth skin. Hence, she consciously or unconsciously sets a distance towards her American school friends. Her only friend that makes her comfortable is only Manisha, an Asian-Indian friend who has similar appearance as her.

As stated by Erikson (in Foelsch *et al*, 2014: 23) having trouble to establish decisions and to concentrate towards certain tasks can also be the characteristics of identity diffusion status. In this case, Asha does not have any troubles in establishing decisions. However, Asha has a problem in concentration like what is portrayed in the passage below.

“Asha, a B in math and a C in chemistry?” her mother says. “What's the big deal?” Asha says. “I've had straight As all through high school; it's just one bad semester. . .” Asha keeps her eyes focused on her plate.

(Gowda, 2010: 148)

Somer's statement "Asha, a B in math and a C in chemistry?..." shows that Asha has a problem with her study. That assumption is strengthened by the fact that she usually has an A for every subject. Therefore, she possibly has something in mind that disturbs her study. Also, there is also a possibility that she is influenced by certain role models around her. In this case, she has an interest in writing school paper. She focuses more towards the paper. It disturbs her concentration towards another object like chemistry.

From the findings above, it can be summed up that Asha has identity diffusion status which marks her identity crisis. She experiences several problems in this status. She feels uncertain and incomplete towards herself. That condition triggers Asha to suffer acute upset so that a small problem can turn to be a bigger problem. She also has excessive self-awareness which leads to her to face difficulties in forming relationship with people around her. In addition, her concentration is also disrupted while having this identity status.

In order to successfully solve identity crisis, it is necessary for adolescents to overcome this identity status. It is so because this identity status is classified as the least sophisticated status. Adolescents do not do any exploration in order to get their true sense of identity. They face many problems in this identity status as well. In order to have a healthy psychosocial development, they ought to solve problems that they face in this identity status. Therefore, it is necessary for adolescents to live in social circumstances with supportive and positive atmosphere.

b. Identity Foreclosure Status

This identity status also marks the issue of identity crisis in adolescence. If adolescents in identity diffusion status have a tendency to feel uncertain and incomplete towards themselves, ones who are in identity foreclosure status tend to easily establish a commitment. Shaffer (2008: 190) states that adolescents in this status have established their assumption and commitment to certain roles, beliefs, values, without further identification and exploration. The role of parents and significant relations are very crucial in identity foreclosure status. As claimed by McInerney (2013: 388) through his book entitled *Educational Psychology: Constructing Learning*, that parents have ready-made positions. Generally, parents guide their children to be what the parents want. Therefore, adolescents in this status rarely want to do or they do not have limited or no chance to do self-exploration. At some cases, the adolescents consciously or unconsciously follow what their parents want them to be. Parents who excessively involve in their children's life may lead adolescents to feel disappointment in the upcoming stage of psychosocial development theory.

The characteristics of adolescents who have identity foreclosure status are found in Asha. She tends to easily establish her belief towards certain things before doing further considerations. That case is clearly depicted through the lines below.

He told me about the kite-flying festival that kids in India have in January, and the colored paint they throw for that holiday in the spring. **It sounds like a lot of fun. I've never been to India.**

(Gowda 2010: 137)

The line "...It sounds like a lot of fun. I've never been to India." shows that she prematurely establishes her beliefs towards a kite-flying festival in India. She has never been to India but she assumes that the kite-flying in India sounds enjoyable. In fact, she only hears the story about that festival through her father. She does not find further information about the kite-flying festival in India. She probably does not know that the weather in India is far different from America. It is likely that she feels uncomfortable about the weather and pollution in that country.

Besides easily establishing her belief, she also sets her role without careful consideration. She does not think about the aftermath of her decision as seen below.

"I've had straight As all through high school; it's just one bad semester. **Anyway, I won't have to take any more math or science after this year.**"
Asha keeps her eyes focused on her plate.

(Gowda, 2010: 149)

The line "Anyway, I won't have to take any more math or science after this year." can be considered as a premature establishment to a certain role. She does not have further considerations regarding her decision. She does not know both the advantages and the disadvantages of that decision. She may miss the possibility that she likes math and science after taking the subjects. The reason why she does not want to take the courses is because she has an interest to the field of journalism. However, she has not explored more about her own potency in that field as well. Therefore, it can be said that she indirectly sets her role as a final prematurely.

The role of parents also becomes a vital key in triggering adolescents to have identity foreclosure status. Asha's adoptive parents, Krishnan and Somer, always push Asha to study hard so that she always achieves good score as seen below.

Asha sighs. "No, my dad's been working late all week." She kicks the ball straight up in the air, watches for it, then catches it. **"He's so uptight about these things. He says he doesn't see the *point* in my going to parties.** What about having fun like a normal sixteen-year-old?"

(Gowda, 2010: 145)

By seeing the passage above, it can be stated that Asha spends much of her time to stay at home. It is not her decision. Her father is the one who makes Asha to be an adolescent who never goes out to parties. He interrupts Asha's potential, especially in forming relationship towards her friends at her age. The line "...What about having fun like a normal sixteen-year-old." indicates that she does not enjoy her father decision. However, she still stays at home instead of going out with her friends. Thus, she indirectly sets her role like what her father wants her to be.

Theoretically, being involved in adolescents' lives is a must for all parents. It is necessary for parents to give supports and guidance for their children. Even so, parents should not be too excessive. Parents should know the limit in interfering their children's lives. Asha's parents, in this case father, can be classified as parents with excessive involvement as seen below.

"What do you mean by that?" her dad asks, his voice deepening to the pitch of disappointment Asha dreads. "You still have two years of high school, and *these* grades might hurt your application anyway. **It's time to get serious, Asha, this is your future we're talking about!**" He pushes back from the table, chair legs screeching against the kitchen floor to accentuate his point.

(Gowda, 2010: 149)

Parents are supposed to provide continuous guidance and advices. In this case, Krishnan is being too excessive towards Asha's study. When Asha has a bad semester, he is supposed to ask why she has a bad semester instead of getting angry towards her. By doing so, Asha may tell him the reason why. However, Krishnan is in tense when he talks about Asha's study which may influence her future. It shows how Krishnan wants Asha to follow what he wants. Thus, the role of Asha as an adolescent who likes to study is shaped by her parents all this time. Asha has no choice but to study if she does not want to get into trouble with her parents.

From the points above, it can be concluded that adolescents do not really form their true sense of identity. They are shaped by parents and/or role models around them. In certain cases, undergoing this kind of identity status permanently can cause a feeling of discontent towards themselves in the upcoming stage of psychosocial development. They may also have a tendency to blame social conditions around them. Therefore, it is necessary for parents not to impose their will on their children unless the children agree to it. As for adolescents who establish their roles, beliefs, or values prematurely, it will be better for them to do self-exploration thereafter to make sure that their choices suit them perfectly.

c. Identity Moratorium Status

The emergence of identity moratorium status is a sign when adolescents are having the issue of identity crisis. Erikson (in Zwerdling, 1986: 67) mentions that 'moratorium' is a period in which adolescents do some experimentations in order to find a niche in society which suits them and seems to be uniquely made for

them. In other words, adolescents in this status have a tendency to try new things as the form of self-exploration and self-discovery. In other words, adolescents who have this kind of identity status likely to take opportunities that come from them. Even so, they have not actually set their roles, beliefs, and values. The condition where they only do explorations and discoveries without making a decision towards that issues may lead them to be anxious easily. Marcia (in Wrightsman, 1994: 70) claims that such condition can happen because they still have an assumption that this world is not a highly predictable place for them. Thus, continuous guidance and positive supports from significant relations are very significant in this case to help adolescents making a commitment for themselves.

The reflection of identity moratorium status can be seen through Asha. Asha is an adolescent who actively do exploration. She has an interest to the field of journalism. However, she does not know the feeling to be a real journalist. That is why she does an exploration as seen below.

“So, I have some news.” Somer looks up and Asha continues. **“You’ve heard the Watson Foundation? They grant fellowships for college students to go abroad for a year. I applied to do a project on children living in poverty. In India.”** Asha’s eyes dart back and forth between them.

(Gowda, 2010: 175)

It is a common thing for Asha to deal with school paper and magazine. From that passage, it can be concluded that Asha joins a student fellowship to know the feeling to be a real journalist by examining a bigger issue in India, in this case is about children living in poverty. Besides the reason about being a real journalist, the fact that the program takes place in India makes her becomes more

enthusiastic to take the opportunity. Since she enters adolescence years and becomes more critical towards things around her, she is always curious about India. India is the place where she is adopted. She also has a desire to find her biological parents in India as seen below.

She looks up at him and blurts it out. **“I want to find my birth parents.”** After a moment, she continues, seeming desperate now to get the rest of the words out. “I want to know who they are, and see if I can meet them. I know it’s a long shot, Dad. I have no idea where to start or how to look for them, so **I really need your help.”**

(Gowda, 2010: 279)

The line “I want to find my birth parents.” shows how Asha really wants to meet her biological parents. She wants to know who and where her real parents are. She realizes that she does not have much information regarding her parents. The only thing she knows is that her birth parents are Asian-Indian. Thus, she decides to ask her father’s help. By asking her father, it points out Asha’s serious desires in finding her biological parents. If she is not as serious as it, then she may not ask her father’s help. She knows that her exploration to find her parents is risky. She neither have any guarantee that she will find her real parents. Even so, she still tries the chance of finding her parents while she is in India. As for Asha, going to India is not that easy because of her mother’s prohibition.

Aside from doing explorations regarding journalism and her parents, she also tries to have eyebrow threading as depicted through the passage below.

It doesn’t take too much prodding from Bindu and Priya to convince Asha to give eyebrow threading a try. Since it appears no needles, razors, or hot wax are involved in this procedure, Asha concludes the pain must be negligible.

(Gowda, 2010: 224)

In America, Asha has never tried eyebrow threading. It is a method of hair removal which usually used by Asian-Indian women who are hairy. While she is in India, her cousins ask her to try eyebrow threading. The line “It doesn’t take too much prodding from Bindu and Priya to convince Asha to give eyebrow threading a try...” shows that her cousins does not need to explain much about the method. That fact points out that Asha herself wants to try the method. She even thinks positively that the pain of the method is negligible. As for Asha, having bushy eyebrows is very problematic. It often makes Asha complains all this time. Hence, she wants to know if eyebrow threading can be her solution.

Apart from actively doing exploration, she faces the phase to deal with anxiety as the aftermath of making decision carelessly. The anxiety usually appears after she decides to explore something as seen below.

She joins Clara, the editor, Ms. Jansen, their faculty adviser, at the table and takes out her notebook and pencil. **Asha can never bring herself to write in pen, either ballpoint or felt-tip. The permanency of it makes her uneasy, the way there’s no going back once something has been written.**

(Gowda, 2010: 144)

Asha deals with anxiety after she decides to join the team of the *Bugle*, the name of her school’s magazine. The line “...The permanency of it makes her uneasy, the way there’s no going back once something has been written.” points out that she is afraid of making mistakes. In other words, she is not sure if her decision to join the *Bugle* as a journalist is right for her. She decides to join that team because she has an interest towards journalism. She has not assessed her own capabilities before making the determination. Actually, making a mistake will not be a big deal if Asha is well-prepared. Clara, the editor of the *Bugle* can help her if she

makes mistakes. Asha may also ask Ms. Jansen's advice if she finds difficulties regarding her tasks as a journalist. Hence, the fact that she joins the team without further deliberation can be the main cause why she feels uneasy.

Aside from feeling anxious about being a journalist for the *Bugle*, Asha also experiences anxiety about her choice to join student fellowship in India for a year as captured vividly below.

The only thing she pulled out of her backpack, again and again, was the large envelope stuffed with her father's family photographs, and the contents of her white marble box. **As the hours passed during the flight, and the miles put greater distance between Asha and her parents, she began to feel different. Nervous. Eager.**

(Gowda, 2010: 192)

The passage represents Asha's anxiety when she is in the flight to India for her fellowship program. The reason why she feels anxious is that because she decides to join the program too hasty. She feels so overly proud and happy because she is admitted on the program. She even talks easily about living with Krishnan's family in India, whereas she has never met them before. In fact, Asha has never lived far away from her parents even though she lives in a flat after getting in university. As for Asha, having experience of living separately from her parents is enough for her to make the decision. She does not consider that India is not in America. Social conditions in India are very different from America: the people, the weather, the tradition, the culture, etc. Eventually, having long hours of flight triggers Asha realize that she is far from home as well as her parents.

Afterwards, Asha's anxiety also emerges following her decision to look for her biological parents as seen through the quotation below.

