

PSYCHOSOCIAL DEVELOPMENT OF ANNA FITZGERALD IN *MY SISTER'S KEEPER* NOVEL BY JODI PICOULT

Ayu Meriska, Surya Sili, Erna Wati

Department of English Literature, Faculty of Cultural Studies
Mulawaman University
Pos-el: ayu.meriska@yahoo.co.id

ABSTRACT

Commonly, parents decide to have children to complete their life as part of their family. Then, how about the parents who have another reason with the presence of their children? It can make the children to have different thinking with other and it can make the children wonder about their true status or identity in family. It is because parents and their children do not have the similar purpose in their family. This situation happened in *My Sister's Keeper* novel. The researcher choose to analyse Anna Fitzgerald in the novel because the life of family in *My Sister's Keeper* novel was not like other family in general. The researcher analysed Anna Fitzgerald's character through two theories to find out her identity. Erikson's psychosocial development in the fifth stage was used to analyse of how Anna Fitzgerald got through the development as thirteen years old children in defining her own identity, successfully or not. It was because this stage discusses about the process of finding the true identity. Meanwhile, the researcher used Bowlby's attachment theory to analyse of Anna's relationship with her mother. Also, in this theory, the researcher only used one characteristic (proximity maintenance) to know about factor that influence of Anna's position in Erikson's fifth stage. This research was aimed to find out about the identity in fifth stage of psychosocial development of a child who lived uncommon situation and the factor that influenced her identity. The result of this research showed that Anna psychosocially experienced role confusion because she failed to know about her true identity. This situation influenced Anna's relationship with her mother. As a result, she did not have fidelity as her basic virtue. Anna did not get the sense of safety and comfort from her relationship with Sara, as mother-daughter relationship.

Keywords: *Psychosocial Development, Attachment Theory.*

ABSTRAK

Umumnya, orang tua memutuskan memiliki anak untuk melengkapi kehidupan mereka sebagai keluarga. Kemudian, bagaimana dengan orang tua yang memiliki alasan lain dengan kehadiran anak-anak mereka? Hal tersebut bisa membuat anak memiliki pemikiran yang berbeda dengan anak lainnya dan membuat mereka mempertanyakan tentang status atau identitas sebenarnya didalam keluarga. Itu terjadi karena orang tua dan anak-anak tidak memiliki tujuan yang sama didalam kehidupan keluarga mereka. Situasi ini terjadi dalam novel *My Sister's Keeper*. Peneliti memilih untuk menganalisa karakter Anna Fitzgerald didalam novel, karena kehidupan keluarga pada novel *My Sister's Keeper* tidak seperti kehidupan keluarga lain pada umumnya. Peneliti menganalisa karakter Anna Fitzgerald melalui dua teori untuk mencari tahu tentang identitasnya. Teori perkembangan psikososial Erikson di tahap kelima digunakan

untuk menganalisa bagaimana Anna melewati perkembangan sebagai anak usia tigabelas tahun dalam mendefinisikan identitasnya sendiri, berhasil atau tidak. Karena tahap kelima membahas tentang proses pencarian jati diri yang sebenarnya. Selain itu, peneliti juga menggunakan teori kelekatan Bowlby untuk menganalisa hubungan antara Anna dengan ibunya. Dalam teori ini, penulis hanya menggunakan satu karakteristik (pemeliharaan kedekatan) untuk mengetahui tentang faktor yang mempengaruhi posisi Anna didalam tahap kelima teori perkembangan psikososial Erikson. Penelitian ini bertujuan untuk mengetahui tentang identitas perkembangan psikososial pada tahap kelima seorang anak yang hidup dalam situasi tidak biasa dan faktor yang mempengaruhi hal tersebut.

Kata Kunci: Perkembangan psikososial, Teori Kelekatan

A. INTRODUCTION

My Sister's Keeper is the best-selling book by Jodi Picoult and was published by Washington Square Press. This novel was first released in April 2004. Each chapter of this novel is told from different characters' viewpoint. It is a story about family relation between parents and their children. The researcher has two reasons for conducting this research. The first reason is about the story in *My Sister's Keeper* is very different with family story in general. Commonly, parents have children to complete their life, to complete their happiness in a family. Meanwhile, in this story Brian and Sara want to have another child not as the life's complement, but as a mediator to help their first child who suffers from acute promyelocytic leukemia (APL). They designed Anna to be the perfect biological donor for her sister, Kate. Therefore, *My Sister's Keeper* novel has a complex story and has point of view about the development of Anna's thought, although she gets pressure by her circumstance, especially the pressure of her relationship with her mother, Sara.

