ANALYSIS OF PSYCHOSOCIAL THROUGH THE SOCIAL INJUSTICE IN *UNFORTUNATEEVENTS* FILM (2004)

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Abstrak

Psikososial merupakan studi yang penting untuk dipahami dan dipelajari oleh setiap orang untuk mengenal diri sendiri sebagai dasar bersosialisasi. Studi ini juga sangat penting bagi orang-orang yang pernah mengalami ketidakadilan sosial, seperti anak-anak Baudelaire, Violet, Klaus, dan Sunny. Karena studi ini dapat membantu para tokoh untuk mengenal diri mereka sendiri untuk menjalani kehidupan baru mereka, sehingga perkembangan kepribadian mereka digambarkan melalui beberapa fase yang disebut "The Eight Phases of Man" dalam teori psikososial Erik Erikson. Uraian masing-masing fase pada teori menunjukkan pentingnya proses pengembangan identitas karakter dalam kehidupan sosial sebagai cara mendasar untuk membangun hubungan sosial yang baik dengan banyak orang dan kalangan sosial. Berdasarkan hasil penelitian ini menunjukkan bahwa dari delapan fase manusia dalam teori Erik Erikson, terdapat enam fase yang dapat digunakan untuk menjelaskan kepribadian para tokoh. Selain itu, penjelasan- penjelasan tersebut mengungkapkan bahwa terdapat satu karakter paling menonjol dan mendominasi dua lainnya daritiga karakter yang dianalisis.

Kata kunci: Psikososial, delapan fase manusia, pengembangan kepribadian, film Unfortunate Events.

Abstract

Psychosocial is an important study to be understood and studied by everyone to know oneself as the basis for socializing. This study is also very important for people who have experienced social injustice, like the Baudelaire children, Violet, Klaus, and Sunny. Because the study can help the characters to know themselves to live their new life, their personality development is described through several phases called "The Eight Phases of Man" in Erik Erikson's psychosocial theory. The description of each phase, in theory, shows the importance of the process of developing character identity in social life as a fundamental way to build good social relations with many people andsocial circles. Based on the results of this study shows that of the eight human phases in Erik Erikson's theory, there are six phases that can be used to explain the personality of the characters. Furthermore, the descriptions reveal that there is one character that stands out the most and dominates the other two out of the three analyzed characters.

Keywords: Psychosocial, eight phases of man, personality development, Unfortunate Events film.

INTRODUCTION

A film is an academic work told through the embodiment of motion combined with light and realized through specialized tools such as cameras, lenses, light stands, microphones, etc. From the explanation above, a film defines as one of the literary works recognized as a series of moving images that sound a combination of visual and audio/sound effects, commonly referred to as a movie. In addition to serving as entertainment, the film also functions as a medium for introducing cultures from various countries and presenting situations or events that occur in real life that can be used as insights to increase experience so that it is accepted and liked by many people. Therefore, the film is used as the main object of this analysis because it can inspire many people with the moral values given by the characters in the film that are related to the topics that occur in society in real life.

One related topic in society is the importance of learning to interact socially. Because in order to have good social interactions, humans need to know and understand themselves first. Therefore, as an initial foundation, humans must learn and understand about psychosocial. Psychosocial is a combination of two aspects, namely psychological and social aspects, that affect individual thoughts and behavior, which can be seen from the development of emotions, attitudes, and personalities of individuals in interacting with other people. (Myers, 2010) Both aspects have a reciprocal influence, or it can be said that these two aspects influence each other. So, it can potentially cause problems in social life and individual personality, especially for children who have lost their social status due to the death of their parents. Everyone also agrees that children who used to have good social status from well-known and wealthy families later become orphans due to the tragic loss of their parents often become objects of charitable attention and compassion. So, they experience unusual experiences. (Seabrook, 2018) From these experiences, human development from childhood to adulthood is observed. Because children who go through these tragic experiences also need to understand themselves to survive, adjust and build good social interactions in their new lives.