Asha puts her palms together to thank the old woman and steps tentatively into the building. **She was so confident on the way over here, but now her legs feel weak, and her heart is racing.**

(Gowda, 2010: 288)

Asha finds information as much as possible regarding the orphanage where she is adopted, Shanti. She puts together her courage to Shanti by herself although her grandmother offers to accompany her. It shows that she has an overwhelming desire in looking for her real parents. Nevertheless, the line "...She was so confident on the way over here, but now her legs feel weak, and her heart is racing." signifies that she is not completely convinced towards all consequences of her decision to find her birth parents.

Through the findings above, it is distinctly visible that Asha is an adolescent who actively does exploration. She takes opportunities which come to her. Before going to India, she also tries to join internship program at a radio while having summer holiday. She also tries to be the editor of the *Bugle* when she is in high school. It makes her to be an adolescent who has many experiences. However, as a result of making a decision without further considerations, Asha ought to deal with anxiety after making a decision. She always wonders if her decision is right for her. Frankly speaking, dealing with anxiety is a common thing as the aftermath of making decisions. Yet, the most important thing is not to give up and to be afraid. By solving the feeling of anxious, it means that there is a new lesson in managing emotion. It makes adolescents to be stronger and braver. They will also learn to consider things better in the future.

d. Identity Achievement Status

James E. Marcia expands Erikson's identity status theory. As written in Houston *et al* (2013: 307) that Marcia indicates adults, including adolescents, can be classified not only in three statuses but in four status. He adds his theory of identity achievement status to the existing theory. The theory is considered as the most sophisticated theory. Theoretically, this identity status is similar to identity moratorium status where adolescents actively do exploration. The thing that make these statuses different is found in the commitment of the adolescents. They has not made any commitments while having identity moratorium status. In contrast, according to McInerney (2013: 388), adolescents in identity achievement status have made commitment to certain roles, beliefs, and values after doing explorations and discoveries. They know themselves well. They may also understand people and conditions around them.

Apart from having identity diffusion status, identity foreclosure status, and identity moratorium status, Asha also encounters the phase of identity achievement status. She has established a commitment to a certain role as seen below.

The urgency of her father's work reminds her of her own, working under deadline at the *Daily Herald*—the pressure, the constant awareness of time ticking down, the need to stay singularly focused until the end. **She loves that feeling, and the accompanying rush of adrenaline on which she thrives.**

(Gowda, 2010: 186)

The line "...She loves that feeling, and the accompanying rush of adrenaline on which she thrives." tells that she likes to be a journalist. She has explored the role of a journalist by joining her school and campus's magazine. She also joins a

fellowship program of journalism in India in order to find experiences as a real journalist in a big newspaper company, the *Times*. She knows the feeling to be pressured, especially when there is a deadline of her report. She always does her best and she has never complained anything. At some points, she feels anxious about being a journalist. Even so, she continues to be a journalist. Therefore, she has discovered the consequences of being a journalist. She has defined her role as a journalist or someone who likes journalism after doing enough exploration.

Asha's commitment to a certain role, in this case as a journalist, cannot only be concluded through her own statement. Her commitment is also recognized by people surrounding her including her mother. The illustration is presented through the passage below.

Somer follows Asha through the maze of the newsroom, impressed with how assured her daughter seems in this environment.

(Gowda, 2010: 356)

To be honest, in the beginning Somer does not really support Asha's interest to be a journalist. As for Somer, she wants Asha to be a doctor just like Krishnan and her. As the time goes by, she sees Asha's potency in the field of journalism. Even if it is difficult enough to face the fact that Asha applies a fellowship program as a journalist in India, she gives her permission. In other words, Asha has a chance to explore more about the experience of being a journalist in a newspaper company. The passage above indicates that Somer witness Asha's work as a journalist. If Somer is impressed and assured about the result of Asha's work, it means that her work is remarkable enough. Assuredly, it can prove Asha's commitment as a journalist.

Besides establishing her role to be a journalist, Asha's role establishment can also be found below.

She is surprised by her own discovery that, although the food may be spicy, the clothes uncomfortable, and the beauty treatments painful, this place is starting to feel like home, and these people like family.

(Gowda, 2010: 225)

From the passage above, it can be concluded that Asha feels comfortable in India. Although Asha finds some problems especially for the first time she finds out about the food, the clothes, and the beauty treatment in India, she still bears them. She does not escape even though she does not feel like herself at the beginning of her arrival in India. She is also anxious about living with Krishnan's family in India whom she never met before. Even so, her own willingness to keep trying makes her take the problems as a part of her. Thus, the problems do not bother her at all. Shortly, she decides her role as someone who is comfortable in India after doing explorations and discoveries about several aspects in India.

Being comfortable in India helps Asha to have a good development. She does not feel incomplete and uncertain any longer. The condition is clearly through the datum below.

"Honey," Somer interrupts, reaching across the table, "I'm sorry too. I can see this year has been good for you. I'm so proud of what you've done. You seem to have learned so much, grown up so fast."

(Gowda, 2010: 358)

Even if Somer is not Asha's birth mother, she treats Asha as her own daughter. She understands her pretty well. She knows that Asha has never gone to India. She also does not give much information to her about India, that is to say that Asha does not know much about India directly. That is why, she worries Asha's

condition regarding her decision to go to India for a fellowship program. In actual fact, the line "...I can see this year has been good for you..." makes it clear if Somer agrees that Asha shows a good development there. It is impossible for Somer to say that if Asha does not grow up better. Conclusively, Asha knows her role as who she is as she feels more assured about herself after spending some time in India.

Besides committing to certain roles, Asha also establishes her commitment to certain values after doing enough exploration in India as a journalist and as a part of Krishnan's family. The condition can be seen through the passage below.

Asha wipes the tears away from her cheeks and forces herself to watch the rest of the interview with Bina, trying to find a ray of hope. Seeing herself now on the screen, **she realizes how insensitive she was, with her questions about the short hair and school.**

(Gowda, 2010: 320)

As a journalist, Asha likes to do interviews regarding the topic of her project. She decides to have a topic about children living in poverty. As soon as she can do her first interview, she finds someone as an interviewee named Bina. Bina is a twelve years old girl who lives in a slum area with family including her three years old sister. When the interview is conducted, Bina's mother is working as a servant and her father is also working at a clothing factory with her oldest brother. Her older two brothers are at school. Seeing the fact that Bina does not go to school, Asha asks her about the reason why. Asha is not satisfied enough with Bina's answer. She looks imposing.

At the beginning of her interview, the most important thing for Asha is to get much information regarding her topic. She wants to make a good interview

without considering the the feeling of the people who are interviewed. She always wants to get the complete and clear answers for all of her questions. As the time goes by, Asha knows the social conditions in India and people who live there deeper. She then realizes that her questions may hurt her others' feeling. The line "she realizes how insensitive she was, with her questions about the short hair and school." clarifies that she defines herself as an insensitive person because asking such questions. In other words, she ultimately commits to social values, specifically about humanity in which she does not want to hurt others. She begins to respect and courteous to others. She then learns to make an interview without having to hurt others' feeling.

Latterly, Asha's identity achievement status can also be seen trough her perspective in seeing the social conditions around her after doing exploration and discoveries. The condition is proven by the datum below.

Asha nods. "You know," she says softly, **"What I've learned is that everything's more complicated than it seems. I'm so glad I came here, got to know my family, learn about where I come from. India is an incredible country. There are parts of it that I love, that really feel like home . . ."**

(Gowda, 2010: 358)

Before going to India, she always complains about her condition in America. She feels incomplete and uncertain about who she is. She always takes everything for granted without a second thought. The line "What I've learned is that everything's more complicated that it seems..." displays Asha's condition in realizing that she takes everything too easy before. She does not consider the possible consequences that she may face. Yet, through the line "...I'm so glad I came here, got to know my family, learn about where I come from...", it can be seen that Asha does not

give up too soon. She finally finds the meaning of family that she has now. She is now grateful to have them. She starts to feel complete and certain towards herself. Beforehand, she lacks of gratitude for having her adoptive family. In other words, she indirectly established to a moral value about being courageous. Besides that, the way she have that conversation to her mother also indicates her moral value about being honest to her mother. She shows courage to tell Somer the truth since Asha knows that her mother often objects Asha's desire to know more about India.

All of the data above signify the characteristics of Asha who is in identity achievement status. While Asha is in identity achievement status, she shows a good development. She has established her commitment towards moral values. It makes her becomes an adolescent who can think further than before. She also begins to recognize her adoptive family as a real family. Asha has this identity status after experiencing three other identity statuses. It is actually a good thing because she does not need to experience lesser sophisticated identity statuses after having identity achievement status. If adolescents are already in this condition, it is necessary for people around them to maintain the condition on an even keel. By doing so, adolescents will be able to have a healthy psychosocial development.

As the conclusion of the first objective, it can be seen that Asha experiences all of the four identity statuses. They are identity diffusion status, identity foreclosure status, identity moratorium status, and identity achievement status. Her psychosocial development in this stage, identity versus identity confusion, is considered good. She learns many new things in her life by experiencing all of the

statuses with some of their characteristics. Seeing the fact that she can solve each problem in her identity crisis positively, she finally has loyalty and fidelity towards people around her, especially her friends and family. It also does not give any bad impacts towards her sixth stage of psychosocial development, intimacy versus isolation.

2. The Impact of Identity Crisis towards Asha's Psychosocial Development

Different from the previous stages which the result cannot be directly seen through the next stage, the result of adolescents' identity crisis can be easily seen through the sixth stage of Erikson's psychosocial development theory, intimacy versus isolation. (Erikson, 1980: 100) believes that there is a strong relationship between the result of the fifth psychosocial problem to this stage. This stage is the first of three stages of adulthood and is experienced by young adults who are in their early twenties until the late twenties. Erikson (in Thies and Travers, 2006: 42) believes that a new ego capacity and a new ego incapacity are found in each stage of psychosocial development stages. In the stage of Intimacy vs. Isolation, the first stage of adulthood years, young adult will be facing new crisis where they are supposed to establish intimacy.

a. Intimacy

Some people often define intimacy wrongly. They believe intimacy as something which has to do with a romantic sense between two persons commonly in the opposite sex. In fact, intimacy has a wider meaning rather than just a mere romantic sense. According to Pastorino and Doyle-Portillo (2015: 394), Erikson claims that intimacy is indicated by being able to form relationship with others,

trust, understand, and acknowledge others. Young adults who are able to positively solve their identity crisis may not find many troubles in establishing intimacy in the sixth stage of psychosocial development stages theory. Steinberg *et all* (2010: 438) mention that the correlation between the result of the previous crisis lies in the ability of young adults to use a sufficient sense of self and trust to reveal themselves truthfully to others. In other words, they may form genuine concern towards other people's need. In this case, they may also have an ability to set aside their own needs at times when it is necessary. Erikson (1980: 101) states it is only young adults who have a reasonable sense of identity can establish the real sense of intimacy. In contrast, adolescents who fail to grasp the idea of their identity may find troubles in forming intimacy and possibly be directed to the isolation.

1) Forming Relationship

Not only the phenomenon of identity crisis but also intimacy can be seen through Asha. She is able to solve her problems of identity crisis. At the fifth stage of Erikson's psychosocial development theory, it can be seen that Asha has problems towards people around her, especially her parents. She tend to blame her social conditions around where she lives. In America, everyone looks 'perfect' in her eyes. Also, the fact that she is an adopted daughter really disturbs her. It makes her to suffer complex identity crisis. However, her struggles and the social conditions around her help her to have a positive outcome for her identity crisis. The condition where Asha forms the sense of intimacy is shown clearly below.

Priya winks at her over the fried rice, **and all three of them dissolve into the giggles of a bunch of old girlfriends. Asha laughs so hard that green tea comes out of her nose, and tears from the corners of her eyes.**

(Gowda, 2010: 225)

When Asha is in identity crisis, it can be seen that she does not easily feel comfortable to interact with her school friends except Manisha and her housemates, Nisha, Celine, and Paula. She even has many problems with her parents so that her relationship with them do not go well during the early of her identity crisis. Even so, she is able to solve the problem of forming relationship. It is strengthened by the line “...and all three of them dissolve into the giggles of a bunch of old girlfriends...”. It shows that Asha forms a relationship with Priya and Bindu. Priya and Bindu have known each other since their childhood. Yet, Asha is not bothered by the fact that she is a ‘newcomer’ in their relationship. She is able to understand and respond their conversation instantaneously. Also, the line “...Asha laughs so hard that green tea comes out of her nose, and tears from the corners of her eyes.” indicates that she is comfortable with Priya and Bindu. She does not have anything to worry about so that she can laugh that hard.

