



**THE EIGHT STAGES DEVELOPMENT ANALYSIS OF FORREST GUMP
IN ROBERT ZEMECKIS'S *FORREST GUMP***

A FINAL PROJECT

In Partial Fulfillment of the Requirement

For S-1 Degree in American Studies

In English Department, Faculty of Humanities

Diponegoro University

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DIPONEGORO UNIVERSITY

SEMARANG

2019

PRONOUNCEMENT

The writer states truthfully that he compiled this final academic paper by himself without taking the results from other research in any university, in S-1, S-2, and S-3 degree and in diploma. In addition, the writer ascertains that he did not take the material from other publications or someone's work except for the references mentioned in the bibliography.

Semarang, 31 July 2019

Kevin Rizki Purahita

MOTTO

*The difference between ordinary
And extraordinary, is PRACTICE*

-Vlad

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ACKNOWLEDGEMENT

Praise to Allah for His blessings, strength, and patience to the writer to finish this project entitled “The Eight Stages Development Analysis of Forrest Gump in Robert Zemeckis’s Forrest Gump”. On this opportunity, the writer would love to thank those people who have contributed and supported the writer in finishing this project.

The writer would like to say his enormous sincere gratitude to Mr. M. Irfan Zamzami, S.S., M.Hum and Mr. Rifka Pratama, S.Hum., M.A as the final project advisors who have given their time, dedication, continuous guidance, advice and plenty of corrections for the writer to support the making of this project.

The writer also would like to state his special gratitude to the following:

1. Dr. Nurhayati, M.Hum., the Dean of Faculty of Humanities Diponegoro University, for her great dedication to help and support her students.
2. Dr. Agus Subiyanto, M.A., the Head of English Department, Faculty of Humanities, Diponegoro University, for his enormous help and support.
3. The writer’s father, as he supports the writer with so much incredible inspiration, patience, and love.
4. All of the lecturers in the English Department of Faculty of Humanities Diponegoro University who have given their knowledge and experience.
5. The writer’s best friends, Michael Advendri P, Dwityayoga H. Yunanto, Mardiana Al Ma’ruf,, Prakoso F. Hadi, Rizki Safe and Nate Francois. Thank you so much for your support and great memories.
6. Myself. For being awesome.
7. And those who have helped, advise, and encourage him that cannot be mentioned one by one.

The writer realizes that this project is still far from perfection. Therefore, the writer will be glad to receive any constructive criticism and suggestions to make this project better. Finally, the writer expects that this project will be beneficial for the readers.

Semarang, 31 July 2019

Kevin Rizki Purahita

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ABSTRACT

This project discusses on how the Eight Stages of Development on the main character in the movie *Forrest Gump* named Forrest Gump himself. In this project, the writer uses library research method to gather psychosocial theories and psychological approach to analyze the character of Forrest Gump. From this project, it can be concluded that the converging stages of development on Forrest Gump life have affected many of his life decisions, and the dominant “freewill” trait in his personality compared to his development seems to be affecting his personal life in the story, thus making it a whole interesting story to analyze.

Projek ini membahas tentang bagaimana Delapan tahap Perkembangan pada karakter utama dalam film *Forrest Gump* yang bernama Forrest Gump sendiri. Dalam projek ini, penulis menggunakan metode penelitian studi pustaka untuk mengumpulkan teori-teori psikososial dan pendekatan psikologi untuk menganalisis karakter Forrest Gump. Dari proyek ini dapat

disimpulkan bahwa tahap-tahap perkembangan yang ada pada kehidupan Forrest Gump telah mempengaruhi banyak keputusan hidupnya, dan sifat "berpikir bebas" yang dominan dalam kepribadiannya dibandingkan dengan tahap perkembangan tampak lebih mempengaruhi kehidupan pribadinya di film, sehingga menjadi keseluruhan cerita yang menarik untuk dianalisis.

Kata Kunci : *Film Amerika; Psikoanalisis; Erik Erikson*

INTRODUCTION

Society within a community has plenty of variations inside human way of life. (Boskoff 1961) Humans are made to live collectively in life, therefore a lot of people stories are determined by their own choices, those choices will build their character, personality, way of life, and how they see the world around them in their life. Choices may vary and changes from each person to decide. Those choices, though, might become either as regret or contentment, it all depends on how life choices treat them. Nevertheless, the various choices and judgments may increase the tendency toward characters to act and live with unusual variation compared to normal life people, this might give the chance for a people to develop and learn to be better in their life.

