

**FAMILY SYSTEMS AND QUALITY OF ATTACHMENT IN  
*RUNNING WITH SCISSORS* (2006) FILM**

**THESIS**

**Submitted in Partial Fulfillment of the Requirements  
for the Degree of *Sarjana Humaniora***



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**2024**

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I hereby sincerely state that this thesis entitled *Family Systems and Quality of Attachment in Running with Scissors (2006) Film* is my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form or repealing my thesis and academic degree.

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Yuni Tri Fatonah

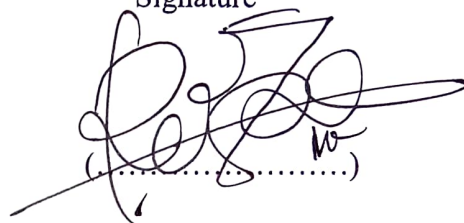
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## **DEDICATION**

Above all, I thank Allah SWT who has given me health and strength so that I can complete this thesis.

This thesis is dedicated to:

1. The researcher's beloved mother
2. The researcher's best sister and brother, and dear big family
3. English Letters 2020 UIN Raden Mas Said Surakarta
4. The Lectures of English Letters Study Program UIN Raden Mas Said Surakarta
5. My Orange Almamater UIN Raden Mas Said Surakarta

## MOTTO

*It's not always easy but, that's life, be strong, because there are better days  
ahead.*

(Mark Lee)

*Don't change, let go. Be brave, be strong. But take it easy, no rush. I know you  
got it. Go fail forward. Go get your voice heard. Don't fold. Find yourself again  
into the unknown.*

(Unknown - NCT Dream)

*So verily, with the hardship, there is relief. Verily, with the hardship, there is  
relief.*

(Quran 94: 5 – 6)

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*Assalamu'alaikum wa rahmatullahi wa barakaatuh*

After reading throughly and giving necessary advices, herewith, as the advisor, I state that the thesis of

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has already fulfilled the requirements to be presented before the Board of Examiners (*munaqasyah*) to attain the degree of *Sarjana Humaniora* in English Letters.

Thank you for the attention.

*Wassalamu'alaikum wa rahmatullahi wa barakaatuh*

Surakarta, 26 Maret 2024

Advisor



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Sukoharjo, April 5<sup>th</sup>, 2024

The researcher

A handwritten signature in black ink, appearing to be 'Yuni Tri Fatonah', written in a cursive style.

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## ABSTRACT

Yuni Tri Fatonah. 2024. *Family Systems and Quality of Attachment in Running with Scissors (2006) Film*. Thesis. English Letters Study Program. Faculty of Cultures and Languages

Advisor : Hidayatul Nurjanah, M.A.

Keywords : Family Systems, Quality of Attachment, *Running with Scissors*

In a family, relationships are formed between family members such as father, mother, and children. This relationship forms a system called family systems. Family systems formed in a family have an impact on its members. In this study, researchers aim to identify and explain the form of family systems in the *Running with Scissors (2006)* film. Furthermore, from the form of family systems, the researcher identified the quality of attachment in the relationship between mother and child. The researcher uses the *Running with Scissors (2006)* film as the object of research.

To answer the problem formulation, the researcher used two theories in the analysis process. This study uses the theory of family systems (2001) by Murray Bowen to find and explain the form of family systems. And in identifying the affect of the form of family systems, the researcher used the quality of attachment theory (1979) by Mary D. Ainsworth.

This research uses qualitative research methods to achieve the research objectives. The form of data in this study is in the form of images and dialog from the *Running with Scissors (2006)* film. Data were obtained through the utilization of observation and documentation techniques. The data was obtained by watching the movie and followed by the screenshot technique to obtain scenes that are in accordance with the theory.

This study reveals that in the *Running with Scissors (2006)* film 83 data were found. The form of family systems found 68 data. Researchers found that the dominant form of family systems is dysfunctional family systems with aspects of health of emotional problems of a child. Furthermore, researchers found 15 data on quality of attachment, with the dominant data found in the secure pattern. According to the research findings, the form of family systems influences the quality of attachment in a relationship within the family. This phenomenon highlights the importance of each family member having a healthy and meaningful relationship with each other.

## ABSTRAK

Yuni Tri Fatonah. 2024. *Family Systems and Quality of Attachment in Running with Scissors (2006) Film*. Skripsi. Program Studi Sastra Inggris. Fakultas Adab dan Bahasa.

Pembimbing : Hidayatul Nurjanah, M.A.

Kata Kunci : Family Systems, Quality of Attachment, *Running with Scissors*

Di dalam sebuah keluarga membentuk hubungan antar anggota keluarga seperti ayah, ibu, maupun anak. Hubungan tersebut membentuk sebuah sistem yang disebut family systems. Family systems yang terbentuk dalam sebuah keluarga memberikan dampak bagi anggotanya. Pada penelitian ini, peneliti bertujuan untuk mengidentifikasi dan menjelaskan bentuk family systems dalam film *Running with Scissors* (2006). Selanjutnya, dari bentuk family systems tersebut peneliti mengidentifikasi quality of attachment dalam hubungan antara ibu dan anak. Peneliti menggunakan film *Running with Scissors* (2006) sebagai objek penelitian.

Untuk menjawab rumusan masalah tersebut, peneliti menggunakan dua teori dalam proses analisa. Penelitian ini menggunakan teori family systems (2001) oleh Murray Bowen untuk menemukan dan menjelaskan bentuk family systems. Dan dalam mengidentifikasi affect dari bentuk family systems tersebut, peneliti menggunakan teori quality of attachment (1979) oleh Mary D. Ainsworth.