As happened to the three Baudelaire children, Violet, Klaus, and Sunny, in a series of unfortunate events film by Lemony Snicket, released in 2004. Although the film is a comedy fantasy genre, it tells the tragic story of the Baudelaire children after becoming orphaned and experiencing social injustice while searching for foster parents. The social injustices they experienced were caused by the behavior of Count Olaf, the first adoptive parent who claimed to be their close relative and apparently wanted to take the Baudelaire inheritance. The social injustices they experience are not easy to deal with for children of their age. However, Violet, who is the eldest child, always convinces her siblings that they can face and solve all things and problems that are easy or difficult as long as they are always together.

The author also includes several previous studies that are similar to the discussion, such as the article " Psychological Analysis of the Movie Script Frozen. It discusses the main psychological aspects, such as attitudes, feelings and emotions, and human motivation. Also, it describes some of the conflicts in the Frozen film based on data obtained through a script published by Jennifer Lee. (Ni et al., 2016) Meanwhile, in the article entitled The Analysis of the Main Character Based on the Physiological, Sociological and Psychological Aspects in the Novel Bad Beginning by Lemony Snicket (Belin et al., 2017) analyzes the main characters who are Baudelaire children to show the good and bad sides of the character in the story. The physiological dimensions observed through age, gender, posture, appearance, height/weight, heredity, skin, hair, eye color, and manner of dress aim to describe the visualization of characters. While based on the sociological dimension, the characters were observed based on social class status, education, occupation, religion, domestic life, nationality, and even political affiliation. Then the psychological dimensions of this novel are observed based on the abilities, temperament, and attitudes in dealing with life, the extroverts/introverts of the characters, and the ambitions. In addition, the article entitled Who is Telling the Tale? A Narratological Reading of the Roles of the Narrators in Lemony a Series of Unfortunate Events a Qarun discusses the role of the narrator in the film. this analysis has a significant influence which tells what the characters do in the movie and the transition of situations in the film, which will also affect the setting of the scene, plot, props, non-verbal elements, and also camera movement. (Bayoumy, 2019) While in the article titled "Split movie (A psychoanalysis study)" examines the split personality of the main character named Kevin in the Split movie, a United States film released in 2017, using the theory of Sigmund Freud and theory to examine ego. From the study results, the author can conclude that the personality that stands out and often appears is childish because Kevin has terrible childhood memories, which shows by his ego analysis. (Pratama & Rullyanti, 2020)

The previous studies above explain human personality using various described psychological theories, and research on this topic uses different theories. In contrast to these studies, the author will examine the three children of Baudelaire's personality development in the

Lemony a Series of Unfortunate Events film by using the eight phases of man in the psychosocial theory by Erik Erikson. Even though they always unite as one spirit to face many problems in their lives, this film also shows the actions in different situations based on the personality development in each phase of the characters. Therefore, the author will identify each personality development, which has an essential role in the film when dealing with problems in different situations. From the statement above, the author finds a research question related to the topic and the analysis in the film that is: To explore more deeply the characters in the film, can the eight psychosocial tensions in the theory of Eight phases of Man be answered? Explain and categorize the characters into these phases!

METHOD

This study uses a psychosocial approach by Erik Erikson. This approach contains several stages of human life called "The Eight Phases of Man" that systematically, factually, and accurately describe the three main characters. (Abrams, 1999) The three main characters in the main data source, which is the Unfortunate Events film from Lemony Snicket Series, have certain moral, intellectual, and emotional qualities from the typical way of expressing themselves and acting, which would describe using the phases of psychosocial theory. (Creswell, n.d.) In addition, the data sources were also obtained from several previous research journals, related books, websites, and other sources deemed appropriate and necessary for this discussion. (Hancock, 2006; Mertens, 2010) In this study, the authors use cinematography to assist "description with movement" in situations, characters, dialogues, action tools, and techniques in films that are applied to the analysis results in each phase of psychosocial theory by Erik Erikson. (Brown, 2016) Due to the formulation that has been described, the authors compiled a description of the theories related to film analysis as follows:

Psychosocial

This theory is one of the theories that contains a discussion of the modalities of social life. Everyone must know about themselves to build modalities in social life that are around properly and correctly. Because of that, everyone has to master how their personality and how to think and respond wisely to a problem faced. As Erik Erikson said, knowing and understanding each self is necessary because individuals can discover a different side of themselves that no one else has. Then if a person is more aware of himself, that person can become a better individual who can be wiser in making decisions and solving problems in his personal life and social life.

Therefore, Erik Erikson makes some age stages to describe character development. According to Erikson, the personality development of each individual is not only during childhood but also during the human lifetime. From his perspective, Erikson is known as the first life span development expert who firmly states that the development of a personality is something that can develop based on the psychological effect of the ego during the human life cycle. (Berzoff et al., 2022; Erikson, 1993) Erikson also explains the development of personality continuously, sequentially by grouping it into eight phases of human age, those are:

(Phase 1: Trust vs. Mistrust)

Phase 1 is the stage of recognizing the most basic feelings through the mouth and body movements. In this phase, humans begin to learn to believe or not to believe in the things in their lives. The closest people introduce this process: parents and are supported by the surrounding environment. The lesson about these fundamental beliefs is a necessary stage for developing human personality in the future. (Berzoff et al., 2022; Feist & Feist, 2006)

(Phase 2: Autonomy vs. Shame and Doubt)

At this time, humans recognize and understand the feeling of pleasure that comes from their success in mastering their bodily functions. Individuals also learn to develop a sense of control over their impersonal environment and control themselves over the environment properly. Because if the individual fails, shame and doubt can arise towards the closest people and the surrounding environment. (Berzoff et al., 2022; Feist & Feist, 2006)

(Phase 3: Initiative vs. Guilt)

Humans enter the stage of development of movement, skills, curiosity, imagination, and the ability to set a goal or desire. Because at this stage, humans like to do activities with a purpose and create complicated fantasies that can cause feelings of guilt because of their curiosity and make them do things that are not right. Therefore, humans must be able to develop feelings in their conscience to label right and wrong behavior or something to maintain existing moral principles. (Berzoff et al., 2022; Feist & Feist, 2006)

(Phase 4: Industry vs. Inferiority)

In this phase, the basic attitudes about work begin to form. Because in this phase, humans have an extreme curiosity. They begin to develop their skills,

perseverance, willingness, and consistency in searching for answers to their curiosity, obtaining standards of self-evaluation, and assessing their contribution to social life based on their environment, peers, and also those closest to them. (Berzoff et al., 2022; Feist & Feist, 2006; Newman & Newman, 2012)

(Phase 5: Identity vs. Role Confusion)

This stage is the most crucial developmental phase because humans look for new roles to find their identity. So, they must get a strong sense of ego identity that includes the personality and attitudes of the individual in dealing with problems in the previous phases so that humans can strengthen their identity in this phase. At this stage, humans can experience identity confusion that arises because of issues with self-image, rejection, family or community standards, and so on. However, identity confusion is normal, so humans can learn from previous experiences to find their identity. (Berzoff et al., 2022; Feist & Feist, 2006)

(Phase 6: Intimacy vs. Isolation)

In this phase, humans recognize loyalty, belief, and ideology without the help/encouragement of those closest. Because at this stage, humans who have found their identity can choose and set their views on ideology, religion, politics, society, and other things according to themselves. After finding their identity, people must have the ability to combine their identity with others. This process makes individuals encounter problems regarding intimacy and isolation. Therefore, humans who have a stable/controlled ego, ability, and willingness to share mutual trust between two individuals can achieve the proper intimacy phase.