Besides forming relationship to her cousins, she also forms relationship to Sanjay, a man whom she meets in a bride’s *mehndi* ceremony. The condition is depicted through the datum below.

His smile radiates heat that makes her feel like she’s melting. “So what have you learned so far?” **Their conversation flows easily from there.** At some point, they wander over the buffet table, which features at least fifty varieties of food. He carries her plate over to one of the velvet sofas where they sit down.

(Gowda, 2010: 236)

As for Asha, it is not an easy thing to do to form a new relationship. In America, she does not feel comfortable to get closer with American schoolmates. She does not feel confident enough because her appearance looks different from them. Furthermore, the condition in which Asha's father does not give her enough chances to meet with new friends makes it worse. Asha is not even able to go to party and Indian cultural events. Nevertheless, it seems like Asha does not have any troubles in forming relationship with new people in India. The line "...Their conversation flows easily from there..." points out that Asha feels comfortable sharing her experiences of being a journalist with Sanjay. She does not face any difficulties during the conversation. This condition makes it seem as if Asha has never faced any problems in forming relationship.

2) Establishing the Sense of Trust

Besides having a relationship with Priya, Bindu, and Sanjay, Asha also has a good relationship to her grandmother whom she calls Dadima. Her relationship is quite deep with Dadima so that she is able to establish her sense of trust which become one of the characteristics of intimacy. The condition is shown below.

On that day's walk and the next, Dadima asked Asha questions about her life in America. **Asha talked at length about college, her classes, the newspaper, and her friends.**

(Gowda, 2010: 262)

Asha is an adolescent who tends to keep everything for herself during her identity crisis. She does not talk much about her to her parents especially about things except her study. Sometimes, she only tells Manisha about some of her private matters. By having a deep relationship, Asha begins to trust Dadima. She does not

have any problems in telling her grandmother about her. She tells Dadima about things that she likes to keep for herself before. Actually, Asha is not sure how much Dadima understands about her story because they have different language, culture, and generation. Even so, Asha keeps telling the story to her grandmother although there are no guarantee that her grandmother understands the story. Thus, it can be said that Asha already trusts her grandmother enough so that she feels comfortable in telling story about her.

Asha has so many things that she likes to keep for herself. There is only one person besides her family who knows that she is an adopted daughter. She is Manisha. Besides Manisha, she does not want to share anything especially the adoption part. In India, Asha seems like a different person. She changes herself and starts to trust others as depicted below.

Asha nods. **She hasn't told anybody yet.** And once she speaks the words out loud about the truths she now knows, they will become an irrefutable part of her. "I found them. I didn't meet them face-to-face, but I found them."

(Gowda, 2010: 350)

Asha meets Sanjay at a bride's *mehndi* party. She has spent some of her time together with Sanjay. At the beginning of her relationship with Sanjay, she only tells him what she wants to tell him. Of course, she does not tell him the secret. As the time goes by, her relationship with Sanjay becomes deeper. One day, she tells him that she is an adopted daughter. She also tells him that she wants to find her birth parents while she is in India. Indeed, it is not an easy thing for Asha to tell him about that. Yet, Asha gathers her courage to tell Sanjay about that. Then, the line "...She hasn't told anybody yet..." indicates that she still keeps some of her private matters to others, but not with Sanjay. She chooses Sanjay to be the first

person who hears the progress of finding her birth parents. Seeing the fact that Sanjay is new in her life but she tells him a private matter about her, it can be clarified that she has established her trust to Sanjay.

3) Understanding Others

Apart from being able to form relationship and establish the sense of trust, Asha also represents her ability to understand others. Understanding others is also one characteristic of intimacy. It is shown through the datum below.

Dadima doled out her stories in small doses, reaching further back into her memory as the days went on. **Asha learned to navigate the delicate balance of being a good listener: asking just enough questions to keep Dadima going without disturbing the flow of her memories.**

(Gowda, 2010: 264)

During her identity crisis, Asha does not want to hear others. She seems ignorant even with her parents. She only wants to hear what she wants to hear. That is why, Asha often face troubles during her identity crisis, especially with her parents. Asha and her parents often have a serious argument. Moreover, she rarely gives chances to others to speak. When Asha is in identity crisis, she wants others to hear her. The condition indicates that Asha does not want to understand others by listening to them. She wants others to understand her all the time. She can be resentful if she is not understood. Even so, after opening her mind and learning through things around her, she is finally able to understand others. Understanding others can be done in various ways. In this case, Asha seems to understand the position of her grandmother as a good listener. She understands her grandmother by not asking too many questions which may disrupt her memories.

Asha's ability in understanding others as the representation of her intimacy can also be seen through the relationship with her adoptive mother, Somer. Actually, during her identity crisis, Asha's relationship with her mother is not in a good state. They often have an argument over something. Asha often disagrees the attitude of her mother and vice versa. She does not want to hear much from her mother. She only interacts to her mother when it is necessary. She also feels grateful when her mother should go out often to take care of her grandmother. Even so, Asha indicates that she has a good development. She starts out to understand Somer as clearly depicted below.

Asha leaps forward and throws her arms around Somer's neck. "Oh, Mom. Are you sure you're okay? Positive?"

(Gowda, 2010: 356)

As what explained before that there are various forms of understanding others. In this case, Asha understands her mother as a daughter who asks the condition of her mother. It indicates that she understands her mother who must be very happy for having her attention. The line "...Asha leaps forward and throws her arms around Somer's neck..." signifies her attention towards her mother who has just performed medical check up regarding her lump. It seems like she wants to check on her mother by herself. Furthermore, Asha also asks about her mother condition for several times which also points out how she cares about her mother.

4) Acknowledging Others

During her identity crisis, Asha tends to have many problems with people around her. Asha can hardly acknowledge people near her. As the time goes by,

Asha learns many new things by coming to India for a fellowship program of journalism. She begins to be able to acknowledge others as seen clearly below.

So many memories like this have been coming to Asha lately. The elaborate birthday parties her mother gave her every year, spending the whole morning to make her cake and frosting from scratch. The annual Easter egg hunt she held for all the neighborhood kids in their yard, always hiding a special stash of eggs for Asha in the same corner of her sandbox. And this camera, particularly the camera. Neither of her parents much liked her interest in journalism at first, but her mom eventually came around to the idea.

(Gowda, 2010: 325)

As explained above, the relationship between Asha and her mother is not in a good state. Both of them often has an argument over something. Asha has never admitted that her mother has tried her best for taking care of Asha. She always blames her mother for everything that does not suit her preferences. In fact, Somer is not that bad. It is true that Somer worries Asha too much so that she limits Asha's freedom. It makes Asha sets her distance towards her. Yet, she is the one who prepares Asha's birthday party. She also prepares to make Asha's Easter to be more exciting. More importantly, Somer is the first person who supports her decision to be a journalist. Asha has never remembered her mother this deep before. In India, she learns many things regarding her mother. After considering and thinking about what her mother has done to her, she finally admits that her mother has done so many things for her. She feels very thankful to her mother. She regrets having so many fights with her mother before going to India.

Besides acknowledging Somer, Asha also acknowledges her whole family as shown clearly below.

My family. People Asha had never met and barely spoken to just one year ago, who have fetched her from the airport in the middle of the night, taken

her to tourist sites they had no interest in seeing again, taught her how to wear a *lengha*, fly tissue-paper kites, eat all kinds of new foods. **She was not born into this family, she did not grow up with them, but it has made no difference. They have done everything for her.**

(Gowda, 2010: 339)

It can be seen that Asha considers Krishnan's family as 'my family'. Previously, Asha often has problems in figuring out who her family is. She always complains the fact that she does not know about her birth parents. She often feels incomplete and uncertain about herself to the point that she feels she does not belong in this world. She always rejects the fact that Krishnan and Somer, including their big family, are very kind to Asha. They already try their best to make Asha comfortable in their family. Even so, Asha still does not have enough reasons to consider them as a family. After spending couple of months in India with Krishnan's family, she finally acknowledges their existence as her family. She even admits how good they are to her. By her own willingness to open her eyes to see how she is loved, she feels complete and certain enough to consider others as her family.

From the points above, it can be concluded that Asha has established her sense of intimacy after solving her identity crisis positively. It makes her to be able to achieve the virtue of love. She has better relationships with people around her. She becomes closer to them. She also begins to consider herself as a part of her family which she has now. She finally finds her position in this world. In conclusion, the development of Asha is considered good. Her identity crisis does not lead her to have a negative identity which can be followed by exclusivity. As an addition, although there are several problems which arise in social conditions

around her, the conditions can still be considered supportive. Such kind of conditions take an important role in helping Asha to be able to have a good development during her fifth and sixth stage of psychosocial development.

3. The Elements of Literature which Represent Psychosocial Issue

Works of literature are formed by several parts. They are known as the elements of literature. In this study, two elements of literature are worth considered for the analyzing process. They are characters and settings. The further explanation are as below:

a. Characters

Characters in a fiction story are people (Card, 1988: 4). They are designed in such manner in order to resemble the real human beings. Card also mentions that characters have the function to give better understanding about the nature and behavior of human which people cannot get in real life. In other words, characters can be the best way to learn about the psychology of human beings. Meanwhile, according to Taifel and Fraser (1978: 22), Erikson's psychosocial theory reads up the interaction between individual and others, social groups, and social systems around them. It also learn how the psychology of social affects the development of an individual. Thus, the element of character is worth deliberated to see the issue of psychosocial.

Means and Lindner (1998: 35) mention that the main character in a fiction story has a problem to solve, something to have, and something to do. The main character who has a central conflict in this novel is Asha. She is the protagonist character. She is a dynamic character. She is portrayed as a child who lives

happily with her adoptive parents. However, when she reaches her adolescence years, she begins to show a complex identity crisis. She is ignorant and has a high-tempered. She can also be considered as an introvert character. She has several problems with herself as well as people around them. After she is able to solve her identity crisis, she changes to be more mature. She becomes an open-minded and a considerate character towards people and social conditions around her. Through Asha, the issue of psychosocial can be seen clearly as depicted below.

I'm supposed to write a biography of myself for eighth-grade social studies, but I don't know where to begin. I don't know where I really came from. **Whenever I ask my mom, she just gives me the same story--they picked me up from the orphanage in India when I was a baby and brought me to California.**

(Gowda, 2010: 137)

Asha is an adopted daughter who lives with her adoptive parents in Menlo Park, California, America since 1985. She is in her thirteen years old when she starts to confuse about herself. She finds difficulties in writing her own biography. It cannot be denied that the social conditions around her lead her to have a complex crisis in her fifth stage of psychosocial development theory. In this case, her parents decision not to tell her much about her background makes her feels incomplete and uncertain. Her adoptive mother, Somer, has an excessive fear of losing Asha. She always indicates disapproval on her face if Asha talks about India. India is a place where Asha is born and adopted. Even so, she does not even give Asha permissions to go to India by saying that Asha's school activities will be disturbed. Supposedly, she should not do such kind of decision of Asha. If she

and Krishnan has decided to tell Asha that Asha is an adopted daughter, they should form a stronger relationship with Asha. They should take Asha to India to find out more about India so that she will not feel that incomplete and uncertain. Actually, by letting Asha goes to India and giving her enough guidance and advice, she indirectly creates supportive social conditions.

Another psychosocial issue can also be seen through the character of Asha when she is seventeen years old. She indicates that she still has complex identity crisis caused by the social conditions around her as seen clearly below.

I feel bad saying this, but I look forward to these weekends alone with my dad. Mom's been going down to San Diego every month or so since Grandma found the lump in her breast.

(Gowda, 2010: 159)

Asha is in America, July, 2001. Asha feels so grateful that she and her mother do not have to face each other frequently. It shows that her relationship with her mother is not in a good state. Actually, it is a natural thing if Asha has a closer relationship with Krishnan than with Somer. As Asian-Indian, Asha and Krishnan have some similarities in certain aspects such as appearance and taste in foods. Since Somer is an American, she has totally different appearance and taste. Such kind of social conditions does not seem good for Asha's psychosocial development. In this case, the role of Krishnan can be the best mediator between Asha and Somer. However, Krishnan's attitude who still remains silent as a part of social conditions around Asha does not make her relationship with Somer becomes better. That circumstance leads Asha to have a further distance towards Somer until Asha goes to India in 2004.

Aside from the main character, the issue of psychosocial can also be seen through the secondary characters. The function of secondary characters is to explain and strengthen the existence of a main character. In this case, there are four secondary characters. They are Kavita, Jasu, Somer, and Krishnan. Kavita and Jasu are Asha's birth parents whereas Somer and Krishnan are Asha's adoptive parents. Both of Asha's birth and adoptive parents are parts of social conditions which affect Asha's development. Kavita, Asha's biological mother, is a dynamic character in the novel. She is portrayed as a weak character who does not have a courage to fight her husband. She is a soft-hearted woman. However, social conditions and her maternal instinct develop her to be a bold woman. She exemplifies the issue of psychosocial through the social conditions around where she lives as depicted below.