Penelitian ini menggunakan metode penelitian kualitatif untuk mencapai tujuan penelitian. Bentuk data dalam penelitian ini berupa gambar dan dialog dari film *Running with Scissors* (2006). Data diperoleh melalui pemanfaatan teknik observasi dan dokumentasi. Data diperoleh dengan menonton film dan diikuti dengan teknik screenshot untuk memperoleh adegan yang sesuai dengan teori.

Penelitian ini mengungkap bahwa dalam film *Running with Scissors* (2006) ditemukan 83 data. Bentuk family systems ditemukan 68 data. Peneliti menemukan bahwa bentuk family systems yang dominan adalah dysfunctional family systems dengan aspek health of emotional problems of a child. Selanjutnya, peneliti menemukan 15 data quality of attachment, dengan data yang dominan terdapat pada pola secure. Menurut temuan penelitian, bentuk family systems mempengaruhi quality of attachment dalam suatu hubungan dalam keluarga. Fenomena ini menyoroti pentingnya setiap anggota keluarga dalam menjalin hubungan yang sehat dan bermakna satu sama lain.

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## LIST OF ABBREVIATIONS

AG	: Augusten
DE	: Deirdre
NR	: Norman
AS	: Agnes
DF	: Dr. Finch
NT	: Natalie
HP	: Hope
NL	: Neil
Dys	: Dysfunctional
Nor	: Normative
MC	: Marital Conflict
HEP	: Health or Emotional Problems
HEPC	: Health or Emotional Problems of A Child
TOP	: Triangulation of Others People
HM	: Healthy Marriage
EH	: Emotional Health
HC	: Healthy Childhood
SH	: Social Health
SC	: Secure
AA	: Anxious Avoidant
AAT	: Anxious Ambivalent

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

In a family, relationships are formed among family members such as father, mother, and children. This relationship can also be referred to as a family system, which can be categorized as either a dysfunctional family or a normative family. According to data obtained from WHO (World Health Organization) in 2022 regarding child maltreatment, approximately 3 out of 4 children, or 300 million children aged 2-4 years, experience corporal punishment and/or psychological violence at the hands of their parents and caregivers. In addition, WHO has also published global data in 2021 regarding violence against women indicating that around 1 in 3 (30%) women worldwide experience intimate partner violence physically and/or sexually, or non-partner sexual violence. Moreover, approximately one-third (27%) of women worldwide aged approximately 15-49 years have experienced physical or sexual violence from their intimate partners. From this data, one can observe the prevalence of dysfunctional families worldwide. There are numerous cases that demonstrate how a family, which should be the most comfortable place to go home to, is actually the most terrible place for them.

According to data provided by the World Health Organization (WHO), it shows that there are many cases of violence experienced by both children and partners. Judith A. Hadley et al. (1993) explain how the ego develops and how childhood neglect, trauma, and loss affect adult functioning and capacity for

intimacy. This has a significant impact on the mental health of future children. Meanwhile, a family should provide good mental health for children and partners. Children and partners feel happy if they have a strong relationship between children and parents and with their partner. Apart from that, the family also provides a comfortable and safe place for each member.

The relationship between children and parents or between couples forms a system or family system. Family systems are groups of people who have a special relationship between them; this relationship is built, maintained, and proven by its members who communicate with each other (Bavelas & Segal, 1982). Family systems are divided into two categories, including dysfunctional families and normative families. A dysfunctional family is one in which individuals were raised in families with chronic violence, incest, psychiatric or physical illness, or other forms of dysfunction in which parents were largely unable to meet the emotional needs of their children (Black, 1981). It can be said that a dysfunctional family is one that does not fulfill its role like a normal family, for example, parents who abandon their children or parents who commit violence against children. Meanwhile, normative families are those exhibiting nurturing conditions characterized by high levels of warmth and responsiveness on the one hand, and strict behavioral control and maturation requirements on the other, which are important for promoting healthy development (e.g., Baumrind, 1991; Steinberg et al., 1995). This normative family is the opposite of the dysfunctional family, in which normative family members carry out their roles well, thus forming a harmonious and happy family.

According to Bowen's Family Systems Theory, there are two forms that can categorize family systems: dysfunctional family systems and normative family systems. Each form of the family system has indicators that can categorize it. In the dysfunctional family system, there are four indicators: 1) marital conflict, 2) health or emotional problems, 3) children's health or emotional problems, and 4) triangulation of others. Meanwhile, in the normative family system, there are also four indicators: 1) healthy marriage, 2) emotional health, 3) healthy childhood, and 4) social health (Bowen, 1978). In this study, Ainsworth's Quality of Attachment Theory was used. According to Ainsworth, there are three categories of quality of attachment to determine a family relationship: secure (B), anxious-avoidant (A), and anxious-ambivalent (C) (Ainsworth, 1979). The quality of attachment and family systems theory help to further explore development within a family. With this theory, it can help determine whether a family system is normative or dysfunctional by examining the three categories of quality of attachment of the family systems.

This research aims to analyze the family systems and quality of attachments in the *Running with Scissors* (2006) film, which narrates the story of a child and his family filled with extraordinary, funny, brave, and touching stories. The film was directed by Ryan Murphy, also known for directing famous Hollywood films such as *The Prom* and *The Watcher*, both based on the memoir book with the same title as the work of Augusten Burroughs. *Running with Scissors* (2006) film features several renowned Hollywood actors and actresses, including Joseph Cross, Gwyneth Paltrow, Evan Rachel Wood, Joseph Fiennes, and Brian Cox. The success of this film is evident through the awards it received

at various film festivals. In 2006, it won the Best Actor in a Motion Picture, Comedy or Musical category at the Satellite Awards, the Breakthrough Directing category at the Hollywood Film Awards, and the Best Overlooked Film category at the St. Louis Film Critics Association, US in 2006.