The second reason is about the character. Anna Fitzgerald is 13 years old. The pressure happened toward Anna because she was born to help her sister who suffer from leukemia. In another word, it means that the birth of Anna is not naturally desired by her parents, but the birth of Anna is a program to save her older sister, Kate Fitzgerald. Because of that, Anna tried to sue her parents due to the compulsion act of making her as Kate's kidney donor although Anna is the true biological child of Brian and Sara. It is the way of Anna to show her free thought.

According to the background above, there were two research questions within this research: 1)How is the psychosocial development of Anna's character in *My Sister's Keeper* novel?; 2)What is the factor that influence the psychosocial development of Anna Fitzgerald in *My Sister's Keeper* novel?

Due to the two research questions, the researcher will analyze the development of Anna Fitzgerald with her circumstance of living under that particular relation of family. Anna gains confusion of her status in that family. She was born to maintain her sister's life and it makes her asking her own identity as a human. Then, the theory that will be used in this study is psychosocial development and attachment theory. It is because the Erikson's theory and Bowlby's theory discuss about the development of a child as a teenager and about the relationship between mother and her child. Theoretically, this research will add the information about the theory of psychosocial development developed by Erik Erikson and Attachment theory by John Bowlby. Practically, this research will be useful to help other researchers especially in the field of English Literature to take this study as a reference for those who want to conduct the research about *My Sister's Keeper* novel by Jodi Picoult or even a research about the theory of psychosocial development and

Attachment theory.

B. THEORETICAL FRAMEWORK

1. Theory of Psychosocial Development

The word 'psychosocial' is Erikson's term, effectively from the words psychological (mind) and social (relationships). Erikson believes that his psychosocial principle is genetically inevitable in shaping human development. It occurs in all people (Erikson in Chapman 2).

Erikson's theory is about development from infancy to end of the life. He describes the impact of social experience across the whole lifespan. Erikson makes eight stages in his theory to know people development of their age. One of the main elements of Erikson's psychosocial stage theory is the development of ego identity in society (McLeod 1; Boeree 6-7; Cherry 1).

Table 2.4.1 : Erikson's theory of Psychosocial Development

Stage	Psychosocial Crisis	Basic Virtue	Age
1	Trust vs. Mistrust	Hope	Infancy (0 to 1 1/2)
2	Autonomy vs. Shame	Will	Early Childhood (1 1/2 to 3)
3	Initiative vs. Guilt	Purpose	Play Age (3 to 5)
4	Industry vs. Inferiority	Competency	School Age (5 to 12)
5	Identity vs. Role confusion	Fidelity	Adolescence (12 to 18)
6	Intimacy vs. Isolation	Love	Young Adult (18 to 40)
7	Generativity vs. Stagnation	Care	Adult Hood (40 to 65)
8	Ego integrity vs. Despair	Wisdom	Maturity (65+)

Source: McLeod, Erik Erikson 1.

Psychosocial Stage 5 - Identity vs. Confusion

Identity versus role confusion is the fifth stage of psychosocial development. This stage occurs at the age of twelve to eighteen years. This stage is the step of a child to become adolescent. This stage is the place for children to find their true identity. They have sense about "who am I" in their environment and their society, then they will look for convenience in determining their identity. If adolescents succeed in this stage, they can produce fidelity. If adolescents fail in this stage, it can make them feel confusion toward their true identity.