Meanwhile, individuals who are unsure of their identity will try to avoid intimacy, leading to failure in relationships between individuals in the future. However, some degree of isolation is considered very important in obtaining the right love, which is regarded as an essential human strength in interpersonal intimacy in compromising and overcoming fundamental differences in relationships. (Berzoff et al., 2022; Feist & Feist, 2006)

(Phase 7: Generativity vs. Stagnation)

In this phase, humans are in the adult stage, so they begin to participate (mingle) and take responsibility for whatever is produced by society. The emergence of feelings and desires marks this stage to assume responsibility and care for offspring from the

process formed of intimacy and love in the previous phase. In addition, in this phase, humans try to act productively in working to pass on their culture to the next generation, giving attention, guidance, teaching, and introducing creativity and productivity as a form of contribution to world development for the better. These things are not only an obligation or a necessity for oneself but also a form of evolutionary support to guarantee human survival. On the other hand, humans also need to perform stagnation acts while still paying attention to their interests, hopes, desires, and goals to keep what they care about because caring is the fundamental strength of maturity, which is also a natural human desire that arises because of the conflict between generativity and stagnation. (Berzoff et al., 2022; Feist & Feist, 2006)

(Phase 8: Integrity vs. Despair)

In this phase, humans enter old age but try to stay productive and creative in different ways. This phase can be pleasant, but it can also be a phase of the emergence of senility and despair towards humans. Therefore, in this phase, humans will meet a psychosocial crisis regarding integrity and despair regarding wisdom. At this stage, humans who have a strong ego identity will be able to unite a sense of wholeness and coherence in themselves even though their physical and intellectual strength has been different from the previous phase. However, the loss of familiar things from their lives, such as partners, friends, self-influence on social life and health, and physical strength, is the cause of despair that appears in every individual in this phase. That loss makes their life feel meaningless. On the other hand, despair is considered a natural and inevitable process of psychological maturity that shapes wisdom as long as it is not excessive. Therefore, humans in this phase will try to maintain their integrity with their knowledge when their mental and physical strength has been reduced. (Berzoff et al., 2022; Feist & Feist, 2006)

RESULT AND DISCUSSION

In this research, the author analyzes the three characters of the Baudelaire children in Lemony Snicket's a Series of Unfortunate Events film by using Erikson's psychosocial theory about the Eight Phases of Man. The analysis is to understand and describe the personality development of three characters from the Baudelaire family, namely Violet, Klaus, and Sunny, in the process of searching for their identity, which starts from the first phase of life. In each stage, some challenges/crises must be overcome by the characters to discover the personality development of the characters in the identity search process they live to become an

individual who can live a good social life. In this regard, the author understands and explores the characters more deeply through Erikson's theory which is observed from the first phase to the sixth phase, reflected in the stages of their lives in the film.

1. First Phase (Trust versus Mistrust)

Scene 1: News of the fire and the death of the three Baudelaire children's parents

In this phase, the character must balance trust and mistrust, which will be used as the foundation for the following stages of development. Of the three characters in this film, in this phase, the character who is more capable and manages to balance these two feelings is Violet,

First, it can be proven from the expressions of the characters in **scene 1**, which shows the situation from an eye-level point of view with soft lighting, and uses a medium shot of the two characters in asymmetrical positions. So, the viewers can capture the facial mimics of the two characters, namely Violet and Klaus. When they got the news about the fire that killed their parents. In that picture tell that Violet shows a shocked and sad expression, while Klaus shows an expression that indicates that he does not believe the news.

Bukan mereka. Ibu dan ayah.

Scene 2: Klaus and Violet's argument

Second, Klaus felt that their parents were heartless, as shown in **scene 2** when Klaus showed his disappointment. The two pictures in **scene 2** follow each other sequentially at the moment. The first picture shows Klaus, who is angry, then the frame is cut directly and directed to Klaus' interlocutor, Violet. The two pictures are taken with soft lighting and medium close-up, so the focal point lies in the two characters.