In continuing the analysis regarding the family systems and quality of attachment, a previous study is needed to support this analysis. First, the research from Russel W. Healy and Luke R. Allen entitled *Bowen Family Systems Therapy with Transgender Minors: A Case Study* (2019). This research analyzes a case study that uses Bowen's family systems theory in creative strategies to assist families in supporting transgender children through the transition process. Second, the research from Viktorija Cepukiene entitled *Adult's Psychosocial Functioning Through the Lens of Bowen Theory: The Role of Interparental Relationship Quality, Attachment to Parents, Differentiation of Self, and Satisfaction with Couple Relationship* (2020). This study analyzes a complex mediation model, rooted in Bowen's family systems theory, and explores the interrelationships between parental relationship quality, bonding with parents, self-differentiation, satisfaction with partner relationships, and psychosocial functioning in adulthood. Third, the research is dissertation from Joshua Hernandez entitled *The Impact of Grief Work on Hospice Mental Health Providers Through a Bowen Family Systems Lens* (2020). This study analyzes the impact of handling everyday grief narratives on professional performance in mental health, both in the context of work and family dynamics, with reference to Bowen's family systems theory.

Fourth, the research from Fransisca Babo, Catarina Pinheiro Mota, Beatriz Santos, Paula Mena Matos, and Helena Carvalho entitled *'I just know I am upset,*

*and that's it!: The role of adolescents' attachment, emotions, and relationships with caregivers in residential care* (2023). This study analyzed the impact of insecure attachment orientations and the quality of interactions with caregivers in RC settings on adolescent emotion regulation. Fifth, the research from Deng Jianbo, Arbaayah Ali Termizi, and Manimangai Mani entitled *The Father-Daughter in Shakespeare's King Lear from the Perspective of Bowen Family Systems Theory* (2023). This research analyses father-child relationships by analyzing self-differentiation in father-child interactions and family relationship dysfunctions using Bowen's family systems theory.

Based on the previous studies explained above, the similarity with this research lies in the use of the theory concerning family systems and quality of attachment. The gap between the five previous studies and this research lies in the object, which is the *Running with Scissors* (2006) film. Therefore, this research aims to trace and explain family systems by Bowen and quality of attachment by Ainsworth as manifested in the *Running with Scissors* (2006) film. Thus, conducting this research is necessary not only for explaining the family systems and quality of attachment but also for exploring the unique aspects presented in the chosen film. The following is example data in this research, namely:



**Figure 1.1** The scene of Deirdre and Norman arguing

Deirdre: *I have a reading. I have books to sign. I told you to be here at 4:00. It's 4:30.*

Norman: *I got stuck in traffic*

Deirdre: *Bullshit. You're trying to sabotage me.*

This data is included in a dysfunctional family system with the marital conflict category according to Family Systems theory by Murray Bowen (1978). The data shows the characters of Deirdre as a wife and Norman as a husband, where there is quarrel in their household. The character of a wife who is angry with her husband who is late coming home from work and cursing him just for coming home late because of traffic jams on his way home from work.

The above is an example of family systems analysis using the family systems theory by Murray Bowen (1978) on *Running with Scissors* (2006) film. In contrast to previous studies, none used the *Running with Scissors* (2006) film as a research object. Therefore, this research is entitled *Family Systems and Quality of Attachment in Running with Scissors (2006) Film*.

## **B. Limitation of the Study**

In this study, the researcher focuses on family system and attachment quality. The family system later are used whether a family is dysfunctional or normative in the *Running with Scissors* (2006) film obtained from 8 characters in the film which include Augusten, Norman, Deirdre, Dr. Finch, Agnes, Hope, Natalie, and Neil because these characters have direct relevance to family systems theory. And in the family system, observed through the quality of attachment portrayed between the characters Augusten and Deirdre, as the other characters have no direct relevance to the attachment between the child and the mother in the *Running with Scissors* (2006) film.



### **C. Formulation of the Problems**

In this research, the formulation of the study was obtained including:

- 1) What are the forms of family systems as reflected in *Running with Scissors* (2006) film?
- 2) How the family systems affect the quality of attachment in *Running with Scissors* (2006) film?

### **D. Objectives of the Study**

The aims of this research are as follows:

1. To reveal the forms of family systems are as reflected in *Running with Scissors* (2006) film.
2. To explain the family systems affect the quality of attachment in *Running with Scissors* (2006) film.

### **E. Benefits of the Study**

#### 1. Theoretical Benefits

The theoretical benefits of this research are expected to provide a reference for the further development of other researchers, to be a source of information for everyone, especially those who want analyze the literature of a film.

#### 2. Practical Benefits

##### a. Students

Researchers hope that this research can provide an overview for English literature students at UIN Raden Mas Said Surakarta in

studying family systems and quality of attachment. Apart from that, it can be used as a reference or example in continuing further research.

b. University

The researcher hopes that this research can be useful for the UIN Raden Mas Said Surakarta campus so that it can be used as a reference and example by future researchers who are interested in analyzing literature, especially the family systems and quality of attachment within a family in a film.

## **F. Definitions of the Key Term**

### 1. Family Systems

A family system is a collection of people and the ways in which they interact with one another, including the composition and operation of the family. According to the theory of family systems, this enables the family to establish an identity and sense of self that enables it to function effectively as a cohesive unit (Patterson & Garwick, 1994).