Her second prayer, and the more desperate of the two, is that she not give birth to another girl. She cannot endure it again.

(Gowda, 2010: 6)

Kavita is in an abandoned hut, Dahanu, India in 1984. Kavita is about to give birth. Looking at the location, it can be assumed that Kavita does not want others to know that she is going to give birth. Also, the passage above points out that she feels afraid and depressed to have another baby girl. At that time, there has been no ultrasound technology. The things that Kavita can do is to find a safe place to give birth so that her husband does not able to take the baby, if she gives birth to a baby girl, and to pray not to give birth to a baby girl. Unexpectedly, Kavita gives birth to a baby girl. She gives the baby girl name Asha. Since social conditions where Kavita is dangerous for Asha, she finally decides to take Asha to an

orphanage in Bombay without her husband's concern. In other words, the social conditions separate Asha from her birth parents. Asha ought to live as an adopted daughter of Somer and Krishnan. If there is no problem of having a baby girl at that time, it means that Kavita does not need to take Asha to an orphanage. Asha can live with her birth parents. Even though there are no guarantee that Asha has a better life, she will not have a complex identity crisis in which she feels uncertain and incomplete because she already lives with her birth parents.

Another secondary character who denotes the issue of psychosocial is Jasu. Jasu is Asha's birth father. He lives in Dahanu, India when Asha is born in 1984. In this novel, he is illustrated as a dynamic character. He has a vicious character in the beginning of the story. He is influenced by the social conditions at that time where people believe that baby girl will bring no luck. The illustration is clearly depicted below.

“Look, Kavita, you know we can't keep this baby. **We need a boy to help us in the fields...**My cousin's daughter is twenty-three and still not married, because he can't come up with the dowry. We are not a rich family, Kavita. You know we can't do this.”

(2010: 15)

Actually, having a desire to have a baby boy or a baby girl is a common thing to be witnessed. However, Jasu does not only have a mere desire to have a baby boy. People in Dahanu, India at that time, including Jasu, believe that it is only a son who will give advantages to family. They think that having a daughter is very troublesome. They assume that girls cannot work in the fields. They also have to prepare much money for paying the dowry when their daughters get married. The social conditions make Jasu kills her first baby girl. When he knows that Kavita

gives birth to another baby girl, he wants to take the baby to be killed too. This kind of social conditions actually becomes the root of Asha's complex identity crisis. If Jasu lives in a place where people do not have any problems having a baby girl, he may not kill her baby girl. It means, Asha does not have to be taken to an orphanage silently by her mother. She can live with her birth parents and family. However, after Jasu moves to Bombay, India in 1990 and Mumbai, India in 2000, social conditions have successfully made him to be a better character. He becomes more responsible towards his family. He also feels grateful for not killing Asha in the past.

Somer is also a secondary character who reveals the issue of psychosocial in the novel. She is Asha's adoptive parents who lives in Menlo Park, California. She always treats Asha as her own daughter. She is a dynamic character in this novel. She is a kind and a smart character. She also has a strong determination. Unfortunately, she has a problem in managing her own feeling as seen below.

She doesn't have to say that she's never been to India or fabricate an explanation...She recalls hearing her parent's discussion after they thought she was asleep, about whether or not Asha should accompany him. She does not remember whether her mom should go. In the end, they decided it was not a good idea to take Asha out of school for so long.

(Gowda, 2010: 147)

Through the passage above, it can be seen that Somer never shows her interests to go to India. Aside from feeling afraid of losing Asha, Somer feels uncomfortable in India. It cannot be denied that the social conditions in India and America are very different. That is why, Somer never makes any plan to visit India together with Asha and Krishnan. She always stays in America with Asha when Krishnan ought to go to India. The conditions of social affect Somer's viewpoint about

India. It is quite difficult for Somer to understand about the social conditions in India where she sometimes should behave and even eat differently. It indirectly also affect Asha as Somer's daughter who should follow what her mother tells her.

However, after living in social conditions which make Somer feels lonely, she starts to change herself. Such kind of social conditions affects her to understand Asha more as depicted through the passage below.

On the corner of her bed is a bag of travel supplies she found sitting there one day last week when she came home. Even without a note, she knew it was from her mother: sunscreen, industrial-strength mosquito repellent, malaria pills prescribed for her, plus enough emergency medications to treat a small village. The anonymous bag of concern is one of the few acknowledgments her mother has made regarding her trip.

(Gowda, 2010: 186)

Is not an easy thing for a mother to live in social conditions where she and Asha has some distance. That is why, she approaches Asha by preparing some of her needs in India. Actually, Somer wants Asha to be a doctor just like her and Krishnan. However, she does not want to live in conditions where she cannot be close to Asha. She changes herself to be a supportive mother towards Asha's decision. Finally, she does not force Asha to be a doctor and allow her to be a journalist. She also decides to go to India to directly see Asha's development and hear Asha's story about finding her birth parents.

The last secondary character who reflects the psychosocial issue in this novel is Krishnan. Krishnan is Asha's adoptive father. He is an Asian-Indian who lives in Menlo Park, California with Somer and Asha. He as a dynamic character. He is depicted as a man with strong determination. He always pushes Asha to study

harder to be a doctor. He is influenced by social conditions around he lives as portrayed below.

The only thing that sets him off is when we talk about my future and I say I want to be a journalist and not a doctor.

(Gowda, 2010: 159)

Krishnan wants Asha to be a doctor. The reason why Krishnan wants Asha to be a doctor because he lives in social conditions in which people believe doctor as a prestigious job. His father is also a doctor. Such social conditions affect him so that he decides to be a doctor. He also chooses a doctor as his wife. That is why he always pushes Asha to study hard in order to be a doctor before going to India. However, the conditions of social in India affect Krishnan's point of view towards Asha's future. He finally opens his mind after seeing Asha's development in India. He stops forcing Asha to be a doctor. He finally supports Asha to be a journalist after seeing Asha lives well in such kind of social conditions in India.

From the points above, it can be concluded that the main character and the secondary characters reflect the issue of psychosocial. All of the important characters in Gowda's *Secret Daughter* live in powerful social conditions. Social conditions have the power to change people's mind, action, and development. They clearly depict how they are affected by the social conditions around them.

b. Societal Settings

The element of settings is also worth considered in order to see the social conditions in which the characters live. Wiesner (2011: 16) mentions one of the functions of a setting is to enhance the character's characterization and conflict.

Some authors also describe the conditions of social to explain the settings of their story Rollins (2010: 14). The settings which illustrate about social conditions are also called as societal settings.

1) Setting of Place and Time

a) Dahanu, India in 1984

India becomes an important setting which denotes the issue of psychosocial in Gowda's *Secret Daughter*. In Dahanu, India, 1984, people sincerely hope for a son. The description of situation can be seen through the character of and Jasu as seen below.

She grew larger this time, compared to the last. In private, her husband chided her for not covering up more, but **with other men, she heard him boast about her breasts, comparing them to ripe melons. She saw it as a blessing that her body looked different this time, as it led her husband and the others to assume this baby will be a boy.**

(Gowda, 2010: 6)

The line "...with other men, she heard him boast about her breasts, comparing them to ripe melons..." indicates that Jasu really wants to have a son. He assumes that he is going to have a son only by seeing Kavita's body. He even shares a thing which should be his and his wife's private matters to public even though he has not known the fact yet. People at that time believe that a pregnant woman who looks big will have a baby boy. In fact, there are no theories which examine about the sex of a baby and the weight of a pregnant mother. The weight of a pregnant woman can be affected by many factors. It can be caused by how much amount of foods and what kind of foods which are consumed by a pregnant woman. After that, it can also be concluded that how other people in Dahanu

really want a baby boy to the point of they talk together about it by seeing a pregnant woman's body.

2) The Nature of Society

Doctor is portrayed as a prestigious job in this novel through the character of Krishnan. That kind of beliefs also creates Krishnan's point of view towards that job as seen below.

“Jeremy Cooper,” her repeats, extending a hand to her father. “You should be very proud of your daughter, Mr. and Mrs. Thakkar. “She really—”

“**Doctor,**” her father interrupts.

“I'm sorry?”

“**It's Doctor. Asha's mother and I are both physicians,**” he says.

(Gowda, 2010: 164)

From the passage above, it can be witnessed how Krishnan really proud of his job as a doctor. He even wants people want to know that he is a doctor. In this case, he wants Asha's faculty adviser for the *Heralds*, a newspaper campus, to know that his job is a doctor. He wants to be addressed as a Doctor Thakkar instead of Mr. Thakkar by Mr. Cooper. If he is not so full of pride of it, then he will not do such kind of thing to Mr. Cooper. In this world, there are so many people who want to be a doctor. Some people will do anything to be accepted in a medical school. Therefore, it can be assumed that people believe that doctor is a prestigious job.

B. Discussion

Identity and ego-identity are very important for every human being. Thus, an important matter such as identity crisis which can affect someone's identity and ego-identity should be taken seriously. Crisis towards people's identity actually

occurs eight times as each stage of psychosocial development has a crisis to be solved. Even so, the most important crisis which should be watched out is the identity crisis in adolescence stage. Adolescence stage is the transition phase of childhood stage to adulthood stage. In that phase, adolescents become more sensitive towards social conditions around them. They start to have deeper questions about who they are, what they want to be, and what people want them to be. Some adolescents tend to have a different character after entering identity crisis. Some of them also have a tendency to act rebellious. That is why, adults including parents often see those kind of adolescents as naughty. In fact, they have not established their final identity. During the identity crisis, adolescents are searching their identity which may become their final identity.

The necessity of paying attention towards identity crisis during adolescence years is strengthened by the outcomes of identity crisis issue in adolescence stage. Adolescents who are able to successfully solve their identity crisis in a positive way will form the virtue of fidelity and loyalty. They have the capability to perceive who they are, what they want to be, and what people want them to be. By having a positive outcome of identity crisis, they are also able to identify their role in society. Furthermore, those adolescents tend to have the ability to form intimacy at the sixth stage of Erikson's psychosocial development theory. By having intimacy, adolescents, which then called as young adults, are able to form relationship, establish their sense of trust, understand, and acknowledge others. In contrast, adolescents who fail to solve their identity crisis positively, will likely have an identity repudiation. Therefore, they are not able to discover who they

are, what they want to be, and what people want them to be. Adolescents who fail to discern their role in society can be driven to negative identity easily. They tend to do something adverse which can be very dangerous to the society.

Seeing the phenomenon of identity crisis in adolescence stage which is very serious, it is necessary for adults, especially parents and teachers, to support and to give continuous guidance. It is also important to adults to make sure that adolescents who are experiencing identity crisis lives in supportive and positive social conditions. Therefore, adults should not make too many obvious objections towards adolescents' decision. By having too many strict objections, it can lead adolescents to find comfort and pleasure in any way with their friends who feel the same. That condition sometimes can bring negative influences towards the adolescents' development. It may cause adolescents to have a negative identity which can continue to exclusivity. In brief, adolescents ought to face positive relations and role models so that they will not have an identity repudiation and negative identity as the result of their identity crisis.

Gowda's *Secret Daughter* gives a depiction about the phenomenon of identity crisis in adolescence stage. The novel portrays Asha's identity crisis which emerges when she is thirteen years old until twenty one years old. It can be seen that the development of Asha is influenced by the social conditions around her. Asha grows up to be an adolescent who has a complex identity crisis is because she is an adopted daughter. Aside from that, she is an Asian-Indian who lives in America. She feels different from her American friends because of her 'exotic' appearance. She does not know much about her original country, India. Moreover,

her parents always forces her to study so that she can be a doctor. Still and all, she is able to solve her identity crisis also because of the social conditions around her which are very supportive and positive towards her development in the end.

CHAPTER V

CONCLUSIONS

Based on the findings and conclusion in the previous chapter, some conclusions can be drawn related to the research objectives. The conclusions are divided into the following points:

1. The researcher discovers that Asha, an Asian-Indian adopted daughter who lives with a mixed-race couple in America, suffers a complex identity crisis during the fifth stage of Erikson's psychosocial development theory, identity versus identity confusion. There are four identity statuses which signify Asha's identity crisis. Those statuses are: 1) identity diffusion status, 2) identity foreclosure status, 3) identity moratorium status, and 4) identity achievement status. The first identity status, identity diffusion status, can be seen through Asha's sense of incompleteness and uncertainty towards herself, emotional instability or acute upset, excessive self-awareness, and difficulties in concentration. Subsequently, identity foreclosure status is shown by the phenomena where Asha prematurely establishes her beliefs and roles and the excessive involvement of parents. The third identity status, identity moratorium status, is indicated by Asha's exploration and anxiety. The last identity status, identity achievement status, can be observed through Asha's ability in committing to roles and values establishment. Asha is able to solve problems during her identity crisis. She undergoes identity achievement status as her last status, which

is good for her. She is finally able to form the sense of fidelity and loyalty towards people around her.