Role confusion makes adolescents not sure about themselves or their place in society. Because of that, the adolescents begin to do experiment with different role to establish a sense of self. It is the way of adolescents to get independence toward their own self. These are indicators of fifth stage; the first indicator is relationship, career and family, the second indicator is good communication, the third indicator is self confidence and the last indicator is self exploring. If success in this stage will lead to the virtue of fidelity (Erikson in McLeod 1; Cherry 2; Boeree 11)

2. Theory of Attachment

Attachment Theory is about the relationship between children and their parents as a caregiver, especially their mother. The researcher will use this theory to know the factor that influences psychosocial development of Anna Fitzgerald. Attachment is defined as a

strong emotional tie that bonds one person intimately with another person. It is also a behavior system through which humans regulate emotional distress, such as being threatened. Behaviors which draw humans to security in threatening situations underlie attachment theory (Bowlby in Hurst 1).

Bowlby believes that the earliest bonds formed by children with their caregivers have a tremendous impact that continues throughout life (Bowlby in Cherry 1). The important role in this theory is caregiver (mother), because mother is the person who always gives more time for her children in their family. It has begun when the baby was born. Bowlby believes that there are four distinguishing characteristics of attachment (Bowlby in Cherry 1):

- a. Proximity Maintenance, the children want to be close with their caregiver in looking for a sense of safety and comfort (Bowlby in Cherry 1; Sincero 1; Baras 1).
- b. Safe Haven, the children can rely on their caregiver to give comfort and safety from fear (Bowlby in Cherry 1; Sincero 1; Baras 1).
- c. Secure Base, the children feel safe in the outside environment as long as their caregiver support them (give an attention about what they do) and it makes the children feel comfort (Bowlby in Cherry 1; Sincero 1; Baras 1).
- d. Separation Distress, the children feel anxious when there is no their caregiver around them (Bowlby in Cherry 1; Sincero 1; Baras 1).

Based on the explanation about theory of John Bowlby above, Attachment is theory about relationship between children and their caregiver. Commonly, the caregiver of children is their mother, because mother is someone closes with them more than the others caregiver. Attachment between mother and child starts when the mother is pregnant. Bowlby has four characteristics about Attachment, those are: Proximity Maintenance, Safe Haven, Secure Base, and Separation Distress. A child will experience one characteristic or more than one. That thing depends on the circumstance of that child.

C. RESEARCH METHOD

1. Research Design

According to Bryman (2), qualitative research is a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data. Meanwhile, according to LeCompte and Preissle (142), qualitative research is a loosely defined category of research designs or models, all of which elicit verbal, visual, tactile, olfactory, and gustatory data. In the form of descriptive narratives like field notes, recordings, or other transcriptions from audio-and video tapes and other written records and pictures or films. In other word, qualitative method is a form of research method which uses word as its data and with form descriptive narrative. Based on the explanations above, the researcher chose to use qualitative method to analysis this research, because the data were the words or text and focused on the character from the novel.

2. Data and Source of Data

Data of this research was word. It was because the data source of this research was My Sister's Keeper novel by Jodi Picoult. It contained words, sentence, dialogues and paragraph. The other sources were articles and journals related to this research : *My Sister's Keeper* by Jodi Picoult, Psychosocial Development by Erik Erikson and Attachment Theory

by John Bowlby.

3. Research Instrument

According to Barbara von Diether (30), the instrument used to collect data may be created by the researcher or based on an existing instrument. The form of research instrument used in this research is the researcher. The researcher would do all of the phases to help finding result in this research.

4. Data Collection

In this research, the researcher did some steps to collect the data. The first, reading *My Sister's Keeper* novel to understand the whole story and focus toward the characters especially the main character Anna Fitzgerald to understand about the specific role of Anna. The second, selecting within the novel which one was Anna's part and any other necessary part which related to this research.

5. Data Analysis

According to Belsey (170), textual analysis is ultimately a method of psychoanalysis since she suggests to form questions by the text; questions based on "where are sympathies?" or "are there any surprises?" at which staring from a problem of the text itself. Based on the explanation above, psychoanalysis is part of textual analysis because when using them, need to start from the inner problem.

The researcher used textual analysis approach as data analysis in this research. After data had been collected, the researcher analyzed them through textual analysis. The researcher used two theories to answer the research questions, the first theory was psychosocial development theory by Erik Erikson and the second theory was attachment theory by John Bowlby. The researcher used Erikson's theory to know the development of Anna Fitzgerald as adolescent in Erikson's view point. Then the attachment theory by Bowlby used to analyze the factor that happen behind her development, especially about the relation between Anna and her mother.