### 2. Dysfunctional family

Inconsistent communication, persistent conflict, frequent child abuse and/or neglect, and the potential for a history of traumatic experiences among at least one family member are characteristics of dysfunctional families. These factors can result in defense reactions that accompany "pathological conformity," which is the application of psychopathological behaviors (Öztürk, 2021)

### 3. Normative family

A family that complies with widely recognized social norms in a given community is referred to as a normative family. A family that conforms to or reflects the standards, principles, and behavioral patterns deemed appropriate or typical within a specific social setting is referred to as normative (Hurlock, 2002)

### 4. Attachment

Though not a universal theory, attachment is a theory of interpersonal relationships that focuses on how people behave when they feel threatened or are parted from their intimate relationships. In the mid-20th century, Bowlby wrote on how being separated from one's primary caregiver throughout childhood might have potentially long-term harmful effects. At the time, his seemingly straightforward (and possibly now widely recognized) explanation was sensationalized (Stroebe, 2021).

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Background**

This chapter explains the approaches and theories that support the research topic to assist researchers in determining object data. The theory used for this research is the family systems theory by Murray Bowen and quality of attachment theory by Mary D. Ainsworth.

##### **1. The Theory of Family Systems by Murray Bowen (1978)**

In a family, the relationships between its members are highly connected and bonded both physically and emotionally. It was these relationships within the family that led Murray Bowen to invent family systems theory. Murray Bowen was an American psychiatrist and professor of psychiatry who became one of the pioneers of family therapy and the founder of systematic therapy. While observing patterns of family relationships, Murray Bowen focused on the development of family theory.

Bowen's (1978) family systems theory emphasizes how important it is to understand emotional and rational patterns in a family, as well as the impact and culture of the family on individual functioning. According to Bowen, a family has a reciprocal function for all family members in maintaining emotional intensity between members. The interrelated family system describes chronic emotional anxiety that is inevitable in family

relationships and concludes that chronic anxiety is the source of dysfunctional families (Bowen, 1978).

Emotional interdependence may enhance the cooperation and cohesiveness that a family needs to protect each other. However, it can also encourage problems in the family. Bowen (1978) mentioned that there are two types of family systems, those levels are:

**a. Dysfunctional Family System**

A dysfunctional family is one in which family members do not fulfill their obligations or duties within the family. In this case, the family does not meet the needs of its members for care, attention, and happiness in accordance with individual maturity. According to Black (1981), a dysfunctional family is a family where individuals were raised in families with chronic violence, incest, psychiatric or physical illness, or other forms of dysfunction, wherein parents were largely unable to meet the emotional needs of their children. Dysfunctional families lead to unhealthy or non-adaptive relationship patterns that occur within the family, as well as having unhealthy emotional dependency or communication patterns. In addition, members in dysfunctional families experience more stress in developing a healthy identity and maintaining their emotional health (Bowen, 1978). In this case, the family does not fulfill family members' needs for nurturing, care, and happiness appropriate to the individual's maturity.

Emotional systems are defined as systems that are distinct from feeling and thinking systems and are much more basic than human genes.

Many families that function as emotional systems, instead of carriers, exhibit various dysfunctions within the family (Kerr & Bowen, 1988). Regarding the issue of chronic anxiety, Bowen states that the level of chronic anxiety correlates with the level of self-differentiation. Self-differentiation is an individual's ability to function independently by making self-directed choices (Bowen, 1978).

Bowen (1978) mentions several reasons why a dysfunctional family system has chronic anxiety levels that make up a family, those levels are:

### **1) Marital Conflict**

Marital conflict between parents can lead to negative impacts on children. Bowen argues that marital conflict is a common result of low levels of differentiation. Marital conflict becomes a manifestation of a lack of self-differentiation, and the severity of marital conflict serves as a reflection of the degree of self-differentiation lacking in each partner (Bowen, 1978; Richards, 1989).

The result of marital conflict causes tension between members of a family, creating a family atmosphere full of tension and anxiety. In conflicted couple relationships, Bowen argues that couples in this phase interpret statements of disagreement as personal insults to them. Conflicted relationships can create distance from each other without guilt, and can even end up involving children and other family members. Marital conflict

within the family as a whole can be caused by several factors, such as family roles, communication patterns, or interrelated emotions between family members.

## **2) Health or Emotional Problems**

The health and emotional condition of each family member are very influential in creating the atmosphere that exists in the family. The state of chronic anxiety in the family occurs if family members do not have the ability to think in their responses to relationship dilemmas but continue to react emotionally to them (Haefner, 2014). In a family, uncontrolled emotional problems create a dysfunctional family. According to Bowen (1978), a dysfunctional family system unable to distinguish but remains united respond to the crisis in the 'feeling process' and be unable to respond intellectually. A person experience less emotional stress if they can differentiate themselves and have the ability to adapt to changes in their environment (Brown, 1999; Bowen, 1978).

Bowen says a person's health or emotional problems can be formed due to patterns of relationships between members in the family, such as high levels of emotional involvement, unhealthy communication patterns, or rigid family roles. In this situation, a person's health or emotional problems are understood as a result of complex interactions between genetic factors, the environment, and family dynamics.

### **3) Health or Emotional Problems of A Child**

A child's health and emotional well-being are fundamentally dependent on how his or her family is, how his or her parents relate, and the atmosphere in the family. The impact of parental and family dysfunction on a child's vulnerability is beyond doubt. Children who come from dysfunctional family systems experience high levels of anxiety and chronic stress. Family instability, conflict, and emotional instability can create an environment where children often feel anxious (Bowen, 1978). A child is likely to experience stress or anxiety due to feeling burdened by certain roles in the family or unhealthy family dynamics between other members.