The object of this study will be an American drama entitled *Forrest Gump* directed by Robert Zemeckis. It was adapted from the best-selling novel written by Winston Groom in 1991 with a similar title. The film was released in 1994, it narrates about an abnormal kid, Forrest Gump, who is “below average” unlike any other people. Gump only has an IQ of 75 and has difficulties understanding even the simplest thing in his way. The setting is paradoxical because he recounts the story in his past life, but most of the event setting was set from 1950s to 1990s. The movie follows America’s timeline inside the storyline, and various psychological influences formulate the character on the whole story in the movie. The protagonist Forrest lives with his only mother in Greenbow, Alabama. His life as “abnormal kid” is not always normal to other people, he is always seen as the kid who is different than the others. However, his story begins when he met a girl he knew when he was a kid, Jenny Curran. Even though, his childhood was full as being a victim of bullying. This sometimes makes him feel different and made him think why being stupid making him different, even almost in the entire story. He always has the idea of it, yet he is always trying to be his original self. The surprises and the ever changing life from the story is narrated nicely and makes a very interesting combination about how Forrest can withstand all the ripples in life, not to mention his unique attempts in life to get through it, since he is considered “stupid” by the local people around his society. It is not always easy to get through hardships in life, and in Forrest case, his story from the movie since he was young to the present day. Inadvertently telling many of developing stages of himself around the society.

In this project, the writer will analyze the element of development on the main character behavior through the movie by using psychosocial theory. The Erik Erikson concept of stage development will be used as the basic theory and as the method of research on this project. This project will not only focus in the elements of development that have been experienced by the main protagonist but also prove the relation between the influencer and the cause of the main protagonist choice in the movie. Therefore, the analysis will emphasize in how the elements of influence will affect the plot and the development of Forrest Gump in *Forrest Gump* movie by Robert Zemeckis.

THEORETICAL FRAMEWORK

2.1. Previous Studies

Syed, M., & McLean (2017) states that Erikson's Theory is considered psychosocial, emphasizing the importance of social and cultural factors across the lifespan. The result of their analysis shows using the Erikson's theory can give you easier analysis on the social development stages.

Michael S. Bernath (1995) writes that trust is a significant variable in children's personality, social, and intellectual development. Although trust research has primarily explored adult behavior, there is a growing body of research on children, with a particular emphasis on trust development within friendship relationships.

Anggraeni (2017) states that using the psychosocial approach could reveal several behaviors reflecting the psychological problem of the main or particular character in the movie. Analyzing the Psychological aspect through development stages can help the viewer or reader not only to easily understand the condition around the particular character but also reveals the idea for the character role.

McAdams (2001) states that by extending the notion of personality development across the lifespan, Erikson outlines a more realistic perspective of personality development, which is more effective analysis on studying the perspective of personality stages.

2.2. Psychosocial Theory

Erik (1956:46) psychosocial development theory is derived from eight stages of development. The psychosocial theory characterizes an individual advancing through the eight life stages as a function of negotiating their biological and sociocultural forces. Each stage is characterized by a psychosocial crisis of these two conflicting forces. If an individual does indeed successfully reconcile these forces (favoring the first mentioned attribute in the crisis), they emerge from the stage with the corresponding virtue.

The literary knowledge which practices the psychosocial theory as an approach is a study to find out the idea, the knowledge of psychological theory and the perspective on the characters in a literary work with the particular theory of psychology. Wellek and Austin Warren (1978:81) psychology as one of the five extrinsic factors of approaches to literature, which is stated that:

“Literature provides a psychological study of an individual writer; explore the nature of the creative process; generalize about “types and laws present within works of literature”; or theorize about “the psychological effects of literature” upon its readers.”

Pase (2014:12) states that literature is an expression of a society. Reading a literary work means that the reader can understand how society and environment influence or manage the way of life. It also means that a literary work that is issued and published in a distinct time can reflect the condition and status of people's culture, tradition, and society. By understanding a literary work, people can follow the character's ideas and conclusions about multiple things through their dialogues, story and conversation. Hence, by using a psychological approach, people will be able to know various characters and behaviors also the reasons for the effort they have chosen that discovered in the literary works such as novels or movies and they will recognize and understand

the psychological world of the characters automatically.

From the psychological literature approach, Erik Erikson's psychosocial theory concept on society and culture influence on each stage in Erikson's theory, builds on the preceding stages and paves the way for following periods of development (Malone 2016:52). In each stage, Erikson believed people experience a conflict that serves as a turning point in development. In Erikson's view, these conflicts are centered on either developing a psychological quality or failing to develop that quality. During these times, the potential for personal growth is high but so is the potential for failure.

Erik (1956:46) explains that Personality develops in predetermined order through Erik Erikson's eight stages of psychosocial development, from infancy to adulthood:

1. Trust versus mistrust is the first stage in Erik Erikson's theory of psychosocial development. During this stage, the child is uncertain about the world in which they live and looks towards their first caregiver for permanence and consistency of care.
2. Autonomy versus Shame and doubt is the second stage. Children at this stage are focused on acquiring a sense of personal control over physical abilities and a sense of independence.
3. Initiative versus guilt is the third stage of psychosocial development. During the initiative versus guilt stage, children support themselves more regularly.
4. Industry versus inferiority is the fourth psychosocial stage that occurs during childhood within the ages of five and twelve. Through social interactions, children begin to develop a sense of pride in their achievements and capabilities. Children who are encouraged and supported by parents and teachers develop a sense of competence and trust in their abilities.
5. Identity versus role Confusion is the fifth stage where adolescents search for a sense of oneself and personal identity. The development from childhood to adulthood is most necessary, children are growing more independent and begin to look at the future in terms of career, relationships, families, housing, etc.
6. Intimacy versus isolation is the sixth stage of psychosocial development, where people must begin relationships more intimately with others. It is mostly relationships leading toward longer-term commitments with someone other than a family member.
7. Generativity versus stagnation is the seventh stage of psychosocial development, where people's experience to conceive or produce things gives back to the society around them. Through generativity, people develop a sense of being a part of the bigger picture.
8. Integrity versus despair is the eighth and final stage on the theory of psychosocial development. It is during this point that people observe their accomplishments and can develop integrity if they see themselves as leading a successful life.