Scene 3: Violet's advice

At that time, Violet still believes that their parents love them very much, and they have prepared other things for them to study for their next life. Therefore, Violet tried to convince Klaus as in **scene 3,** which was taken in a medium close-up from the eye-level point of view. Violet showed her reason for believing in their parents because when the three of them thought their parents ignored them and left them in Europe without news. However, it turned out to be just a misunderstanding, because their parents had sent a letter to them, but it didn't arrive because the letter was stray. That words show in the dialogue from **00:21:34 - 00:21:52**

The Dialogue:

> Violet: "Do you remember when Mom and Dad went to Europe?"
> "We thought they'd abandoned us because they didn't even write."
> "We found out they'd written a letter

thatgot lost in the mail."

"Do you remember how guilty we felt for thinking bad thoughts about them?"

"This is just like that."head with their contents. And everything he read, he remembered Sunny, the youngest, had a different interest. She liked to bite things and had four sharp teeth. There was very little that Sunny did not enjoy biting."

Scene 4: One of Violet's inventions

2. Second Phase (Autonomy versus Shame andDoubt)

This phase explains that the character will enjoy the pleasure that arises because of success in controlling himself when dealing with other people and the social environment, so the character becomes confident. However, if the individual feels too controlled or not controlled by the people closest to him, the character will become a shy person and full of doubts which makes the individual not independent. So, in this phase, the characters that can be said to have autonomy are the three characters from the Baudelaire children. This statement is evident at the beginning when the narrator introduces the skills of each character from the narrator's description at minutes **00:02:34 - 00:03:54**.

> *Narrator:"Violet Baudelaire, the eldest, was one of the finest 14-year-old inventors in the world. Anyone who knew Violet well could tell she was inventing something when her long hair was tied up in a ribbon. In a world of abandoned items and discarded materials, Violet knew there was always something. Something she could fashion into nearly any device for nearly every occasion.*
>
> *And no one was better to test her inventions than her brother. Klaus Baudelaire, the middle child, loved books, or rather, the things he learned from books. The Baudelaire*

parents had an enormous library in their mansion. A room filled with thousands of books on nearly every subject. And nothing pleased Klaus more than spending an afternoon filling up his
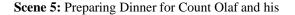
The description is also complemented by illustrations that show the characters' skills, one of which is Violet's skill in scene 4, which is shown in a close-up that highlights Violet's inventions.

From the narrator's description of the evidence above, the author can conclude that the three characters have the trust of their parents to do what they like. Hence, they become confident in developing their abilities.

3. Third Phase (Initiative versus Guilt)

In this phase, humans begin to develop abilities, creativity, and imagination and learn to recognize what can and should not be done to create courage in individuals in achieving their desires and goals in their social life. Violet and Klaus can be included in the initiative character category in this phase. Because they use their abilities together to deal with the problems that are befalling them, which can be proven through several situations in the film, such as:

Scene 5: Preparing Dinner for Count Olaf and his

partner

The first situation was presented using a tracking shot which shows the characters working together when they get an order from Count Olaf to make dinner for his theater partners. At that time, they didn't have the ingredients and cooking utensils until finally, Violet found pasta. So, with Klaus's knowledge, he suggested making Italian food, namely Pasta puttanesca, which only requires a few ingredients according to its meaning in Italian. At the same time, Sunny helps them to open the can of saucewith her bite. **(Scene 5)**

Scene 6: Create an atmosphere like at home

The second situation was when Klaus was so upset because of Count Olaf's behavior, so he wanted to run away from the house because he didn't feel the home atmosphere he had felt before. At that time, with Klaus's assistance, Violet tried to fulfill Klaus' wish to create an atmosphere like being at home. They built a tent in the room from the thick cloth that they found in the room. Then they also made silhouettes of their parents with a flashlight craft, so the atmosphere of the tent looked as if they were with their parents.

It can be seen in **scene 6,** which features two images that follow each other, showing that Violet and Klaus are doing the same thing, trying to set up a tent to create the home atmosphere they want.