Bowen emphasizes that it is important to understand roles in the family so as not to create health and emotional disorders in children. A child is likely to experience stress or anxiety due to feeling burdened by certain roles in the family or unhealthy family dynamics between other members. Bowen emphasizes that it is important to understand roles in the family so as not to create health and emotional disorders in children. And the health or emotional of a child as a result of complex interactions between the environment, family dynamics, and genetic factors. The resultant home circumstances and conditions that the child perceives cause stress and fear in the child, which may carry over into adulthood,



making the child insecure in their bonds and unable to engage in truly intimate relationships (Bartholomew & Horowitz, 1991).

#### **4) Triangulation of Other People**

In anxiety and tension between two people are passed on to a third person in the family. According to Bowen (1978) triangulation is a dysfunctional necessity but it becomes problematic when the third person distracts the couple from resolving their tension. In this context, triangulation complicates and obscures the original dynamics of the conflict. Triangulation can disrupt communication and relationships between family members and be a factor in health and emotional problems in the family.

#### **b. Normative Family System**

A normative family is the opposite of a dysfunctional family. A normative family is a family system where members fulfill their needs and carry out their duties with attention, affection, and care for each other. According to Parsons (1951) in his book entitled *The Social Systems*, he explains that a normative family is a family that has the responsibility to socialize children and teach values, norms, and roles that are considered good in society. Apart from that, Parsons also added that a normative family provides emotional and psychological support to its members. A normative family can be understood as a family that fulfills its functions

effectively and in accordance with societal norms regarding family roles and responsibilities.

A normative family system is one where family members are able to differentiate themselves while maintaining close relationships with other family members. A normative family system is seen as a family in which healthy differentiation is maintained and allows for emotional closeness and individual autonomy (Bowen, 1978). From several explanations of the normative family system by various experts, it is defined as a family where each member carries out their role effectively, providing emotional and psychological protection for each member.

Bowen (1978) states that the normative family system can be seen in several ways, those levels are:

### **1) Healthy Marriage**

A marriage is formed when two people of the opposite sex are bound and make a promise to love and protect each other. Without bonds and promises, there is no marriage. A healthy marriage is the dream of every couple. According to Bowen (1978), a healthy marriage is characterized by several things, namely that a healthy marriage seeks to increase self-differentiation, has emotional regulation and open communication, and is able to adapt to changes in its partner.

### **2) Emotional Health**

Emotional health in normative family systems can be observed in every member of the family, characterized by a healthy

balance between independence and mutual dependence on each other. The normative family system is resilient in facing stress and life's challenges, and it remains emotionally stable. Each member respects one another's privacy, personality, and autonomy, listens to each other to validate experiences, and strives to understand each other's perspectives, thereby increasing emotional closeness and relationships (Bowen, 1978). Emotional health in family systems involves a balance between individuals and the family system as a whole, and results from healthy interactions in communication skills, constructive conflict resolution, and mutual understanding and respect for feelings between family members. Bowen highlights the importance of each member in the family maintaining their emotional health to manage negative emotions such as jealousy, fear, or anger without compromising the relationships and well-being of others.

### **3) Healthy Childhood**

The health and emotional well-being of a child in the family are important. The role of parents, in this case, is needed for looking after and protecting them. Children born into normative families have a secure emotional attachment to their parents, which means they can share their worries, joys, and fears with their parents without being rejected or judged. Children in normative families have emotional regulation in a healthy way, enabling them to express and manage their emotions appropriately (Bowen,

1978). Bowen said the formation of healthy childhood in the family occurs because of the healthy relationship between parents and children, effective communication patterns in the family, constructive in resolving conflicts that occur, and each family member plays a positive and clear role. The family's role in emphasizing the importance of a stable environment and supporting children's well-being mentally, physically, and emotionally creates a family environment that supports healthy growth.

#### **4) Social Health**

In the normative family system, the role of the people around you in dealing with problems or conflicts is very influential. Family relatives can help mediate or resolve problems, contributing to maintaining harmony in the family. Having social health in the family can provide emotional support and guidance to parties in conflict. Each member respects each other's diversity and differences (Bowen, 1978). A person's good social health ability forms a mutually supportive and constructive relationship in the surrounding environment. Bowen says social health involves the ability to adapt to changes that occur in one's life, and includes the ability to develop and maintain relationships with people around so that they can be connected, supported, and integrated in society.

From the explanation that Bowen has presented in his book, it can be seen how a family system is formed. Bowen also said that how a family

reacts to stress is a replica of past generations and continue to be repeated in future generations. Bowen's Family Systems Theory aims to provide direction for organizing the complex behavior of family members into a framework for understanding the relationship of parts to the whole and the need for the stabilization of the family system. The family is a combination of its parts (Haefner, 2014).

## **2. The Theory of Quality of Attachment by Mary D. Ainsworth (1979)**

The theory of the quality of attachment was first developed by Edward John Mostyn Bowlby, commonly known as John Bowlby. In his book entitled *A SECURE BASE: Parent-Child Attachment and Healthy Human Development*, Bowlby stated that in cases involving mothers and children, attachment behavior is not limited to children but can also occur in adolescents and adults when they are anxious or stressed. Attachment behavior in this case can be universal and should be considered as the norm (Bowlby, 1988). This theory was later developed by Mary D. Salter Ainsworth in her journal entitled *Infant-Mother Attachment* in the year 1979. The quality of attachment theory developed by Ainsworth focuses on the attachment between the baby and the mother or caregiver. In viewing or determining the quality of attachment category, Ainsworth uses the Strange-Situation Procedure to observe the baby's behavior. This procedure looks at how babies interact when left by their mothers and how they respond to strangers.