2.3. Characters and Characteristics

The project will be focused on main character and with other three supporting characters in the movie. Their interactions within the storyline have major influence toward the movie plot;

1. Forrest Gump: The main character in the movie, and the main character in the development analysis. He is the only son from Mrs. Gump, a slow-witted blunt man who

only have IQ of 75 and acts solely on his determined will. He easily got influenced by other people around him, but he always trying to be himself.

2. Jenny Curran: Forrest's first friend and love interest. She's the only reason why Forrest trying to do particular things to make her happy and trying to make her to stay on his life. Her appearance to Forrest from the beginning of the story makes Jenny Curran as the important character on the development stages of Forrest Gump later in the movie.
3. Benjamin Buford Blue: Forrest's friend when he joined the army. He is nicknamed "Bubba" and always talks about shrimps, which makes a good business for Forrest on Bubba's behalf later in the story. Bubba's role is fairly short, but his influence over Forrest during their friendship makes a significant change to Forrest's later stage of development.
4. Lieutenant Dan: The influential character appeared in the half of the movie. He is cunning and fearless and is having a lot of post traumatic ego on his behalf and his past. Dan is also the influential character during Forrest's middle stage of development, he is constantly blames and supports Forrest with his own point of view.
5. Mrs. Gump: Forrest's mother, her name is only known as Mrs. Gump. And she is the most influential character in the whole story that makes Forrest what he is. She is also the good mother that encourages a lot of things. Ms. Gump is the main influencer from the very first beginning of the story, she acts as the foundation of Forrest's main personality as what he is in the movie.

RESEARCH METHOD

In this project, the qualitative type of research method is implemented, as the project will try to analyze and evaluate the stages of development on the main protagonist Forrest, his influence and his characters that formed his personality. According to Mack (2005), qualitative research is a scientific research that seeks to explain, describe and interpret a phenomenon rather than to confirm or present a statistic data, especially towards intangible concepts such as religions, cultures, societies, and communication.

The writer also uses library research method to gather information and theories from other various previous studies from books and journals to support the finding in this project. According to Sarwono, library research is a study of various books and results of previous similar studies as references. The references then will be used as theoretical frameworks to solve a problem that is being studied through a research (Sarwono: 2006). Psychosocial approach is applied to the project where the writer will try to find the correlation between the main protagonist and the other character in the movie. According to Hayward (2012), psychosocial approach is part of psychological approach which involves both psychological and social aspects of an individual and relate it to the individual mental health and function. As the subject of the project is a movie, the writer uses close viewing to observe each scene where the characters acts, close hearing to hear conversation and dialogue of what the characters said, and close reading to find out important notes, values, and story in the movie.

DISCUSSION

This chapter analyzes the stages of social development on Forrest Gump. His role as the main character affects the overall part of the story in the movie. However, from the movie plot, Forrest's story and timeline within the movie can resemble *Eric Erikson's Stages of Development*. Therefore, the analysis will mention the elements of development stages as Forrest's main character story goes on.

At the beginning of the film, Forrest Gump recounts his story as he sits on the bench on the present time setting in the movie, he tells a fellow passenger who also sits next to him to listen about his life story. From that moment, he starts to offer some chocolates for her and begins his story starting from mentioning his worn out shoes, which naturally explains that he has gone lot of places. Forrest lives with his mother in Greenbow, Alabama. He is the only son and the family earn money by renting their big house rooms to pass-by travelers. He was born with crooked back, so he has to get leg braces when he was a child, making him walk in weird way, which draws people attention on his daily life. The following scene marks the first stage of Trust vs. Mistrust, where children develop a sense of trust when caregivers (Mrs. Gump) provide reliability, care, and affection.

From the first scene of the beginning of Forrest's recount of his story, he began from getting his first leg braces, the scene follows up to the part where he was seen "different" when he walks out from the clinic.



Picture 1-3 (Scene 00:06:20 – 00:06:44): Mrs. Gump tells her son to not need to worry about being different. (Attachment 1)

A lack of this stage will lead to mistrust, it is possible that he cannot trust his mother if it the other way around, but not on this storyline and is not possible since most children always rely on their older guardians, and Forrest only have his mother as his parent at that time. This first development stage unravels when Forrest's mother gave him leg braces to help him walk, which she used to call them as "Magic Shoes", which sounds more appropriate for a kid at Forrest's age, and during that first stage, his mother never treats him differently, she is always trying to say things easier for him to understand and stood up for her son when people looking at him with ill opinions. On this case, it can be seen that Mrs. Gump is a great influencer on Forrest's early stage, she gave him lots of positive life morals and develops Forrest's a first form of the real himself.