Scene 7: Stuck in the car

The third situation was when they were locked in a car intentionally parked in the middle of the train tracks by Count Olaf. As in **scene 7** in the first picture, which shows their presence in the car by using medium close-up in the soft lighting, followed by the second picture taken in a pan shot style, which shows the situation outside the car, so they know they are in the middle railroads. With their intelligence, they can understand the intent and the situation they face at the right time. So, Klaus used his knowledge of rerouting trains to get the train to go on a different route while Violet looked for objects they would use to reach the rerouting device with Sunny helped.

Scene 8: Telling the truth to uncle Monty use

Petunia

The fourth situation was when they wanted to reveal the disguise of Count Olaf, who came to Uncle Monty's house as an Italian detective. As in **scene 8,** which shows two interconnected pictures, the first picture is taken with a close-up shot which shows Violet's expression, and the second picture uses a pan shot towards Klaus, who is taking petunias and, and also to the ink which is located near Klaus. So, it can

be seen that Violet understands Klaus' idea of telling Uncle Monty about Count Olaf's fake identity.

Scene 9: Trying to save themselves together

The fifth situation is when they are trapped in Josephine's aunt's house, which was damaged by a hurricane. So, they try to stay safe with Violet's skill in calculating the possible weight of the goods she will throw away and the right time for them to run and jump to the edge, which is shown using a high-angel shot that shows their presence from above and is accompanied by a loud back sound that plays along with the sound of the wind and the logs of Aunt Josephine's house is starting to crumble under the sea. Then the picture when they jump to the edge was taken using crabbing shot so the camera movement follows them running and trying to jump over the edge. **(Scene9)**

4. Fourth Phase (Industry versus Inferiority)

This phase describes individuals who begin to develop self-identity and adapt to their social environment. Individuals start to express their feelings to people in their environment. With the help of his closest colleagues in encouraging his development to adjust to the environment, the person will be able to develop his identity through his perseverance, willingness, and competence. Because through the skills shown, individuals can get self-motivation that can increase the individual's sense of independence and responsibility.

Scene 10: Self-introduction to a judge named Justice Strauss

In this phase, the characters that can be defined as a psychosocial crisis in the industry are Violet and Klaus. It is shown in the film **scene 10,** which was taken by using medium close-up from eye-level with soft lighting, when Violet introduces herself and her siblings to the judge named Justice Strauss. The scene shows that Violet feels she has a responsibility to be an intermediary for her siblings to mingle and adapt to new people, guiding and protecting them because she is the oldest sister in their family. Because of that, it can be seen that she is very confident in introducing her siblings. She is trying to hold her sibling like a mother.

Scene 11: Klaus' efforts to save her siblings

In addition, Klaus also has a sense of responsibility and wants to protect his siblings when they are in trouble. It can be proven by his efforts to free Sunny from the skeleton hanging above the tower of Count Olaf's house, which is shown in **scene 11** with a close-up technique that shows a look of confusion and also Klaus' determination to save his siblings. Accompanied by the sound of Count Olaf and Violet's wedding drama performance, it signaled that the event had started, so Klaus had to hurry to find a way to save them both.

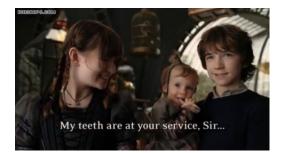5.   Fifth Phase (Identity versus Role Confusion)

At this stage, humans will find and strengthen their new identity based on personality development by the past, present, and future regarding bigger things and problems. From the events and developments in the past, the individual re-examines the identification in the previous phase to identify real talents, interests, and abilities. Because in this phase, the individual must be able to know about their own identity, so the individual becomes themselves to deal with the problems that occur to them. At this stage, humans can also experience identity confusion that can arise because of the difficulty of accepting and establishing clear ego boundaries and including conflicting ideas in their lives. In this phase, Violet is a character who has succeeded in strengthening her identity based on developing her identity in the previous phases.