According to Ainsworth, attachment is a unique relationship, and caregivers can never be completely replaced or substituted by another person, although it can affect other relationships too (Ainsworth et al., 1970). In attachment, as in any bond, there is a need to maintain closeness, the inexplicable sadness of separation, the joy or excitement of reunion, and the sadness of loss. However, there is one mandatory criterion that is not necessarily present in other bonds. It can be said that attachment is the emotional state that a person experiences in various situations when they feel lost.

Attachment theory views the behavioral systems that serve attachment as just one of several important systems, each with its own activators, terminators, predictable outcomes, and functions. Interaction with exploratory behavior is prominent during the long human childhood when the protective functions of attachment are particularly important. The function of exploration is to learn about the environment, especially for species with a great potential to adapt to different environments. Bonding and inquiry support each other. When attachment behavior is intensely activated, babies tend to seek intimacy/contact rather than explore. If the intensity of attachment behavior is low, the baby responds freely to the attraction of new things. Previously, both psychoanalytically-oriented and social learning research have shown that mothers' satisfaction or dissatisfaction with their children's interests, satisfaction or dissatisfaction with their children's instinctive impulses, or as secondary

reinforcers play a role in determining how babies attach to them (Ainsworth, 1979)..

Ainsworth (1979) categorizes this quality of attachment into 3 categories, there are:

**a) Secure (B)**

In this pattern, Ainsworth found that infants with secure attachment patterns used the mother figure as a secure base to explore pre-separation. Their separation behavior is so greatly intensified by the separation episode that there is less exploration and possible distress; and in reunion episodes they seek contact, closeness, or at least interaction with their mothers. In a secure pattern, the child tends to be more cooperative and less irritable than an infant with an anxious avoidant or anxious ambivalent pattern.. In this secure pattern, a person tends to experience distress when separated from their mother or significant other and experience fear of meeting new people. And they are more active in exploring when the relationship between the two is close.

**b) Anxious Avoidant (A)**

Ainsworth found that in this pattern, the child rarely cries during separation and when reunited with the mother, the infant tends to avoid the mother, either by seeking closeness and avoiding or ignoring the mother altogether. Children in this pattern behave less positively when picked up and more negatively when put down. In addition, they tend to be more angry than children in the

anxious ambivalent pattern. And when meeting strangers or new people, they tend to take them for granted and rarely experience distress or anxiety when separated from the mother. During episodes of reunion with the mother, the child may ignore the mother such as looking away or avoiding her. In addition, there is little interaction or contact between them.

**c) Anxious Ambivalent (C)**

The term "ambivalent" can also refer to attachment styles that exhibit ambiguity or ambivalence in the mother-child bond during periods of time separation and reunion. In this pattern, babies shown some signs of anxiety even during pre-separation, they was very depressed and cried a lot because of the separation, and if reunited with their mother they are ambivalent, or seek closeness to their mother but refuse interaction and contact with her. They tend to gesture for interaction rather than actively approach, and exhibit maladaptive or angry behavior in certain situations. In this pattern, the mother's personality or life situation is likely to make it difficult to respond to the infant's cues, and the infant is likely to form an attachment relationship with an anxious quality.

Mother-child interactions with attachment behavior, exploration, separation anxiety, and fear of strange things that may be observed in a new place or a quiet situation that is strange or unfamiliar. Consequently, a



genetic bias in a species that can adapt to multiple environments creates a balance in offspring behavior (and reciprocal maternal behavior) between behaviors that alienate infants from their mothers and research and acquisition of knowledge about the appropriate combination of physical care and social environment, and those that connects mother and baby and promotes the protection and care that mothers can provide (Ainsworth, et al., 1970).

### **3. *Running with Scissors* (2006) Film**

The film tells the story of Augusten Burroughs played by Joseph Cross, a teenager growing up in a troubled family. His mother, Deirdre played by Annette Bening, is an eccentric and often unstable poet. Augusten's father played by Alec Baldwin is an alcoholic and has a conflicted relationship with his mother. As his parents' relationship deteriorates, Augusten is allowed to live with the family of his mother's psychiatrist, Dr. Finch played by Brian Cox. The Finch family turns out to be no more normal than his family. They live in a chaotic and unfamiliar house, with each family member having their own psychological problems.

Augusten tries to adjust to an increasingly strange and unusual life with the Finch family, including a romance with Natalie who is just as eccentric as Dr. Finch played by Evan Rachel Wood. He also comes into contact with Dr. Finch who also has a unique personality and psychological problems. The movie depicts Augusten's journey in trying to

understand his true self amidst a messy and dysfunctional family. Although there are comedic elements in the movie, it also depicts instability and conflict in relationships between characters.

*Running with Scissors* (2006) film is a unique and sometimes controversial story about family, identity, and how one survives in difficult situations. The film features strong performances from its cast and offers a unique portrayal of a teenager's journey through family turmoil.

## **B. Previous Studies**

The researcher used several previous studies to support this research. Five previous studies used in this research are similar to the topic, namely, family systems and quality of attachment, there are:

First, the research from Viktorija Cepukiene and Simona Celiauskaite entitled *The relationship between nuclear family emotional systems and adult health: mediating and moderating role of general self-efficacy* (2020). This research focuses on the mediating and moderating role of belief in general self-efficacy in the relationship between NFES and physical well-being of adult individuals. The study found that destructive NFES were associated with lower levels of self-confidence, which in turn were associated with subjective ratings of poorer health. These results are partially in line with concepts in Bowen's theory, suggesting that unhealthy family emotional dynamics can affect the physical well-being of adult individuals both directly and indirectly.