As the story goes on, Forrest's mother always trying her best to help fit her son into the society, therefore when they attempt to put him to public elementary school, his IQ is below average based on school standard: 75 out of 80 from the minimum rate. Thus, her mother to defends him on the principals saying that "*5 points didn't matter*" which marks second stage of Autonomy vs. Shame and Doubt stage.



Picture 4-6 (Scene 00:07:19 – 00:08:40): Mrs. Gump tells the principal that Forrest deserves better education. (Attachment 2)

According to Erik (1968 6:8) statement about this second stage where children need to obtain a sense of personal control over physical skills and a sense of independence in order to avoid the failure of shame and doubt in the process. From the scene, she was in doubt by denying the principals stick to the rules talk and trying to console him that her son is worthy to attend normal school like any other kids, she wants to make Forrest confident to himself by saying “*you’re no different than anyone else is*” and trying to make him to think less of his father whom abandoned his family by telling Forrest that he went on a “vacation” making him feel less shame from losing his unannotated father.

Later, in the next part of the movie, the story goes on when he can finally attend the normal public-school despite of his below average IQ. The present-day Forrest tells about his first day of school, which he remembers most than his other old memories. When he went on all public elementary school, he already felt the rejection on his first day on the bus. His first attempt was to introduce himself to an intimidating, smoking bus driver that he should not talk to strangers. This hesitation makes him feel different among other children, as they not letting him to sit beside them and making him stand on the bus. Nevertheless, that was the first day he met Jenny Curran, his only friend and love interest later in the story.



Picture 9-12 (Scene 00:13:10 – 00:13:56): Forrest got on his first school bus and met Jenny for the first time. (Attachment 3)

This scene resolves to Initiative vs. Guilt stage, the third phase, where children need to begin asserting control and power over the environment. Erik (1950) states that children who try to exert too much power experience disapproval, can be resulting in a sense of guilt. Forrest have to hold back his guilty thoughts against the other children, and the bus driver, who sees him differently. Young Forrest on his third stage can be explained by his initiative, going to school. Making friends does went smooth for him and Jenny, his initiative to make a new friend gives him encouragement to attend school with his only friend. Success in this stage not only leads to a sense of purpose, but also his progress to the fourth stage, and his purpose is to go to school and befriend Jenny.

By going to normal school and having a friend marking his fourth stage of industry versus

inferiority, Erik (1950) states that children need to adapt with their new social and academic demands. In order to avoid the inferiority among the other children. This proves that “industry” or “competence” Forrest have had with his new social and academic needs, by attending public school and befriend Jenny like “peas and carrots”, thus he has partly fulfilled his fourth stage of development. However, it is not complete since inferiority can be seen on his fragile self, and it turns out in the inferiority, Forrest was bullied. It was inevitable because of his unusual self and his leg braces. But miracle does happen to him at that day when he was bullied and escape by exerting against his will by running away from the bullies, breaking his leg bracers and earning his “real” magic legs as he “*ran like the wind blows*”.



Picture 12-15 (Scene 00:14:30 – 00:15:26): Forrest got bullied because of his leg braces. (Attachment 4)

From the following scene, he had overcome his inferiority and goes along very well fulfilling his fourth stage of development. The present Forrest continues his story that he believes something in miracles, as he would always say his favorite quote of from his mother “Life is a box of chocolates” you never know what you will get. Forrest’s resolve on finding his ability to run gave him the bit of freedom he never always has before, but it turns out that his friend Jenny have the opposite. On the day Forrest can run away from his leg braces, Jenny did not go to school on the next day because she got a family problem and was forced to live her childhood with her grandmother, who lives near Forrest’s house and almost always visits his house because she was scared. At this part of progressive story, Forrest and Jenny were very close until their days to the high school as they became teenagers, which marks the beginning on fifth stage of development.

Forrest on his teen age however, still bullied. Bullying is quite unavoidable for him to get by, but apart from running away from the bullies, he found his purpose and his real himself from running and got to college just by running, because he was lucky when the local Alabama college football team was practicing near his neighborhood and saw him running away from bullies, and he got his chance to play football, and go to college at the same time, this part of the story marks his fifth developing stage of sense of self and personal identity.