The film shows that from the beginning of the story, Violet felt devastated and lost at first after learning that her parents had died, but she soon realized that she was the first child who had a big responsibility toward her siblings. So, she tried to stay strong, and understanding also gave a feeling of security to her siblings, so they believed as long as they were together, they could face and through various problems that came into their lives. It can be seen from how Violet calms and reassures Klaus in scene 3; from how she shows concern to think of ways so she and her two siblings are no longer trapped in Aunt Josephine's house, which almost collapsed in a storm. Then, Violet is willing to marry Count Olaf to save Sunny, who is locked up in a skeleton that hangs above the tower where Count Olaf lives.

While identity confusion occurs in Klaus's character, although the disorder he experiences is only temporary, it can be defined as identity confusion. This case happened when Klaus did not accept Count Olaf's treatment of them, so it made him angry then he tried to find a way to get out of that place and leave the place to go home, and he wanted to rebel because he felt that it was not the home atmosphere they had felt before. However, after Klaus receives advice from Violet, as in **scene 6**, the identity confusion he was experiencing also disappears because he begins to accept the situation he was going through.

6.   Sixth Phase (Intimacy versus Isolation)

In this phase, the individual feels the benefits of the social support obtained during the previous phases. Individuals who have found their identity reveal and open up about their characteristics and feelings to others. Giving an excellent response to the disclosure can build intimacy in them, but when the individual experiences rejection or failure and gets a wrong response, it makes the individual choose to close himself and creates a sense of isolation.

Scene 12: The happiness of Baudelaire children when they are with uncle Monty

Violet and Klaus can build intimacy with their new guardians in this phase. As in **scene 12,** which was taken with a medium close-up which shows their happy faces because of uncle Monty's attention. It also proves that they quickly feel comfortable and trust Uncle Monty because the attention given to them is heartfelt. They feel the family warmth they used to feel when they were with their parents.

Scene 13: Shopping at the market with aunt Josephine

In addition, they also managed to build a close relationship with Aunt Josephine, as seen in **scene 13**. This scene which was taken with the crabbing shot and the back sound. The sound of wagon wheels, the sound of goats, and crowds, further support the fun atmosphere of them shopping at the market together with aunt Josephine because they felt Aunt Josephine's attention and solicitude for them were sincere feelings. Although she likes to feel worried too much, they accept and

understand Aunt Josephine's good intentions towards them. They are not afraid to lose their identity as they bond when they are with Uncle Monty and Aunt Josephine.

CONCLUSION

From the analysis result, it can be known that the author uses the film Lemony Snicket's a Series of Unfortunate Events, which tells the story of the Baudelaire children's journey after being orphaned, as the object of the study. The author uses the film and identifies the behavior of the main characters in the film based on Erik Erikson's theory by using the eight phases of man. The theory explains the development of the characters from the crises in the first phase to the sixth phase. Because in each phase, there are different crises and challenges, namely, in the first phase, the characters will be faced with a situation between trust and mistrust, the second phase, the characters will encounter a situation of autonomy versus shame and doubt, and in the third phase, the characters will face a situation regarding initiative versus guilt, the fourth phase the characters face a crisis regarding industry versus inferiority, in the fifth phase the characters will face a crisis regarding identity versus role confusion, while in the sixth phase the characters will face a situation about intimacy versus isolation.

Of the six phases, only two characters can be fully described, namely Violet and Klaus, while Sunny can only be described until the third phase because Sunny is still a toddler. So, from the description of the six phases of the three characters, it can be seen that Violet is the most authoritarian character who is independent, has a great sense of trust, always protects, provides support, and guides her siblings to still believe in their abilities, believe that they can overcome the tribulations they face and also uphold justice by exposing crimes that occur in their social environment.

Describing the characters at these phases serves as a lesson through their experiences in developing and searching for their identity. The process functioned to become better individuals who can face and solve problems that arise in their personal and social lives. Understanding and knowing yourself is fundamental to building good social relationships with many people and social circles.

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