2. As a result of successfully having the sense of fidelity and loyalty, in the fifth stage of Erikson's psychosocial development theory, Asha is able to form the sense of intimacy. There are four characteristics which denote intimacy. The characteristics are: 1) forming relationship, 2) establishing the sense of trust, 3) understanding others, and 4) acknowledging others. In this stage, Asha is able to form relationship with people around her. It can be seen through how Asha fixes her relationship with her parents. Aside from that, she begins to trust people around her. She starts to reveal herself to some people around her. Afterwards, she also has the ability to understand others. In some cases, Asha tries to comfort others by showing care and knowing her position. As for acknowledging others, it can be noticed through how Asha becomes considerate towards people around her. By establishing the sense of intimacy, she obtains the psychosocial virtue of love.

3. Gowda's *Secret Daughter* portrays the issue of psychosocial through two elements of literature. They are characters and settings. The main character, Asha, and the secondary characters in this novel, Kavita, Jasu, Krishnan, and Somer, reflect the issue of psychosocial through sentences. Subsequently, this novel uses societal settings to represent the issue of psychosocial. The author portrays the social conditions in Dahanu, India in 1984 in which people believe that having a son can bring happiness and proudness rather than having a daughter. Afterwards,

Gowda also depicts the nature of society through the belief about doctor as a prestigious job through the characters of Krishnan.

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APPENDIX I

The Summary of *Secret Daughter*

Kavita and Jasu was a married couple who lived in Dahanu, India. In 1984, people believed that having a daughter could bring misfortune. They also thought that a daughter could not help them working in the field. In the same year, Kavita was pregnant. Seeing Kavita's body which looks larger compared to her first pregnancy where she gave birth to a baby girl, Jasu assumed that they were going to have a son. Feeling afraid that she might have a daughter, Kavita hid from her husband and gave birth in an abandoned hut. Her fear was true. She gave birth to another baby girl which she named Usha. Even though she tried her best in hiding, Jasu finally found out the truth that the baby was a girl. He asked Kavita to have the baby to be killed. However, Kavita persuaded him to spend more time with the baby. Her motherly sense made her to protect the baby. She finally took the baby to Shanti, an orphanage in Bombay, India. She told Jasu that the baby was already killed.

On the other side, there were Somer, an American woman, who married to an Asian-Indian man, Krishnan. Somer was not able to have a baby because her infertility issue. After having much consideration, they decided to adopt a baby in India. They adopted Usha, but they gave her new name, Asha. The three of them lived happily in America. They barely had any fights towards each other even though Asha knew that Somer and Krishnan were not her biological parents. However, when Asha turned thirteen years old, she began to ask her biological parents. She often compared Somer and Krishnan to her biological parents, which she actually did not have any idea about who and how they were. Aside from that, she started to ask about India. She blamed Somer and Krishnan for not taking her often to India. Asha, Krishnan, and Somer often had fights especially about her career interest. She wanted to be a journalist, but Krihsnan and Somer forced her to be a doctor.

Asha's interest towards journalism was really strong. She finally joined a fellowship program to India. She also thought that it was the best chance for her to get to know her biological parents and her original country. She had her father's permission, but she did not get her mother's. Even so, she still flew to India. In India, she lived with Krishnan's family. She meets her cousins and new friends. She felt happy in India. In that country, she made her journey to find her birth parents. Unfortunately, she did not meet them. In the end of the story, she finally learnt more about life in India. She made up her relationship with her parents. She proved to her parents that she could be a great journalist.