Picture 15-18 (Scene 00:21:11 – 00:22:42): Forrest inadvertently found his way to college and start the beginning of his career and self-identity. (Attachment 5)

This contradicting stage is somewhat fragile for everyone on teenager age. Where every choices, opportunity, influence and decisions can be made redundant at this fifth stage and can lead to role confusion state. Erik (1964) states that getting through this stage gives an ability or

responsibility to stay true to oneself, while failure leads to role confusion and insecurity. His weak sense of self shows when he tried to visit Jenny to her all girls college, at that time Jenny was molested by her friend in the car and turns out it was Jenny's boyfriend. Unassuming about who that is, Forrest opens the car and assaults the man, making misunderstanding between Jenny and Forrest that "*he doesn't know any better*". Forrest's deep affection towards Jenny are inseparable, and he always thought of that since they met from the first time. So, what he did was trying to protect her from someone, but Jenny and the man took it differently. Despite all that, Forrest stays true to be himself. He never claims to be like or want to be like someone else during this stage, and most of what he has been doing was done solely by his own will and how society treats him. For example, when Jenny, his friend, and football coach told him to run, he just run, no turning back until he stops running, or something tells him to stop. As he attends college, the story goes on as he became a football pro and got the chance to see the US president from his "All American" football team and somehow graduated from college just from playing football for five years and joined the Army.

When he got enlisted in the Army, he took the duty in Vietnam War. In this part of the story, he befriends with a fellow soldier nicknamed "Bubba" who becomes his partner on duty during the war. Gump's eccentric straightforward personality took another place in Forrest's character when he says he fits in like "a round peg" in the military. He is a man who has never really thought for himself and always obeys orders, earning him another identity other than running. One time he decides to see Jenny whom got expelled from college because of her scandalous photo, now she works at a stripper club and Forrest blatantly thought that she reached her dream as a folk singer, both starts to develop the sixth stage of Intimacy vs. Isolation. Where both Jenny and Forrest trying to get closer than friend during this stage.



Picture 18-21 (Scene 00:33:45 – 00:35:59): Forrest got a new friend in the army, and he realized that he cared more for Jenny. (Attachment 6)

He told her that he loves her, and he was sent to Vietnam, and Jenny seems to be living in a whimsical, turbulent life. She goes anywhere and work for anything she can afford. The distance between Forrest and Jenny starts to get further, as they reached adulthood and began to experience isolation, Forrest always try to remember Jenny, even during his duty on Vietnam, he promised that he always writes letters for Jenny. The intimacy is not only for Forrest and Jenny, but also to his friend Bubba, Intimacy are also related to friendship, and Bubba became his best friend in war when he was assigned in Vietnam, Gump promised to him to go into shrimping business when the war is over, as it may be. But Bubba's death during his duty on Vietnam does not change his promise and intent to keep them. This stage does follows up from his first stage about Forrest, that he always kept his promises as he always does since childhood.

When Forrest meets Lieutenant Dan Taylor, the war gets worse and he lost both of his legs on an explosion. Lieutenant Dan appears through most of the second half of the film alongside Forrest.

There is a lot of turbulence in his life after Vietnam. Dan's open personality revealed that his "Generational Flashes" explains that his forefathers were dying in major American wars. He feels that was his destiny and because Forrest took him away from that he dives into alcoholism and deep depression, making prejudice towards people and God about being "unfair" on his life, not to mention about his crippled state from losing both of his legs during the war. Gump however, does not seem to care the current situation on his stubbornness as he ran back and saves as many members of his platoon as he could from certain death never considering his own safety for a minute. Gump takes all questions seriously and does not have the intelligence to be mean, cruel or condescending and in that sense, he is an endearing figure. Despite of this action, Gump gets the Medal of Honor award for his heroism in the war.

Nonetheless, Lieutenant Dan acts as a true friend as he defends Forrest against the prostitutes who call him stupid and helping Gump to live up to his promise to work with Forrest on a shrimp boat, on some part of the story after the war recess, Lieutenant Dan gets angry with Cunning Carla and Long-Limbs Lenore when they ask him, "*Is your friend stupid or something?*" He says, "*Don't you ever call him stupid,*" and the girls call Dan several derogatory terms regarding his own physical disability. Forrest understands what is happening here very well: "*He didn't want to be called crippled like I didn't want to be called stupid.*" This kind of tolerance is particularly derived from the equality conscience, as both character (Dan and Forrest) realizes that they are different from the other people, thus behaving in the society might bring them into some kind of situation which may prejudiced them. Therefore, the Intimacy vs. Isolation clashes between Generativity vs. Stagnation, creating some sort of social tolerance or indirect self-respect toward one to another,



Picture 22-24 (Scene 01:22:22 – 01:23:42): Forrest realizes that Dan is prejudiced about his crippled state, and he concerned about the difference they share. (Attachment 7)

Erik (1968) states that the failure of generativity can lead to profound personal stagnation, masked by a variety of escapisms, such as alcohol and drug abuse, and sexual and other infidelities. This is one of the problematic things about the film to some: Forrest is always able to make it through these hardships with his head held high. But lieutenant Dan drops into depression about his post traumatic trauma about the war that makes him crippled, thus he draws into alcohol and drug abuse. By knowing that Forrest succeeds and became world-wide ping pong athlete other than fighting in the battlefield, that reality struck Dan hard, and he always blames that God and Forrest because he saves him from death he always wanted in the battlefield. Forrest however, always try his best to stay loyal as his friend and they meet again later at the rest of the story.