6. Triangulation

Denzin (1) extended the idea of triangulation beyond its conventional association with research methods and designs. There are four types of triangulation according to Denzin: *Data triangulation* entails gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people, are gathered. *Investigator triangulation* refers to the use of more than one researcher in the field to gather and interpret data. *Theoretical triangulation* refers to the use of more than one theoretical position in interpreting data. *Methodological triangulation*, which refers to the use of more than one method for gathering data.

Based on four types of triangulation above, the researcher chose to use *data triangulation* and *theoretical triangulation* to validate the data of this research. The data of this research was *My Sister's Keeper* novel by Jodi Picoult. Then in this research, there were two different theories used. The first was Psychosocial Development Theory by Erik Erikson and the second was Attachment Theory by John Bowlby. Both of these two theories were used to analyse the research questions. In conclusion, the form of theory triangulation was compatible to use in this research (psychosocial development theory by Erikson and attachment theory by Bowlby).

D. FINDINGS AND DISCUSSIONS

1. Analysis of Anna's Character in Erikson's Stage of Psychosocial Development

a. Relationship, Career and Families

In *My Sister's Keeper* novel Anna did not have career or relationship, she only had her family as her circumstance to help her in finding an identity. Yet, Anna's family got her involved in the difficult situation. It was because Anna had an older sister who suffered from leukaemia and her family just intimacy without really understanding each other.

Data 1.

One Thanksgiving when Kate was not in the hospital, we actually pretended to be a regular family (Picoult 153)

Anna had showed her desire about having a regular family because she did not have it. It showed that Anna still felt happy about having a normal family even though that was only a lie; just because Kate was not in the hospital, which made her family be a normal one. The word "pretended", as Anna said in the text above had already given a proof that she and her family did not have good quality time as a family in general.

Fitzgerald's family, especially Sara only focused to think about the condition of Kate. It could be seen when Anna said below:

Data 2.

She doesn't have much free time, since a calender is something that can change drastically if my sister develops a bruise or nosebleed, but what she does have she spends at Bluefly.com, ordering ridiculously fancy evening dresses for place she never going to go. (Picoult 13-14)

From the data analysis above, it could be concluded that Anna did not have good relationship with her family, it was because Fitzgerald's family more focused on Kate rather than spent time together as a family in general. They did not have quality time without kept thinking about the condition of Kate. In this indicator, Anna got nothing from her family to help her finding the true identity.

b. Good Communication

The second indicator is about the children having good communications with their circumstance. In this indicator, communication between Anna and her circumstance (family) was not really good. It was because mostly every time her family got involved in a conversation, no matter what topic it was, the topic would be out of context. Such as ended up talking about Kate or the topic related about Kate.

Data 5.

**"I duck my head. "I don't want to do it anymore."
That ignites my mother. "Well, you know Anna, neither do In fact, neither does Kate. But it's not something we have a choice about"
The thing is, I do have a choice. Which is exactly why I have the one to do this.**

My mother stands over me. "You went to a lawyer and made him think this is all about you, and it's not. It's about us. All of us." (Picoult 61-62)

Data 6.

We didn't talk after that. I dry whatever she handed me, and we both tried to pretend we didn't know the truth: that in addition to the piece of me that's always wanted Kate to live, there's another, horrible piece of me that sometimes wishes I were free (Picoult 415)

Based on those data above, communication between Anna and her family did not go well. It was because when they told about simple conversation mostly they made it became out of topic and the topic would related about Kate. Anna did not get a chance to speak about herself or about simple thing that became a topic. If Anna and Kate did a conversation, it would ended up with discussing about the death of Kate. Their communication was always became a sensitive topic only because Kate suffered leukaemia. It could be concluded that the communication between Anna and her family such as conversation or interaction did not going well. In other word, Anna failed to have good communication with her family.

c. Self Confidence

The third indicator is about self confidence. It is where children believe toward themselves in deciding or taking any action. Even if their option opposed the people surround them. Anna did not have self confidence because she thought that her presence was only to help Kate. She never thought that her parents were still wanted her presence in the family despite Kate's condition

Data 8.