APPENDIX II

A. The Identity Statuses of Asha's Identity Crisis

No	Category	Quotation	Page	Keywords	Narrator	Explanation
1.	Identity Diffusion Status	1.) I wish you were here to help me. I'm supposed to write a biography of myself for eighth-grade social studies, but I don't know where to begin. I don't know where I really came from. Whenever I ask my mom, she just gives me the same story —they picked me up from the orphanage in India when I was a baby and brought me to California.	137	Incomplete sense of self; uncertainty about who one is	Asha	The lines show Asha's confusion when she has a school task to write her own biography.
		2.) "I don't need a tutor, and I <i>definitely</i> don't want your help," Asha says, choosing her words to sting her mother. ". . . Why can't you understand that? Why don't you ever understand me?" She's yelling now and feels a lump rising in her throat.	149	Acute upset	Author	The quotes indicate Asha's anger towards her mother's suggestion during the discussion.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		3.) Asha tenses. “I don’t know,” she says quietly. “I think . . . they skipped a generation.” She turns away from the mirror, her face burning , and returns to her locker.	146	Acute upset	Author	As for Asha, she does not like the question about where she got her eyes.
		4.) <i>I don’t know who I got my exotic eyes from, she wants to scream.</i>	146	Incomplete sense of self; uncertainty about who one is	Author	The statement shows that Asha feels uncertain about herself because she does not know about her real parents.
		5.) She doesn’t want to share her whole personal history with the perfect mirror girls. She wonders if they would envy the black hair that sprouts every day on her legs, or her dark skin that tans after just ten minutes in the sun, even when slathered with sunscreen.	146	Difficulties in forming relationship	Author	These lines show Asha’s feeling about being different between her American friends.
		6.) “I know, another A-plus in English, aren’t you proud of me? ” Asha says.	148	Excessive self-awareness	Asha	As for Asha, having high grade in subjects that she likes is enough.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		7.) “Asha, a B in math and a C in chemistry?” her mother says. “What’s the big deal?” Asha says. “I’ve had straight As all through high school; it’s just one bad semester. . .” Asha keeps her eyes focused on her plate.	148	Difficulties in concentrating	Somer	These quotes indicate that Asha has problem with certain subjects in her school.
		8.) “Asha, a B in math and a C in chemistry?” her mother says. “What’s the big deal?” Asha says. “I’ve had straight As all through high school; it’s just one bad semester. . .” Asha keeps her eyes focused on her plate.	149	Excessive self-awareness	Asha	The lines indicate that Asha still feel confident enough even she has bad semester.
		9.) “You always say that, but it’s not true. You <i>don’t</i> want what’s best for me.” Asha stands up from the table and stumbles backward until her back is pressed up against the kitchen wall.	150	Acute upset	Asha	Asha’s act shows that she is angry with her mother regarding the discussion.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		10.) “You don’t even know me. You always tries to fit me into your little fantasy, but you don’t see <i>me</i> . You don’t love <i>me</i> . You want me to be like you, but I’m not.” She shakes her head frantically as she speaks.	150	Acute upset	Asha	Asha is mad because she assumes her mother always pushes her to be what her mother’s want.
		11.)“It’s not fair.” Asha can’t hold back the tears now. “Everyone else knows where they come from, but I have no idea. I don’t know why I have these eyes that everybody always notices. I don’t know how to deal with this damn hair of mine,” she yells, clenching it in her fist.	150	Acute upset Incomplete sense of self; uncertainty about who one is	Author Asha	These lines show Asha’s anger about not knowing her whole history and how to do with her appearance which looks different from her American friends.
		12.)“I wish you never adopted me. Then I wouldn’t be such a huge disappointment to you.” Asha is screaming now and feels a strange pleasure when her mother begins yelling as well.	151	Acute upset	Author	The quote indicates Asha’s anger because she feels that everything is not right.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		13.) “I’ve spent sixteen years not knowing, sixteen years asking questions nobody can answer. I just don’t feel like I really belong, in this family or <i>anywhere</i>. It’s like a piece of me is always missing. Don’t you understand that?” She looks at her parents, searching their faces for something that will bring her comfort.	151	Incomplete sense of self; uncertainty about who one is	Asha	These lines show that Asha never feels complete even though she now has parents who love her and treats her like their real children.
		14.) “I thought you’d be proud.” Asha pulls back her hand. “The Watson is a really prestigious award. I arranged everything myself, I’m not asking you for money. Aren’t you happy for me?” \	176	Excessive self-awareness	Asha	She realizes that she has strong point in the field of journalism. Therefore, she thinks everyone should be agree and proud of her.
		15.) “The Watson is a really prestigious award. I arranged everything myself, I’m not asking you for money. Aren’t you happy for me?” she says, an edge of anger creeping into her voice.	176	Acute upset	Author	Asha is going to show her anger because she is disappointed towards her mother’s response.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		16.)“Why do you have to sulk around like it’s the worst thing that’s ever happened to you? It’s not happening to <i>you</i> .” Asha slams her hands down on the arms of her chair. “. . . Can’t you just be happy for me, just a little bit proud?” Asha looks down at her hands and her tone is steely.	190	Acute upset	Asha	Asha is expressing her anger towards her mother who finds it difficult to accept Asha’s decision about applying and winning an award without her consent.
		17.) She does not feel like herself, and every aspect of her surroundings—the bread that comes wrapped in small squares, the newspaper the color of pale pink nail polish—reminds her of how far she is from home. She considers calling home for some comfort, but pride holds her back.	200	Incomplete sense of self; uncertainty about who one is	Author	These lines show Asha’s feeling about being far from home, America. She still feels unsure about who she is even though now she is in India.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		18.)Asha shakes her head. “It’s a touchy subject with my mom. She doesn’t really understand, and . . . I wanted to see if it was even possible first. There are billion people in India— what if they don’t want me to find them? They gave me away. They didn’t want children then, so why would they want to meet me now? Maybe it’s better if I don’t look. ”	270	Excessive self-awareness	Asha	Asha is being too aware about her condition. Thus, she often over-think towards her real parents without knowing the fact.
		19.) <i>My age?</i> “Are you . . . sure?” The words and numbers bang around in Asha’s head like billiard balls . . . Her real parents had a child, another child. One they’d chosen to keep. Her mouth tastes of sour acid. They kept him. Their son. They kept him instead of me.	306	Excessive self-awareness	Author	These lines point out Asha’s assumption after hearing that her real parents live with their son. They also indicate that Asha assumes as if she knows everything.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		20.) The ground buckles under her feet. She stumbles and somehow finds the step beneath her to sit down. It wasn't that her mother wasn't married. It wasn't that they didn't want a child. It wasn't that they couldn't afford one. It was just me. It was me they didn't want.	306	Excessive self-awareness	Author	Asha has her own opinion about her real parents without knowing the story. Being too self-aware makes Asha often blames herself for things that happen beyond her willingness.
2.	Identity Foreclosure Status	1.) We must look like each other, and I bet you would know what to do with my bushy eyebrows.	137	Premature establishment to a certain belief	Asha	The lines point out Asha's assumption. In fact, she does not have any prove for saying that.
		2.) He told me about the kite-flying festival that kids in India have in January, and the colored paint they throw for that holiday in the spring. It sounds like a lot of fun. I've never been to India.	137	Premature establishment to a certain belief	Asha	The quote indicates Asha's opinion about kite-flying in India whereas she does not have any idea at all about India.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		3.) Asha sighs. "No, my dad's been working late all week." She kicks the ball straight up in the air, watches for it, then catches it. "He's so uptight about these things. He says he doesn't see the <i>point</i> in my going to parties. What about having fun like a normal sixteen-year-old?"	145	Excessive involvement of parents, Interruption of self-potential	Asha	These lines indicate that Asha ought to spend most of her time in home because her father never allows her to go to parties which she can explore her social skills.
		4.) "Um, no. I've never been," Asha says. "My parents aren't really into that stuff, I guess."	148	Excessive involvement of parents, Interruption of self-potential	Asha	Asha's statement shows that her father does not really like activities aside from her study.
		5.) "What is going on? Your grades have been suffering ever since you started spending so much time on that school paper. Maybe it's time to cut back, so you can focus on your studies. "	149	Excessive involvement of parents, Interruption of self-potential	Somer	Those lines indicate that Asha's parents do not really support her activities concerning school paper.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		6.) “Yes, I agree, Asha,” her father joins in, nodding his head vigorously. “This is a critical year coming up. Your junior grades are the most important ones for college. You can’t afford to have any Bs or Cs. You know how competitive the good schools are. ”	149	Excessive involvement of parents	Krishnan	Asha has no choice but to always have great grades.
		7.) “I’ve had straight As all through high school; it’s just one bad semester. Anyway, I won’t have to take any more math or science after this year. ” Asha keeps her eyes focused on her plate.	149	Premature establishment to a certain role	Asha	The lines show that Asha has already decided her choice even though she does not know the consequences thereafter.
		8.) “What do you mean by that?” her dad asks, his voice deepening to the pitch of disappointment Asha dreads. “You still have two years of high school, and <i>these</i> grades might hurt your application anyway. It’s time to get serious, Asha, this is your future we’re talking about! ” He pushes back from the table, chair legs screeching against the kitchen floor to accentuate his point.	149	Excessive involvement of parents	Krishnan	Asha’s father already chooses doctor as Asha’s career in the future. Therefore, he wants Asha to focus to subjects related to the career.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		9.) “Look, there’s still time to turn your grades around this year,” her mom says. “I can help you with chemistry, or we can get you a tutor.” Her mother grips the edge of the table with both hands, as if she’s expecting an earthquake to strike.	149	Excessive involvement of parents	Somer	Similar to Asha’s father, her mother Also wants her to be a doctor. Therefore, she wants Asha to get better grade in certain subjects related to the career.
		10.) Tomorrow, we’re going to play tennis—Dad’s been coaching me on my backhand. So, we’re getting along pretty well now. The only thing that sets him off is when we talk about my future and I say I want to be a journalist and not a doctor.	159	Interruption of self-potential	Author	The lines represent Asha’s thought. They show how Asha’s father wants her to be a doctor.
		11.) Somer rubs her forehead. “Asha, you can’t just drop this on us and expect us to celebrate. You can’t make a decision like this without our input.” She looks at Kris, expecting to see her anger reflected in his face.	176	Excessive involvement of parents	Somer	Somer’s statement show how Asha should always ask their permission for doing something.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		12.) “Look, honey, I really think this could be good for her. It’ll get her away from those liberal arts teachers, filling her head with the idea of journalism is a glamorous profession. My father can take her along to the hospital. ”	177	Excessive involvement of parents	Krishnan	Asha’s father gives her permission to go to India for journalism matter. However, he still has a plan to make Asha a doctor by introducing her to his father who is also a doctor.
		13.) When her dad’s around, she doesn’t have to face her mom’s obvious disappointment with her decision, her constant fears and worries about this trip to India. Asha cannot bear it anymore. The more her mother tries to cling to her, control her, the more Asha wants to pull away.	186	Excessive involvement of parents	Author	The statement shows that Asha really hates her mother who always tells her what she should do and what she should not do.
		14.) “This? This is where we’re having lunch?” Asha looks at the street vendor and then at Meena in disbelief. “I . . . I don’t think I should do this. I’m not supposed to eat street food . . .”	208	Premature establishment to a certain belief	Asha	Asha has her own belief that she is not supposed to eat street food even though she has never tried it.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		15.) The sight of this, his mother together with his daughter, makes Krishnan's voice catch in his throat. “Yes, trust me, I know. Why do you think she hasn't applied to medical school yet?”	277	Excessive involvement of parents	Krishnan	Asha's father still forces Asha to focus more to be a doctor even though he knows that Asha does not have any interest on it.
		16.) Her parents haven't been longing for her. They don't miss her. They just discarded her.	309	Premature establishment to a certain belief	Author	Asha has her own belief that her real parents never think about her whereas she does not know the condition of her real mother who always prays and misses her.
		17.) Her questions are answered, the mystery surrounding her roots is gone. There is nothing left for her to find out. She doesn't need to meet her parents, just to be spurned again, rejected to her face.	309	Premature establishment to a certain belief	Author	Asha thinks that there is nothing to find anymore after knowing her real parents has another child. She assumes that she is dumped. In fact, there are a lot of things that she ought to know.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		18.) <i>Is that what my life would have been like in India?</i> Over the past several months, she has envied Meena with her great journalism career, and Priya with her salon and shopping lifestyle. But now it is evident to Asha that this would not have been her life. She would have been like Yashoda or her sister Bina—just one of India’s statistics, another little girl that nobody values.	319	Premature establishment to a certain belief	Author	Asha assumes that she will not have a proper life in India. She feels like she is going to be one of Indian girls who live in poverty and misery.
3.	Identity Moratorium Status	1.) She joins Clara, the editor, Ms. Jansen, their faculty adviser, at the table and takes out her notebook and pencil. Asha can never bring herself to write in pen, either ballpoint or felt-tip. The permanency of it makes her uneasy, the way there’s no going back once something has been written.	144	Deal with anxiety	Author	Asha decides to try to be a journalist. However, the lines show that Asha is anxious about her own decision to be a journalist. She seems afraid to make a mistake as a journalist.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		2.) This morning, Dad called his family in India and I spoke to them again. It's still a little weird talking to people I've only seen in pictures, but it's getting better.	159	Perform self-exploration	Asha	The lines show how Asha tries to communicate with her family in India.
		3.) It actually caused a big fight between them when my mom helped me find an internship at a radio station for the summer. I thought that was pretty cool of her. She even seemed happy when I was appointed editor of the Bugle next year.	159	Perform self-exploration	Asha	These lines show how Asha wants to be a journalist so bad so that she wants to join an internship. She also takes a chance to be an editor of her school's magazine.
		4.) Asha spins the spice bottle carousel. "I'm going to make a little concoction my housemates and I cook up." She joins them at the table and offers the bowl to Kris. "Try it."	175	Perform self-exploration	Asha	These lines show that Asha and her housemates try to make a spicy food. She explores to find the taste that she likes.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		5.) “So, I have some news.” Somer looks up and Asha continues. “You’ve heard the Watson Foundation? They grant fellowships for college students to go abroad for a year. I applied to do a project on children living in poverty. In India.” Asha’s eyes dart back and forth between them.	175	Perform self-exploration	Asha	This quote indicates that Asha takes the opportunity that comes to her.
		6.) He moves around the bed to sit next to her, and they go through several photos together: grandparents, aunts, uncles, and several cousins about her age whom she knows only through sporadic phone calls and Diwali cards. She is most nervous about this, the prospect of living for almost a year with people she barely knows.	187	Deal with anxiety	Author	She already makes a decision to go to India for her journalism matter and to live with her father’s family in India. At the beginning, she is firm enough about her decision. However, the lines indicate that Asha still hesitates her decision.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		7.) “Yeah, the name you gave me— Pankaj Uncle’s friend—he was really helpful. Once the editor heard I was on a grant from America, he was very interested. They’re giving me a desk and a senior reporter to go on location with me to the slums, but I’ll get to do all the interviews. They might even run a special feature in the paper. Isn’t that great?”	188	Perform self-exploration	Asha	Asha’s statement indicates that she explores her own potential to be an interviewer.
		8.) The only thing she pulled out of her backpack, again and again, was the large envelope stuffed with her father’s family photographs, and the contents of her white marble box. As the hours passed during the flight, and the miles put greater distance between Asha and her parents, she began to feel different. Nervous. Eager.	192	Deal with anxiety	Author	These lines indicate Asha’s hesitation about what she already chooses.
		9.) “With . . . family?” Asha says. It feels strange to say this. Though it is technically true, her palms sweat, as if she has just lied to the official.	194	Deal with anxiety	Author	Asha is anxious to call people whom she never met before as a family.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		10.) Asha has seen photos in her preparatory research, but those shots didn't give her an indication of how enormous the slums were. Mile after mile of the same depressing scenery, even shielded by darkness, begins to give Asha a heavy feeling in her stomach. She recalls her mother's anxious warnings about visiting such places and considers, for the first time, if she was right.	197	Deal with anxiety	Author	The lines show that Asha is not ready yet to face all consequences of her decision. She decides to join a fellowship of journalism in India without much consideration.
		11.) "That sounds good. They're not expecting me at the <i>Times</i> office until next Monday morning," Asha says. Just speaking these words gives her a thrill, the idea of working at a major international newspaper.	199	Deal with anxiety	Author	She decides to join the program of journalism fellowship in such a hurry. Unconsciously, Asha is not completely ready yet.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		12.) Meena hands Asha a rectangular paper tray filed with a reddish brown stew topped with chopped raw onions and a lemon wedge and two glossy white buns on the side. They stand at the edge of the walkway as a line forms in front of the stall. Asha follows Meena’s method of tearing off a piece of the bun and dipping it in the stew. She takes her tentative first bite.	208	Perform self-exploration	Author	Asha feels weird to eat Indian food. However, the lines show that Asha still tries the food. She wants to know if she likes the food or not.
		13.) She looks around frantically for something to drink and recalls her mother’s warnings about the dangers of unsanitized water.	208	Deal with anxiety	Author	The lines indicates that Asha feels anxious when she remembers about her mother’s word concerning unsanitized water.
		14.) After they eat, Meena says, “Come on, let’s walk a little. I want to show you something.” Asha follows, unsure after their lunch if she should really trust Meena.	208	Deal with anxiety	Author	Asha has her own hesitation that she cannot fully trust Meena.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		15.) It doesn't take too much prodding from Bindu and Priya to convince Asha to give eyebrow threading a try. Since it appears no needles, razors, or hot wax are involved in this procedure, Asha concludes the pain must be negligible.	224	Perform self-exploration	Author	She tries eyebrow threading for the first time.
		16.) When one of the artists is free, Priya nudges forward. "Something simple," Asha says, "like that, maybe." She points out a sun design worn by another girl. In under five minutes, both of Asha's palms are adorned with radiant spheres.	234	Perform self-exploration	Author	Asha tries to have a henna on her hand for the first time. Creating a handiwork from henna becomes one of Indian tradition in certain occasions.
		17.) "Yeah." Shit. Why can't she say anything else? She notices his eyes are the color of soft caramel. From the corner of her eye, she sees Priya and Bindu are already steps away.	235	Deal with anxiety	Author	The lines show that Asha cannot say anything to Sanjay because she is too fascinated.
		18.) She is nervous, though she's not sure why. She has done her homework. She's researched <i>Times</i> archives and interviewed several city-planning and government officials.	246	Deal with anxiety	Author	The statement shows that Asha is not completely prepared to face her own decision to join the fellowship program.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		19.) She dashes across the street to a newsstand, thankful to get away for a moment. She didn't expect to be so affected by what she saw here today, she thought she was prepared.	250	Deal with anxiety	Author	Asha does not realize that being a journalist is as simple as she thinks. She ought to prepare herself to see what she does not want to see.
		20.) Asha feels dizzy again, unsure what to do now and not convinced she can handle any more. She looks at Meena, who nods her on. She scans the list of questions in her notebook and blinks hard, trying to focus.	253	Deal with anxiety	Author	The lines point out that Asha is not fully-prepared about being a journalist.
		21.) "I . . . I've been thinking about trying to find my birth parents." Asha sees the old woman stiffen almost imperceptibly and a flicker of something cross her face.	269	Perform self-exploration	Asha	Asha wants to know the truth about who her parents are and who she really is. She wants to find something that makes her feel complete.
		22.) "I don't know, I just found it so . . . depressing." She hasn't spoken to anyone about this, not even Meena. "Seeing those people, the conditions they live in, hearing their stories . . . it made me feel horrible. Guilty."	272	Deal with anxiety	Asha	Asha's statements indicate that she feels nervous after seeing India directly.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		23.) “I don’t know. I don’t think my question were very good. I lost my composure after the first couple of interviews. Everywhere I looked, all I could see was tragedy. The people at the <i>Times</i> must think I’m an amateur. Journalists are supposed to hold it together. And I didn’t.”	272	Deal with anxiety	Asha	The statement shows that Asha is not completely prepared to face her own decision to join the fellowship program. She does not realize that the job of a journalist is not as easy as it seems.
		24.) She looks up at him and blurts it out. “I want to find my birth parents.” After a moment, she continues, seeming desperate now to get the rest of the words out. “I want to know who they are, and see if I can meet them. I know it’s a long shot, Dad. I have no idea where to start or how to look for them, so I really need your help.”	279	Perform self-exploration	Asha	Asha’s statements indicate that she really wants to find her biological parents.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		25.) Asha feels her heart rate quicken as the train rumbles into Churchgate Station. The approaching train stirs about the dusty air and release the persistent stench of urine from the steaming ground. The odor is overwhelming, but she can think only about where this train will take her.	287	Deal with anxiety	Author	These lines show how Asha’s feeling when she finally makes her way to find her birth parents.
		26.) Asha puts her palms together to thank the old woman and steps tentatively into the building. She was so confident on the way over here, but now her legs feel weak, and her heart is racing.	288	Deal with anxiety	Author	Asha feels her nervousness after making the decision to find her birth parents.
		27.) “Mr. Deshpande, the reason I’m here is I’m hoping you can help me. I’m . . . trying to find my birth parents, the ones who brought me here, to the orphanage. ”	290	Perform self-exploration	Asha	The statement shows that Asha starts to act by coming to Shanti, an orphanage, to find her biological parents.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		28.) She feels a hollowness in her stomach and looks down at her notebook, where the page is blank. <i>No record of me. She digs her nails into her palms to stave off the tears waiting anxiously behind her eyes.</i>	290	Deal with anxiety	Author	Asha's thought indicates that she is not fully-prepared about any possibilities regarding her parents as well as adoption.
		29.) Asha nods, gripping her pencil and trying to maintain her composure. <i>What is my next question? What do I write on this blank page?</i>	291	Deal with anxiety	Author	The lines show how Asha still unprepared in facing any possibilities regarding her parents.
		30.) "Wish me luck," she says over her shoulder to Meena. "Who knows what I'll find."	295	Perform-self exploration	Asha	Asha's statements point out that she is going to find her biological parents.
		31.) She begins to feel as if this was a foolish idea, to think she could find her parents in this city of twelve million people, if they're even in Mumbai at all. What if they're in one of those villages Deshpande mentioned? Could she go out there? How would she communicate? When the driver stops in front of a dilapidated tenement, Asha is reluctant to get out.	302	Deal with anxiety	Author	The lines indicate Asha's hesitation in finding her biological parents in India.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		32.) She averts her eyes but cannot avoid the sinking feeling in her stomach. Her mind hovers between the equally distasteful thoughts that her parents might live in this place, and if they don't, she doesn't know how else to find them.	303	Deal with anxiety	Author	The statement points out Asha's feeling when she finds her biological parents.
		33.) <i>Damnit.</i> So close. She's going to get to Vincent Road if she has to hijack this man's taxi and drive there herself. She empties her money belt and waves all its contents in front of him.	304	Perform self-exploration	Author	The lines show how assured Asha is in trying to find her biological parents.
		34.) She blinks and looks again at the building. She hears Dadima's voice echoing in her head. <i>It brings a little bit of peace to my day.</i> Asha slowly climbs the steps.	308	Perform self-exploration	Author	The statement shows that Asha comes to a temple alone for the first time. She wants to try to get some peace there.
		35.) The discovery she made in that building lobby on Vincent Road has left her feeling ashamed and confused. She cannot explain it to herself, much less to someone else. She has not wanted to face Sanjay and relieve it all again.	316	Deal with anxiety	Author	The lines show Asha's thought about her anxiety when she finds out an information about her biological parents.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		36.) “That’s okay,” she says to Parag. “I’m going to stay here a bit longer.”	324	Perform self-exploration	Asha	Asha’s statement indicate that she wants to stay at the location of interview for doing something.
		37.) “Then, as I got older, the letters changed. Instead of telling her about my life, I started asking all these questions. Was her hair curly? Did she like crossword puzzles? Why didn’t she keep me?” Asha shakes her head. “So many questions.”	351	Perform self-exploration	Asha	The statement is told by Asha. She starts to curious about some things regarding her biological mother.
4.	Identity achievement status	2.) The urgency of her father’s work reminds her of her own, working under deadline at the <i>Daily Herald</i> —the pressure, the constant awareness of time ticking down, the need to stay singularly focused until the end. She loves that feeling, and the accompanying rush of adrenaline on which she thrives.	186	Commit to a certain role after exploration	Author	These lines show that Asha likes to work under pressure as a journalist even after experiencing the condition.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		3.) Her cousins have explained that Indians can peg her immediately as foreigner, with her Western-style clothing and shoulder length hair. Even the fact that she makes eye contact with people is a giveaway. Despite this, she enjoys the novelty of walking down the streets among crowd of people who look like her.	203	Commit to a certain role after exploration	Author	Asha's feeling show that she likes in India where all people look like her.
		4.) One hour later, Asha is not sure she can be as dismissive of the pain involved in waxing. She is, however, very pleased with her resulting smooth arms, now fragrant with rose petal lotion.	223	Commit to a certain role after exploration	Author	The lines indicate that Asha is more confident towards the result of the waxing.
		5.) She is surprised by her own discovery that, although the food may be spicy, the clothes uncomfortable, and the beauty treatments painful, this place is starting to feel like home, and these people like family.	225	Commit to a certain role after exploration	Author	After spending her time in India, she comes to a conclusion that she likes India even though there are many things that does not suit her preferences.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		6.) In the morning, she is fascinated by the beautiful red designs left behind after she scrapes off the dried mudlike material, and can't stop looking at her own hands all day.	234	Commit to a certain role after exploration	Author	The lines indicate that Asha likes the result of henna, one tradition of India.
		7.) "Oh, <i>beta</i> , you must give up that notion. She has a career already. You should see the wonderful work she's doing at the newspaper, " his mother says.	277	Commit to a certain role after exploration	Dadima	These lines indicate Asha's consistency as a journalist even after knowing the consequences.
		8.) As they sit in the vinyl-covered booth, Krishnan notices they are the only nonlocals in the place. He is surprised and pleased his daughter feels comfortable here.	277	Commit to a certain role after exploration	Author	The statement shows that Asha can adapt well in India even there are many differences since she is a nonlocal.
		9.) Asha wipes the tears away from her cheeks and forces herself to watch the rest of the interview with Bina, trying to find a ray of hope. Seeing herself now on the screen, she realizes how insensitive she was, with her questions about the short hair and school.	320	Commit to a certain value after exploration	Author	The lines indicate that Asha starts to understand about the condition that she faced in India. She also try to understand the feeling of people who live in such condition.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		10.) She will be expected home soon. The familiar rush of adrenaline floods her body, just as it did on a nightly basis at the <i>Herald</i>, and she knows she has to keep going, all night if necessary.	321	Commit to a certain role after exploration	Author	Asha knows her role as a journalist. She knows that she should be responsible in making her own report.
		11.) She works assiduously through the night until her whole story takes shape. Only then does she lay her head down on her desk to rest.	321	Commit to a certain role after exploration	Author	The statement shows that Asha is very serious in finishing her work.
		12.) It is late afternoon by the time Asha gets back to the office, and although the previous night's sleep deprivation is beginning to hit her, she can't stop yet. She goes through the interviews, and start writing. She keeps working until she has the skeleton of her story in place. She reviews it all the way through and sits back in her chair. It needs more material and a lot of editing, but there's a story there, one only she could tell.	325	Commit to a certain role after exploration	Author	She has her commitment as a journalist. Thus, she works seriously even though she lacks of sleep.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		13.) Asha looks at her reflection, and she is stunned. The sari flatters her and is surprisingly comfortable.	340	Commit to a certain role after exploration	Author	Asha tries to wear sari which in the beginning she has a heavy heart to give it a try. However, the lines show that Asha has her own conclusion that sari is comfortable to her.
		14.) “I know where I came from, and I know I was loved. I know I’m a hell of a lot better off now than I would have been otherwise.” She shrugs.	351	Commit to a certain belief after exploration	Asha	Asha comes to a conclusion about her life after knowing the story of her.
		15.) Somer follows Asha through the maze of the newsroom, impressed with how assured her daughter seems in this environment.	356	Commit to a certain role after exploration	Author	That statement indicates that Asha has committed to a certain role, a journalist.
		16.) After the lights flicker back on, Somer is unable to speak, still moved by what she just saw. Asha managed to find hope in the most unlikely place. In the midst of the poverty and despair of the slums, she showed the fierceness of a mother’s love.	357	Commit to a certain value after exploration	Author	Asha starts to know more about humanity value after making a decision to learn more about the world of journalism.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		17.) Somer smiles as sparks of pride fire in her chest. <i>Kris was right. India was good for her.</i>	357	Commit to a certain role after exploration	Author	Somer's statement shows that Asha has a good development regarding her own role in India.
		18.) "Honey," Somer interrupts, reaching across the table, "I'm sorry too. I can see this year has been good for you. I'm so proud of what you've done. You seem to have learned so much, grown up so fast."	358	Commit to a certain role after exploration	Somer	Those lines show that Asha has a good development after making a decision to join a fellowship program to India.
		19.) Asha nods. "You know," she says softly, "what I've learned is that everything's more complicated than it seems. I'm so glad I came here, got to know my family, learn about where I come from. India is an incredible country. There are parts of it that I love, that really feel like home. . .?"	358	Commit to a certain value after exploration	Asha	She has a thought that India makes her understand more about her point of view towards life.