After Forrest finishes his rest and recovery because of a gunshot wound on his butt, Gump found another hidden talent on him. Actually, it is only a mere coincidence that he became a ping pong expert on Vietnam, and he inadvertently resume his talent until he is famous and becoming a ping pong athlete celebrity. After his success, and approaching his eighth and final stage, the Integrity versus Despair. Forrest got discharged from the Army and returns home. He endorses the

local company that makes ping pong paddles and earns his advertising money. Later, he spends his fortune to fulfill his late friend Bubba's promise to buy a shrimp boat. In this part of the story, it can be seen that Gump is a person who can keep his promises, what he trying to do is doing something significant and beneficial from the experience and influence from his life, it is called "Integrity". Or the acceptance of one's one and only life cycle and of the people who have become significant to it as something that had to be and that, by necessity. Forrest's life is always full of surprises, as told in the beginning of the movie, and the "stupid is as stupid does" has always been his motto. His exuberant success has given him a boat and virtue of wisdom that he never realized it was in him all the time.

Gump then accompanied with his former Lieutenant Dan, on his wheelchair whom also promised to Gump to be his first mate if he ever be a boat captain. During this moment, his effort initially have little success, but after their boat survived the Carmen Hurricane, they managed to get huge amounts of shrimps and use the profit to buy a fleet of shrimp boats, and it seems Bubba's idea was not so bad at all, as a sign of kindness and tribute for his late friend Bubba, Forrest gives the share of the profit to Bubba's family and naming his company "Bubba Gump Shrimp Company".



Picture 24-27 (Scene 01:33:15 – 01:37:38): Forrest and Dan Taylor working together on a shrimp boat, achieving significant wealth for them and their late friend, Bubba. (Attachment 8)

His friend Dan then came up the idea to invest the money to Apple Computer Company, which Gump thinks it is a fruit company, then he and Dan is financially secure for the rest of their life. Gump the football hero becomes Gump the Medal of Honor winner in Vietnam, and then Gump the Ping-Pong champion, Gump the shrimp boat captain, Gump the millionaire stockholder (he gets shares in a new "fruit company" Apple Computer).

The writer can sum up the eight stages of analysis on Forrest Gump from the discussion into this diagram:

CONCLUSION

The writer concludes that the film's primary plot are within the eight stages of development analysis, as Forrest gets wrapped up in these events over the course of the film, it mainly focuses on the personal life of Forrest Gump who have gotten through his eight stages of development, mixing with versus and the main development in each stages. Gump's stubbornness

in life and his honesty are developed from his accomplishment on getting through the first to fifth stages of development, which mostly builds someone's personality.

Regardless, Forrest takes an almost child-like innocence to the people around him even in the cases of war, violence and prejudice, creating his development failures, it is because from his development stages, the people around him who misjudges him about his uncanny personality leads into prejudiced views or ideals. Especially his thorough opinions about how people see him in general. He is aware of these things and knows right or wrong ideals, but Forrest live a simple and uncomplicated life despite all he has been through: He wants to be a good son to his mother; he desires to be with the love of his life, Jenny, to have good friendships with his fellow soldier Bubba and Lieutenant Dan. His lack of intelligence in terms of critical thinking and solving problems are low; but he has the ability to display maturity, show emotional intelligence and is able to show kindness and love towards others despite his differences with them. Overall, the characters stages of development in the movie are not so earnest and beautiful on the beginnings, but letting on, the characters reveals the common indomitable behavior to never back down or give up from any life obstacles.

From the final analysis, the writer concludes that the stages of developments tend to contradict with the society, family, morals, and course of life. One of the strengths of psychosocial theory on eight stages of development is not only provides a broad framework from which to view development throughout the entire lifespan, but it also allows people to emphasize the social nature of human beings and the important influence that social relationships have on development.

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ATTACHMENTS

1. Scene 00:06:20 – 00:06:44

(Forrest's leg is stuck in the road grating, his mother frantically trying to get his feet off the grating, and drawing people's attention.)

Mrs.Gump : What are you all staring at?

Mrs.Gump: Haven't you ever seen a little boy with braces on his legs before?

Mrs.Gump : Don't ever let anybody tell you they're better than you, Forrest.

Mrs.Gump : If God intended everybody to be the same,

Mrs.Gump : he'd have given us all braces on our legs.

Forrest : Mama always had a way of explaining things

Forrest : so I could understand them.

2. Scene 00:07:19 – 00:08:40

(Forrest's mother trying to apply him to the local public school, yet she's having another obstacle prior to Forrest's minimum IQ to apply there.)

Mrs.Gump: Did you hear what I said, Forrest?

Mrs.Gump: You're the same as everybody else. You are no different.

Mr. Hancock: Your boy's different, Mrs. Gump.

Mr. Hancock: Now, his IQ is 75.

Mrs.Gump: Well, we're all different, Mr. Hancock.

Forrest :She wanted me to have the finest education,

Forrest : so she took me to the Greenbow County Central School.

Forrest :I met the principal and all.

Mr. Hancock: I want to show you something, Mrs. Gump.

Mr. Hancock: Now, this is normal.

Mr. Hancock: Forrest is right here.