It made me wonder, though, what would have happened if Kate had been healthy. Chances are, I'd still be floating up in Heaven or wherever, waiting to be attached to a body to spend some time on Earth. Certainly I would not be part of this family. See, unlike the rest of the free world, I didn't get here by accident. And if your parents have you for a reason, then that reason better exist. Because once it's gone, so are you (Picoult 11)

In data 8 above, it could be seen that Anna had no idea of her true position in her family, she only thought about her life if Kate never got sick. It seemed that Anna felt afraid if that reason gone, then she never existed. Anna tried to keep in her mind about the reason why she was born, that reason could make Anna felt be needed in her family. Indirectly, Anna was not sure about her presence was important for her Fitzgerald's family and she did not feel confidence about it. Although, her status or Kate's status were the same in Fitzgerald's family (as a daughter) but she thought her family focused mostly to Kate. It seemed that Anna did not feel confidence with herself although she had the same position as her parents' daughter with Kate. Anna made her mind to think about the bad thing that never existed. It seemed when she always doubted her own self or when she wondered about her life. In this indicator Anna also failed because she did not have full confidence about her presence. The

reason why she still exist it was because of Kate. Because of that, she did not know about true status of her own self in her circumstance (Fitzgerald's family).

d. Self Exploring

This was about the children exploring their independence. For this step, a children have desire to develop their sense about independence self. Anna did not really feel about her independence because all of things she did always based on the decision of her mother, Sara, or because she became entity with Kate. Bellow was a petition for medical emancipation of Anna Fitzgerald:

Data 11.

That she gets to make all future medical decisions.

That she not be forced to submit to medical treatment which is not in her best interests or for her benefit.

That she not be required to undergo any more treatment for the benefit of her sister, Kate. (Picoult 59)

Anna could not develop herself because she always became part of Kate. She did not have free time to did what she wanted without put Kate as part of her plan. In other word, Anna could not set up her life to did many things without thought about Kate. Besides that, her mother, Sara also did not give freedom for Anna, and it could be seen that Anna could not explore herself because she had limitation to did it.

Psychosocial development of Anna on this stage was failed, because she could not find her position in her circumstance (family). In *My Sister's Keeper* novel, Anna was more dominant as a keeper for Kate rather than became a child for her family. It made her to assume about her life if Kate never suffered leukaemia. Did she still exist in this world? She was needed more to help her sister rather than to be as a child. She lived only to become a part of Kate, not part of her family.

The fifth stage of psychosocial development explained about transition from childhood to adolescent. This stage is the place for children to find their true identity. They have sense about "who am I" in their environment and their society, then they will look for convenience in determining their identity. If Anna succeeded on this stage, she would develop her Fidelity but she failed, she was in role confusion. This condition led her to the sue action that Anna did to her parents. It was because by having sense of Fidelity would take Anna to rethink of suing her parents. She would rather choose to talk with her parents about what she wanted than took straight action of suing her parents. Anna would be thinking more about her parents' feeling than her own desire to be freed. Therefore, Anna was considered to experience role confusion.

2. Analysis Anna's Character Based on Bowlby's Attachment Theory

Attachment is about the relationship between children and their caregiver, that is their mother. The researcher analysed the factor that influenced the psychosocial development of Anna Fitzgerald and connected with the relationship between Anna and her mother, Sara.

The relationship between Anna and her mother could be seen in conversation bellow:

Data 14.

"My God, Anna," my mother says, stunned. "What have we done to you

to deserve this?" "It's not what you've done to me." "It's what we haven't done, right?" "You aren't listening to me!" I yell, and at that very moment, Vern Stackhouse walks up to our table. (Picoult 199)

Data 16.

Anna scowls. "Why did I have to leave the party?" *Because your sister is more important than cake and ice cream; because I cannot do this for her; because I said so.*

I'm so angry that I have to try twice before I can unlock the van. "Stop acting like a five-year-old," I accuse, and then I remember that's exactly what she is. (Picoult 190-191)

Based on data above, Anna wanted to have closeness with Sara like Kate and Sara. She wanted to have good relationship as a mother-daughter. It was appropriate only with proximity maintenance. Even though there are four characteristics in Attachment Theory, proximity maintenance was the characteristic that related to Anna. Proximity maintenance was about the child who wanted to get close with her caregiver (mother). It was appropriate with the condition of Anna, she did not have close relationship with Sara and she tried to do something that she wanted to see the reaction of Sara due to her act. Indirectly, Anna wanted Sara to give her attention to her the way she did for Kate.