B. The Impacts of Asha’s Identity Crisis Toward Her Psychosocial Development

No	Category	Quotation	Page	Keywords	Narrator	Explanation
1.	Intimacy	3.) Priya winks at her over the fried rice, and all three of them dissolve into the giggles of a bunch of old girlfriends. Asha laughs so hard that green tea comes out of her nose, and tears from the corners of her eyes.	225	Forming relationship	Author	These lines indicate that Asha starts to feel comfortable to be around with her Indian relations.
		4.) His smile radiates heat that makes her feel like she’s melting. “So what have you learned so far?” Their conversation flows easily from there. At some point, they wander over the buffet table, which features at least fifty varieties of food. He carries her plate over to one of the velvet sofas where they sit down.	236	Forming relationship	Author	The statement indicates that Asha and Sanjay feel comfortable to each other.
		5.) Her stomach flips over. “Promise.” She extends her hand, and instead of shaking it, he raises it to his lips and kisses it lightly, then covers it with his other hand.	237	Forming relationship	Author	Asha starts to form a relationship by making a promise to tell Sanjay a story about her.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		6.) Asha learned this bit of family history from her grandmother on the fourth day they took an early morning walk together. It is the promise of these conversations that now motivates Asha to drag herself out of bed at such an early hour.	261	Forming relationship	Author	As for Asha, hearing her father family history is an interesting activity. Indirectly, she forms a closer relationship to her grandmother for spending the time.
		7.) The second day, Asha convinced Dadima to try on her extra pair of running shoes, and by some miracle, they had the same shoe size. Once she got used to the feeling of her feet being completely enclosed, Dadima said, she appreciated the comfort of the shoes and agreed to adopt them as her own.	262	Forming relationship	Asha	The lines point out that she has a good relationship to her grandmother.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		8.) On that day's walk and the next, Dadima asked Asha questions about her life in America. Asha talked at length about college, her classes, the newspaper, and her friends.	262	Establishing the sense of trust	Asha	In America, Asha does not really like to share about her life even with her parents. However, the lines show that Asha starts to trust her grandmother to share about her life.
		9.) Dadima doled out her stories in small doses, reaching further back into her memory as the days went on. Asha learned to navigate the delicate balance of being a good listener: asking just enough questions to keep Dadima going without disturbing the flow of her memories.	264	Understanding others	Author	Asha understands her position as a listener. She knows how to keep herself from asking too many questions.
		10.) "Where are we going?" Asha tries to sound nonchalant as she asks the question that has been burning in her mind since Sanjay called three days ago. Looking at him now in the backseat of the taxi, she decides she did not overestimate her attractiveness the night of the wedding.	271	Forming relationship	Author	The lines show that Asha and Sanjay form a closer relationship so they meet again.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		11.) “Actually, I was born here,” Asha says. She knows this information is unnecessary to their conversation, and yet she wants to share it.	273	Establishing the sense of trust	Author	These lines show that Asha starts to trust Sanjay. Thus, she tells him about her history.
		12.) “He’s getting his master’s at the London School of Economics.” She smiles and makes a face at him. “Sorry, Dad, I didn’t manage to find an eligible Indian doctor.”	278	Forming relationship	Asha	Asha tells her father about her relationship with Sanjay
		13.) Asha sits at her desk in the <i>Times</i> office, surrounded by her notes. In the midst of the paper are two message slips from Sanjay. She has thought about him many times since she first went to Shanti two weeks ago but cannot bring herself to call.	317	Acknowledging others’ existence	Author	She realizes that she needs someone to make she feels comfortable.
		14.) By the time they’re hungry for lunch, she can see the story coming together in mind. “We make a pretty good team,” she says, offering her raised palm to Parag for a high five.	323	Forming relationship	Asha	The lines show that Asha form a good relationship as a teamwork with Parag, her friend in <i>Times</i> .