Mr. Hancock: The state requires a minimum IQ of 80 to attend public school

Mr. Hancock: He's gonna have to go to a special school.

Mrs.Gump: Now, he'll be just fine.

Mrs.Gump: What does "normal" mean, anyway?

Mrs.Gump: He might be a bit on the slow side,

Mrs.Gump: but my boy Forrest is gonna get

Mrs.Gump: the same opportunities as everyone else.

Mrs.Gump: He's not going to some special school to learn how to re-tread tires.

Mrs.Gump: We're talking about five little points here.

Mrs.Gump: There must be something can be done.

3. Scene 00:13:10 – 00:13:56

(Forrest is on his first day to school, he have to ride the school bus, and he's having difficulties to blend in with the other kids.)

Forrest : I remember the bus ride on the first day of school very well.

Dorothy : Are you coming along?

Forrest : : Mama said not to be taking rides from strangers.

Dorothy : This is the bus to school.

Forrest : : I'm Forrest. Forrest Gump.

Dorothy : I'm Dorothy Harris. Well, now we ain't strangers anymore.

Another boy: This seat's taken..

boy : It's taken!

Jenny : You can sit here if you want.

Forrest : I had never seen anything so beautiful in my life.

Forrest : I just sat next to her on that bus

Forrest : and had a conversation all the way to school.

4. Scene 00:14:30 – 00:15:26

(Forrest was bullied when he came back to school, he told that he found his ways to do things

by running)

(present Forrest) : Now, my mama always told me that miracles happen every day. Some people don't think so, but they do.

Bully : Hey, dummy!

Bully : Are you retarded, or just plain stupid?

Bully : "Look, I'm Forrest Gimp."

Jenny : Just run away, Forrest.

Jenny : Run, Forrest! Run away! Hurry!

Bully : Get the bikes! Hurry up! Let's get him!

Bully : Look out, dummy, here we come!

Jenny : Run, Forrest, run! Run, Forrest!

(present Forrest) : Now, you wouldn't believe it if I told you, but I can run like the wind blows. From that day on, if I was going somewhere, I was running!

5. Scene 00:21:11 – 00:22:42

(Forrest got into College and went through to the all American football team, while he's also going on about Jenny.)

Forrest : Anyway, Jenny and me was best friends

Forrest : all the way up through high school.

Forrest : Now, it used to be, I ran to get where I was going,

Forrest : I never thought it would take me anywhere.

Forrest : And can you believe it? I got to go to college, too.

Forrest : Now, maybe it's just me, but college was very confusing times.

Forrest : 'Cause Jenny went to a college I couldn't go to.

Forrest : It was a college just for girls.

Forrest : But I'd go and visit her every chance I got.

(JENNY EXCLAIMS)

Jenny : That hurts.

Jenny : Forrest! Forrest!

Jenny : Forrest, stop it! Stop it!

Billy : Jesus!

Jenny : What are you doing?

Forrest : He was hurting you.

Billy : What the hell is going on here?

Jenny : No, he's not! Get over there!

Billy : Who is that? Who is that?

Jenny : Billy, I'm sorry.
Billy : What the hell?
Jenny : get away from me! Don't...
Jenny : Don't go! Billy, wait a second!
Billy : Get away from me.
Jenny : He doesn't know any better!
Jenny : Forrest, why did you do that?
Forrest : I brought you some chocolate.
Forrest : I'm sorry.

6. Scene 00:21:11 – 00:22:42

(Forrest tells about how he ended up finding Jenny and how he get into his duty to Vietnam)

Forrest : Turns out, Jenny had gotten into some trouble over some photos of her in her college sweater, she was thrown out of school.
Forrest : But that wasn't a bad thing,
Forrest : because a man who owns a theater in Memphis, Tennessee,
Forrest : saw those photos and offered Jenny a job singing in a show.
Forrest : The first chance I got, I took the bus up to Memphis to see her perform in that show.
Forrest : Her dream had come true. She was a folk singer.
- MAN 1: Shut up, there!
- MAN 2: Don't be so shy, honey.
Jenny : Oh, shut up!
Jenny : Forrest, what are you doing here?
- MAN 1: What are you doing?
- MAN 3: Hey!
- Come on.
- What are you doing?
Jenny : Forrest, let me down!
(CROWD EXCLAIMING)
Jenny : You can't keep doing this, Forrest.
Jenny : You can't keep trying to rescue me all the time.
Forrest : They was trying to grab you.
Jenny : A lot of people try to grab me.
Jenny : Just... You can't keep doing this all the time.
Forrest : I can't help it. I love you.
Jenny : Forrest, you don't know what love is.
Jenny : You remember that time we prayed, Forrest?
Jenny : We prayed for God to turn me into a bird so I could fly far, far away?
Forrest : Yes, I do.
Jenny : You think I could fly off this bridge?
Forrest : What do you mean, Jenny?
Jenny : Nothing.
Jenny : I gotta get out of here.