The other characteristics were not used in this research, because those were not appropriate with Anna condition. First, in safe haven is about the condition where the children feel comfort and safety from any fear. Because of that, the children have dependence to their caregiver. Meanwhile, the condition of Anna was not about that, she did not feel safety and comfort with her mother. Second, in secure base is about the caregiver who gives the chance to the children in exploring the surrounding environment, meanwhile Anna did not get that from her mother because she was not close with Sara to have a relationship like that. The last, in separation distress is about the anxiety of a child who does not have a mother figure. In fact, Anna had a mother figure but their relationship was not going well. It could be concluded that the factor that influence the psychosocial development of Anna was proximity maintenance only.

E. CONCLUSION

After conducting the analysis of the first research question to the second research question, the researcher gained some points about this research. Based on analysis first research question, the psychosocial development of Anna Fitzgerald experienced role confusion. Anna did not know about her status in her circumstance (family), she was born merely to help Kate. Anna did not have good communication with her family, she also could not explore her self to be independence because of her mother, Sara. Besides that, Anna did not have self confidence and the relationship between Anna and her family were not good, because Fitzgerald's family did not really spend their time together. Anna was still a sister for Kate and was still a child for her parents although for some points her life was like a victim. Anna was not sick but she seemed like a person who got sick just like Kate. Anna was confused about her position and she failed to find her true identity. Because of that, she could not develop her fidelity and she sued her parents.

Then the factor that influenced her psychosocial development was proximity maintenance. Eventhough Anna was Sara's child and the person who helped Kate's life, they did not have that mother-daughter close relationship, because Sara mostly focused

toward Kate who suffered acute promyelocytic leukaemia (APL). If there was something Kate needed, Anna was the only person who gave that thing to save Kate's life but Sara only gave her attention for Kate. Because of that, the proximity maintenance related with the condition of Anna. Certainly, Anna wanted to be close with her mother like Kate but she did not get it.

REFERENCES

- Baras, Ronit. "Attachment Theory: Main Characteristics of Attachment." Family Matter, 2015.
- Belsey, Catherine. "Textual Analysis as a Research Methode." *Research Methodes for English Studies*. Ed. Gabriele Griffin. United Kingdom: Edinburgh University Press, (2005): 164-173. Print
- Boeree, George. "Erik Erikson (1902-1994) Personality Theories." Psychology Department, 1997. 27 October 2015.
- Bryman, Alan. "Social Research Methods." New York: Oxford University, 2012.
- Chapman, Alan. "Erikson's Psychosocial Development Theory." Businessballs, 2015.
- Cherry, Kendra. "Stage Eight of Psychosocial Development." about education, 2015.
- Cherry, Kendra. "Attachment Style." about education, 2015.
- Denzin, Norman K. "The Research Act: A Theoretical Introduction to Sociological Methods." Chicago: Aladine Publishing Company, 1970. Web 07 June 2015.
- Diether, Barbara von. "The Introduction of Methodology." 2002.
- Hurst, Melissa. "Attachment Theory: Definition & Criticism of Bowlby & Ainsworth's Theories." Study. 2013.
- LeCompte, Margaret D., and Judith Preissle. "Qualitative Research: What It Is, What it Isn't, and How It's Done." Education Research, (2008): 141 -142. Document.
- McLeod, Saul. "Attachment Theory." Simply Psychology, 2009.
- McLeod, Saul. "Erik Erikson." Simply Psychology, 2008.
- Picoult, Jodi. "My Sister's Keeper". Published in the United States. 2004. Web 26 January 2015.
- Rokhmansyah, Alfian. "Perilaku Sosial Tokoh Utama dalam Novel Pengakuan Pariyem Karya Linus Suryadi" DIGLOSIA, (2018): 29-44. Online.
- Sincero, Sara Mae. "Bowlby Attachment Theory." Explorable, 2016.