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		15.) Asha holds out two garlands, and gestures toward the woman's hut. A slow smile spreads across the woman's face and she ducks between the hanging clothes. She accepts the flower, places her palms together, and bows her head. Asha smiles and gives her three <i>kulfi</i> pops, then turns back to the path to find the next home, hearing the children's happy laughter as she walks away.	234	Acknowledging others' existence	Author	Asha wants to make others happy by giving them something.
		16.) So many memories like this have been coming to Asha lately. The elaborate birthday parties her mother gave her every year, spending the whole morning to make her cake and frosting from scratch. The annual Easter egg hunt she held for all the neighborhood kids in their yard, always hiding a special stash of eggs for Asha in the same corner of her sandbox . . . Neither of her parents much liked her interest in journalism at first, but her mom eventually came around to the idea.	325	Acknowledging others' existence	Author	Asha realizes that her mother has given her many things that makes her happy.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		17.) Despite making many choices that have upset her mother, some even intended to, Asha has never once doubted the steadfastness of her mother's love. She feels a pang of remorse for how angry she was with her mom before she left, and the short meaningless conversations they've had since then.	325	Acknowledging others' existence	Author	Asha realizes that she often makes her mother upset. However, the lines show that Asha finally admits that her mother loves her.
		18.) <i>My family.</i> People Asha had never met and barely spoken to just one year ago, who have fetched her from the airport in the middle of the night. . .taught her how to wear a <i>lengha</i> , fly tissue-paper kites, eat all kinds of new foods. She was not born into this family, she did not grow up with them, but it has made no difference. They have done everything for her.	339	Acknowledgement of others' existence	Author	Asha finally realizes that her adoptive family had done many things that makes her life better.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		19.) Through the flickering flames, she sees the faces of her cousins and uncles. My family. Only her father is missing, but she knows her presence is what he would want. <i>At some point, the family you create is more important than the one you're born into,</i> he told her. Asha reaches for Dadima's gnarled hand and holds it firmly in her own as the tears roll down her face.	342	Acknowledging others' existence	Author	The lines point out Asha's thought. She starts to acknowledge Krishnan's family in India as her family.
		20.) At Dadima's insistence, Asha agreed to have lunch with him today. He is leaving soon for London. . So here she sits, with no makeup, her unwashed hair in a ponytail, in a fine hotel restaurant with the closest thing she's had to a boyfriend.	349	Forming relationship	Author	The statements indicate that Asha and Sanjay form a closer relationship. It is proved by Asha's confidence in appear as who she is.
		21.) Asha nods. She hasn't told anybody yet. And once she speaks the words out loud about the truths she now knows, they will become and irrefutable part of her. "I found them. I didn't meet them face-to-face, but I found them."	350	Establishing the sense of trust	Author	Asha trusts Sanjay by telling him her history which she has not told anybody.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		22.) Asha takes a deep breath. “It’s a little overwhelming to think about all the things people have done for me over the years, most of which I didn’t even know about, still don’t know about. I’m a product of all that—all these efforts, all these people who loved me, even before they really know me.”	352	Acknowledging others’ existence	Asha	The lines show Asha’s feeling regarding people around her all these years.
		23.) “Hey, will you come do something with me tomorrow? I want to go by Shanti to drop something off.”	352	Forming relationship	Asha	Asha’s invitation to Sanjay shows that she is forming deeper relationship with him.
		24.) Asha leaps forward and throws her arms around Somer’s neck. “Oh, Mom. Are you sure you’re okay? Positive?”	356	Understanding others	Asha	Asha’s attention point out that she starts to understand the condition of others. In this case, she understand the condition of her mother.
		25.) Asha sits back down in her chair. “I’ve really missed you, Mom. I’m glad you’re here.”	356	Acknowledging others’ existence	Asha	The statement indicates that Asha starts to acknowledge her mother.
		26.) Asha’s eyes glimmer and she straightens her back. “You want to come to the <i>Times</i> with me today? I can show you.”	356	Forming relationship	Asha	Asha’s invitation shows that she wants to fix her relationship with her mother.

No	Category	Quotation	Page	Keywords	Narrator	Explanation
		27.) “I met a guy. Sanjay,” Asha says with a lilt in her voice. “He’s smart and funny and so good-looking. And he’s got these deep brown eyes, you know?”	358	Acknowledging others’ existence	Asha	The lines point out Asha’s thought towards Sanjay.
		28.) “Yoga, huh? Maybe I should go with you, I could use a little toning after all the fattening up I got from Dad’s family. Doesn’t she look great, Dad?” Asha turns to him.	366	Forming relationship	Asha	Asha’s assumption indicate that she is forming her relationship with her mother by joining her activity.

C. The Elements of Literature which Represent Psychosocial Issue

No.	Quotation	Name of the Elements	Details	Page	Narrator	Explanation
1.	Her second prayer, and the more desperate of the two, is that she not give birth to another girl. She cannot endure it again.	Character	Secondary character: Kavita	6	Author	The social conditions in India affect Kavita as a mother. The quote shows that Kavita is desperate so that she prays to God not to have a baby girl.

No.	Quotation	Name of the Elements	Details	Page	Narrator	Explanation
2.	She did not dare ask what had happened to her baby. Whether she was drowned, or suffocated, or simply left to starve, Kavita hoped only that death come quickly, mercifully . . . Like so many baby girls, her firstborn would be returned to the earth long before her time.	Character	Secondary character: Kavita	7	Author	The lines also show that Kavita is desperate enough. She does not have any choice unless praying that death come quick to her baby because of the social condition where she lives.
3.	“Look, Kavita, you know we can’t keep this baby. We need a boy to help us in the fields. . . . My cousin’s daughter is twenty-three and still not married, because he can’t come up with the dowry. We are not a rich family, Kavita. You know we can’t do this.”	Character	Secondary character: Jasu	15	Jasu	The quote indicates that the social condition where Jasu lives has already affected his mind. He even assures his wife, Kavita, to kill their baby.
4.	Kavita’s wound are fresh and her body is still recovering, but despite her sister’s concerns, she is determined to make this journey. Yesterday, Rupa agreed to take her to the	Character	Secondary character: Kavita	24	Author	The statement indicates that social condition in Dahanu, India in 1984 forces her not to keep her own baby.

No.	Quotation	Name of the Elements	Details	Page	Narrator	Explanation
	orphanage in the city.					
5.	I'm supposed to write a biography of myself for eighth-grade social studies, but I don't know where to begin. I don't know where I really came from. Whenever I ask my mom, she just gives me the same story-- they picked me up from the orphanage in India when I was a baby and brought me to California.	Character	Main character: Asha	137	Asha	Through that lines, it can be seen that Asha is uncertain and incomplete towards herself because of her social condition. She finds it difficult to make her own biography.
6.	Asha sighs. "No, my dad's been working late all week." She kicks the ball straight up in the air, watches for it, then catches it. "He's so uptight about these things. He says he doesn't see the <i>point</i> in my going to parties. What about having fun like a normal sixteen-year-old?"	Character	Main character: Asha Secondary character: Krishnan	145	Asha	Through the character of Asha and Krishnan, it can be inferred that Asha lives in a condition where his father is strict enough.

No.	Quotation	Name of the Elements	Details	Page	Narrator	Explanation
7.	<p>She doesn't have to say that she's never been to India or fabricate an explanation . . . She recalls hearing her parents' discussion after they thought she was asleep, about whether or not Asha should accompany him. She does not remember whether her mom should go. In the end, they decided it was not a good idea to take Asha out of school for so long.</p>	Character	<p>Main character: Asha</p> <p>Secondary Character: Somer</p>	147	Author	<p>The lines indicate that Asha's development is influenced by the social condition where she lives. Somer, her adoptive mother does not give her much information about her real country, India.</p>
8.	<p>“And why don't you ever take me to India? Every other Indian kid I know goes all the time. What is it, Dad -- are you ashamed of me? I'm not good enough for your family? Asha stares at her father, looking down at his hand clenched so tightly the knuckles are drained of color.</p>	Character	<p>Main character: Asha</p> <p>Secondary character: Krishnan</p>	150	Asha	<p>It can be inferred from the lines that Asha does not know much about India. Aside from that, it can be seen that Asha's father does not make idea that it affects Asha's development.</p>

No.	Quotation	Name of the Elements	Details	Page	Narrator	Explanation
9.	I feel bad saying this, but I look forward to these weekends alone with my dad. Mom's been going down to San Diego every month or so since Grandma found the lump in her breast.	Character	Main character: Asha Secondary characters: Somer and Krishnan	159	Asha	The quote indicate that Asha is affected by the social condition where she feels more comfortable towards her father. Unfortunately, her father does not play his role properly.
10.	The only thing that sets him off is when we talk about my future and I say I want to be a journalist and not a doctor.	Character	Main character: Asha Secondary character: Krishnan	159	Asha	Through the relationship between Asha and Krishnan, it can be seen that they have a different view about their career.
11.	It actually caused a big fight between them when my mom helped me find an internship at a radio station for summer. I thought that was pretty cool of her. She even seemed happy when I was appointed editor of <i>the Bugle</i> next year.	Character	Main character: Asha Secondary character: Somer	159	Asha	The quote shows that Somer starts to understand Asha. She helps Asha to do the things that Asha likes.

No.	Quotation	Name of the Elements	Details	Page	Narrator	Explanation
12.	On the corner of her bed is a bag of travel supplies she found sitting there one day last week when she came home. Even without a note, she knew it was from her mother: sunscreen, industrial-strength mosquito repellent, malaria pills prescribed for her, plus enough emergency medications to treat a small village. The anonymous bag of concern is one of the few acknowledgments her mother has made regarding her trip	Character	Main character: Asha Secondary character: Somer	186	Author	From the passage, it can be seen that Asha lives in a social condition which supportive enough. Even though her mother does not agree towards Asha's decision, she still does what she has to do as a mother. She gives her support by paying her attention to Asha.
13.	“Okay, I understand . . . how you feel. I’ll help you however I can.” He has anticipated this discussion a number of times. He too is thankful Somer’s not here right now.	Character	Secondary character: Krishnan	279	Krishnan	The lines indicates that Asha lives in a social condition where her father tries to be supportive towards her decision.
14.	Outside their weekly joint calls to their daughter, Krishnan has called Asha a few times on his	Character	Secondary character:			

No.	Quotation	Name of the Elements	Details	Page	Narrator	Explanation
	own, trying to be supportive of her search for her birth parents.		Krishnan			supportive towards her decision.
15.	“I’m sorry too. I can see this year has been good for you. I’m so proud of what you’ve done. You seem to have learned so much, grown up so fast.”	Character	Secondary character: Somer	358	Somer	It can be inferred from the statement that Asha lives in a social condition where her mother tries to understand Asha and put aside her own selfishness.
16.	“No, honey.” She touches Asha’s cheek with the back of her hand. “I think I understand,” Somer says, and she means it.	Character	Secondary character: Somer	359	Somer	The lines also show that Asha lives in a social condition where her mother sincerely tries to understand Asha.
17.	She grew larger this time, compared to the last. In private, her husband chided her for not covering up more, but with other men, she heard him boast about her breasts, comparing them to ripe melons. She saw it as a blessing that	Setting	Setting of place and time: Dahanu, India in 1984	6	Author	From that statement, it can be inferred that people in Dahanu, India in 1984 prefer to have a son.

No.	Quotation	Name of the Elements	Details	Page	Narrator	Explanation
	her body looked different this time, as it led her husband and the others to assume this baby will be a boy.		Societal setting: People prefer to have a son instead of a daughter.			
18.	“Look, Kavita, you know we can’t keep this baby. We need a boy to help us in the fields. . . . My cousin’s daughter is twenty-three and still not married, because he can’t come up with the dowry. We are not a rich family, Kavita. You know we can’t do this.”	Setting	Setting of place and time: Dahanu, India in 1984 Societal setting: People prefer to have a son instead of a daughter.	15	Jasu	From the passage, it can be inferred that Jasu who lives in Dahanu, India in 1984 really want to have a son. He even urges his wife, Kavita, to get rid of their baby.
19.	“Jeremy Cooper,” her repeats, extending a hand to her father. “You should be very proud of your daughter, Mr. and Mrs. Thakkar. “She really—” “ Doctor, ” her father interrupts.	Setting	Societal setting: Doctor as a prestigious job	164	Krishnan	The conversation shows that Krishnan really proud of his job as a doctor. He feels that he is more superior than Mr. Jeremy, Asha’s faculty advicer for campus magazine.

No.	Quotation	Name of the Elements	Details	Page	Narrator	Explanation
	<p>“I’m sorry?”</p> <p>“It’s Doctor. Asha’s mother and I are both physicians,” he says.</p>					
20.	<p>“Look, honey, I really think this could be good for her. It’ll get her away from those liberal arts teacher, filling her head with the idea that journalism is a glamorous profession. My father can take her along to the hospital.”</p>	Setting	Societal setting: Doctor as a prestigious job	177	Krishnan	The statement also indicates that Krishnan believe doctor as a prestigious job compared to being a journalist.

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Apabila terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

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Yulia Rakhmawati