Second, the research is thesis from Christine Youngwon Kim entitled *Quality of Coparenting and Infant-Mother Attachment: The Mediating Role of*

*Maternal Emotional Availability* (2020). This research focuses on to evaluate the correlation between parents' views on child care, the quality of the mother's relationship, and the bond between mother and baby. The study found that an indirect, but significant, correlation between the way mothers care for their children during the first year of life and the mother-infant relationship at one year of age through the mother's level of emotional readiness in that first year. These findings highlight the importance of quality co-parenting, especially in the early postnatal period, in shaping both the quality of care and the bonding relationship between mother and infant.

Third, the research from Evelyn Heynen, Ellin Simin, Peer van der Helm, Geert Jan Stams, and Mark Assink entitled *Parents' Empathy and Child Attachment Security: A Brief Review* (2021). This research focuses on the relationship between parental empathy and the quality of the parent-child attachment relationship. The study found that the relationship between parental empathy and child bonding security showed meaningful significance. The magnitude of this effect is comparable to the results found in the meta-analysis on the link between parental sensitivity, parental mentalizing ability and child bond security.

Fourth, the research from Filipa Nunes, Catarina Oinheiro Mota, Tiago Ferreira, Schoon Ingrid, and Paula Mena Matos entitled *Parental meta-emotion, attachment to parents, and personal agency in adolescents* (2022). This research focuses on exploring the link between emotional coaching by parents, bonding with parents, and level of agency in adolescents. The study found that the emotional approach taken by mothers and fathers was positively correlated with

the level of bond quality between adolescents and parents. The quality of the emotional relationship with the father was related to a more positive assessment of agency, while limited exploration in the relationship with the mother was related to a less positive perception of agency.

Fifth, the research from Kerry L Sutcliffe, Kate Levett, Hannah G Dahlen, Elizabeth Newnham, and Linda M MacKay entitled *How Do Anxiety and Relationship Factors Influence the Application of Childbirth Education Strategies During Labor and Birth: A Bowen Family Systems Perspective* (2023). This research focuses on the effectiveness of childbirth education (CBE) with Bowen's family systems theory concept of self-differentiation. The study found that Bowen's theory could be a valuable framework for understanding variations in stress coping strategies and understanding how humans function when under stress. It offers an innovative approach to exploring the application of CBE during the birth process.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This research is qualitative research. Creswell (2014) in his book states that qualitative research is an approach used for research and knowing the meaning of individuals or groups that originate from humans and social problems. This theory is generally used to answer "how" or "what" questions and uses verbs related to exploration. Meanwhile, according to Sullivan (2011) qualitative research assists researchers in answering the questions "why" and "how". This research has two important questions; the first is what are the forms of Bowen's family systems as reflected in *Running with Scissors* (2006) film. The second question is how the family systems affect the psychological behaviors toward the characters. Because this research requires an explanation to answer these two questions. Therefore, this research is in accordance with the explanation of qualitative research presented by Creswell because it requires explanation or investigation from each individual and the researcher himself.

The characteristics of qualitative research are the first emergent design, the second interpretive, the third theoretical lens, and the fourth holistic account (Creswell, 2014). Explanation of the characteristics of qualitative research according to Creswell in his book is closely related and related to this research. For example, the characteristics of emergent design, where the research phase regarding the family systems and quality of this attachment can change even though it has entered the data collection in the *Running with Scissors* (2006) film.

The goal of this research's interpretive approach is to provide viewers with a comprehensive and contextual understanding of the family systems phenomenon and quality of attachment as seen in the *Running with Scissors* (2006) film. The theoretical lens in this research is in the form of assistance regarding the field of psychoanalysis in humans researching the family systems in *Running with Scissors* (2006) film. In this study, the term "holistic account" refers to a thorough and all-encompassing method of comprehending the phenomenon being studied, which is family systems and the quality of attachment.

In data collection procedures, qualitative research employs four methods: the first is qualitative observation, the second is qualitative interviews, the third is qualitative documents, and the last is qualitative audio and visual material. According to Creswell, in qualitative audio and visual materials, the data obtained can take the form of photos, website pages, emails, social media texts, or art objects (Creswell, 2014). In this study, for the data collection procedure, qualitative audio and visual materials were utilized. These included images derived from scenes in the *Running with Scissors* (2006) film and text in the form of dialogue between characters and narrations and stories in the film.

In data analysis in qualitative research, the steps that need to be taken beforehand are data collection and writing of findings data (Creswell, 2014). This research collects data by taking screenshots of scenes and recording dialogue and narration in *Running with Scissors* (2006) film, then writing the findings of the data. In this study the data is in the form of images and text.

## **B. Data and Data Sources**

According to Creswell in qualitative audio and visual materials, the data obtained can be in the form of photos, website pages, emails, social media texts, or art objects (Creswell, 2014). In this study, there were two types of data obtained, namely visual data and textual data. In Visual data in the form of pictures or images that come from scenes in the film series. While the textual data is in the form of dialogue between characters, narrative stories, or stories from the film.

The primary data is data collected using procedures appropriate to the particular research problem encountered (Hox et al., 2005). The primary data source in this research is a film by Ryan Murphy entitled *Running with Scissors* (2006) film.

The secondary data is data that is reused by research groups where the material is made by other researchers (Hox et al., 2005). The secondary data used in this study takes news articles, website news, or journals that discuss *Running with Scissors* (2006) film.