Forrest : Wait, Jenny...
Jenny : Forrest, you stay away from me, okay? You just stay away from me, please.
Jenny : Can I have a ride?
- MAN: Where you going?
Jenny : I don't care.
Forrest : So, bye-bye, Jenny.
Forrest : They sending me to Vietnam.
Forrest : It's this whole other country.

7. Scene 00:21:11 – 00:22:42

(Forrest and Dan celebrates about the New Year's eve, but it turns out it does not go well for them.)

Dan :Don't you just love New Year's? You get to start all over.
- CARLA: Hey, Lenore...
- Everybody gets a second chance.
Forrest : It's funny, but in the middle of all that fun, I began to think about Jenny, wondering how she was spending her New Year's night out in California.
CROWD: Eight, seven, six, five, four, three, two, one! Happy New Year!
(CROWD CHEERING)
(CROWD SINGING AULD LANG SYNE)
Forrest : Happy New Year, Lieutenant Dan!

Carla : What are you, stupid or something?
Lenore : What's your problem?
Lenore : What's his problem?
Lenore : Did you lose your pecker in the war or something?
Carla : What, is your friend stupid or something?
Dan : What did you say?
Carla : I said, is your friend stupid or something?
Dan : Hey! Don't call him stupid!
Lenore : Hey, don't you push her!
Dan : You shut up!
Dan : Don't you ever call him stupid!
Carla : What's the matter, baby?
Lenore : Why are you so upset?
Dan : Just get the hell out of here.
Dan : Stupid damn...
Lenore : Get your goddamn clothes...
Dan : You belong in Ripley's Believe It Or Not!
Dan : Get the hell out of here!
Carla : You should be in a sideshow!

Dan : Go on! Get out of here!
Carla : Come on, Lenore. We don't need this shit!
Dan : Get out of here!
Carla&Lenore : (LAUGHING)
Carla&Lenore : You retard. Loser. You freak.
Forrest : No, no.
Forrest : I'm sorry I ruined your New Year's Eve party, Lieutenant Dan.
Dan : She tasted like cigarettes.
Forrest : I guess Lieutenant Dan figured
Forrest : there's some things you just can't change.
Forrest : He didn't want to be called crippled, just like I didn't want to be called stupid.
Dan : Happy New Year, Gump.

8. Scene 01:33:15 – 01:37:38

(Forrest tells about his success after buying a shrimp boat, following Bubba's last wish, Dan joined the game and both of them earned a success)

Forrest : Lieutenant Dan, what are you doing here?
Dan : Well, thought I'd try out my sea legs.
Forrest : But you ain't got no legs, Lieutenant Dan.
Dan : Yes, I know that.
Dan : You wrote me a letter, you idiot.
Dan : Well, well. Captain Forrest Gump. I had to see this for myself.
Dan : And I told you if you were ever a shrimp boat captain
Dan : that I'd be your first mate. Well, here I am. I am a man of my word.
Forrest : Okay.
Dan : Yeah, but don't you be thinking that I'm going to be calling you "sir."
Dan : No, sir.
Dan : That's my boat.

(News Anchor) :And as in other towns up and down the coast,

(News Anchor) :Bayou La Batre's entire shrimping industry has fallen victim to Carmen and has been left in utter ruin.

(News Anchor) :Speaking with local officials, this reporter has learned, in fact, only one shrimping boat actually survived the storm.

Mrs. Gump: Louise. Louise, there's Forrest.

Forrest : After that, shrimping was easy.
Forrest : Since people still needed them shrimps for shrimp cocktails and barbecues and all, and we were the only boat left standing,
Forrest : Bubba-Gump Shrimp's what they got. We got a whole bunch of boats, 12 Jennies,
Forrest : a big old warehouse. We even have hats that say "Bubba-Gump" on them.
Forrest : Bubba-Gump Shrimp. It's a household name.
(Story Listener) : Hold on there, boy.
(Story Listener) : Are you telling me you're the owner of the Bubba-Gump Shrimp Corporation?
Forrest : Yes, sir. We got more money than Davy Crockett.\

(LAUGHING)

(Story Listener) : Boy, I heard some whoppers in my time, but that tops them all.
(Story Listener) : We was sitting next to a millionaire!

Forrest Gump's development based on Erik Erikson's eight stages of development.

Integrity vs. Despair

Forrest fulfilled his promises from his late friend, and he shows integrity towards new profound business with his friend Dan.

Trust vs. Mistrust

This occurs at Forrest's early age when he trusts his mother about to not worry about being different.

Generativity vs. Stagnation

The problematic stage when Forrest and Lieutenant Dan shares the similar stagnation during their current life.

Autonomy vs. Shame and Doubt

The 2nd stage when Forrest trying to apply for his education on local school.

Initiative vs. Guilt

Third stage when Forrest trying his first initiative to attend school.

Intimacy vs. Isolation

This occurs when Forrest meets a new friend, companion, and he shows more affection to Jenny apart from his duty.

Identity vs. Confusion

The fifth stage when Forrest's teenager age stumbles upon different chapters of education and life.

Industry vs. Inferiority

Forrest finally have a friend at school but he is bullied during this stage.