## **C. Research Instruments**

Research instruments are tools used to obtain data relevant to research, and have many ways to choose from (Wilkinson et al., 2003). In this study, the researcher is the research instrument. According to Creswell (2014), states that the researcher is the key in qualitative research, where research relies on researchers to collect data that is inductive and deductive. There are many instruments and

tools to collect data and information, but it is the researcher who actually collects the data and information.

#### **D. Data Collection Techniques**

According to Kabir (2016) Data collection is the process of measuring and collecting information about the variables studied, in an established systematic way that allows one to answer the stated research questions, test hypotheses, and evaluate results. There are five in collecting data technique in this research:

1. The first is formulating the research question.

In this step, it adapts to the research questions, there are:

- a) What are the forms of Bowen's family systems as reflected in

*Running with Scissors* (2006) film?

- b) How the family systems affect the quality of attachment in

*Running with Scissors* (2006) film?

2. The second is selecting the content in the film series.

In the object of *Running with Scissors* (2006) film, the content can be either visual or textual.

3. The third is developing the category based on the content.

Based on family systems theory by Bowen and quality of attachment by Ainsworth


4. The fourth is finalizing units of analysis.

These data are then linked according to the research topic.

5. The fifth is organizing the coding data.



**Table 3.1** Example of data coding

 <p>4/Dys/MC/04.18/DE,NR/RWS</p>	<p>4: data number</p> <p>Dys: dysfunctional</p> <p>MC: Marital conflict</p> <p>04.18: screen time</p> <p>DE,NR: Deirdre, Norman</p> <p>RWS: Running with Scissors</p>
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### **E. Data Validation Techniques**

According to the authors Creswell & Miller (2000, quoted in Creswell, 2014) data validation is an important step in qualitative research based on the validity or accuracy of research from the point of view of researchers, participants, or readers of a report. Meanwhile, according to Gibbs (2007, quoted in Creswell, 2014) mentions that qualitative validity means that researchers check the accuracy of results using certain methods, while qualitative reliability refers to a consistent research approach across different researchers and different projects.

In this study, data validation is conducted using the triangulation method. Denzin (1970/1978a, 2018b) introduced the concept of triangulation as "a combination of methodologies in discussing the same phenomenon" in the study of qualitative research. In the triangulation concept initiated by Denzin, it is based on data sources (which can include people, time, place, etc.), methods (observations, interviews, documents), researchers (Investigators A, B, etc.), and theory. It also involves adding data types (such as qualitative text, audio/video recordings, and quantitative data) (Miles & Huberman, 2014).

In the researcher's part in the triangulation concept, the researcher asks for help from someone who is an expert and understands the mainstream literature in this study, starting from objects, theories, topics, methods, and so on. The aim is to get accurate data and show the validity of the data in this study. Therefore, the researcher asked for help from Mrs. Yustin Sartika, S.S., M.A. to become a validator in this study. She is one of the lecturers of English Literature at UIN Raden Mas Said Surakarta and has written many journals, articles, and research on English Literature.

#### **F. Data Analysis Techniques**

At this data analysis stage is the final stage in this research method. In this section it is very important for researchers to find out errors or deficiencies in research. According to Miles & Huberman (1994) data analysis in qualitative research is very important because the presence of analytical data helps researchers to fill in the gaps that exist in research or to test new estimates during analysis. In addition, according to Bhatia (2017) data analysis aims to improve messy data into a format that is easier to understand, read, conclusive, and which supports perceptions in decision making.

In this study, the researcher used data analysis by Spradley. Data analysis by Spradley can also be referred to as ethnographic data analysis which aims to understand another way of life from an indigenous point of view. According to Spradley (1980), there are four steps in analyzing data in qualitative research. These steps are domain analysis, taxonomy analysis, componential analysis, and cultural themes.

1. Domain analysis

Domain analysis always involves the use of language. Concluding terms, accompanying terms, and semantic relations are all words and phrases that define and give meaning to the observed objects, events, and activities (Spradley, 1980). In this study, researchers collected data from *Running with Scissors* (2006) film by capturing film scenes and narration or dialogue contained in the film to get an overview of the research according to the topic and formulation of the problem in this study.

**Table 3.2** The domain table

<b>Quality of Attachment</b>		
<b>Secure</b>	<b>Anxious Avoidant</b>	<b>Anxious Ambivalent</b>

2. Taxonomy analysis

Taxonomy analysis is similar to domains, except that they show more relationships between things in the domain. Ethnographers often combine domain analysis and taxonomic analysis into one process because the latter is an extension of domain analysis (Spradley, 1980). In this study, the researcher classifies the data to the next step obtained into the theory of family systems by Murray Bowen from *Running with Scissors* (2006) movie so that the data found becomes large.

**Table 3.3** The taxonomy table

<b>Family Systems</b>							
<b>Dysfunctional Family Systems</b>				<b>Normative Family Systems</b>			
<b>MC</b>	<b>HEP</b>	<b>HEPC</b>	<b>TOP</b>	<b>HM</b>	<b>EH</b>	<b>HC</b>	<b>SH</b>

3. Componential

Componential analysis is a systematic search for attributes (components of meaning) related to cultural categories. A competent ethnographer finds contrasting domains with meaning components. Therefore, componential analysis looks for units of meaning that have been assigned to their cultural categories (Spradley, 1980). In this study, researchers entered data into tables to make it easier to analyse data. The table can contain research objects, data numbers, or questions.

**Table 3.4** The componential table

		FAMILY SYSTEMS																									
		DYSFUNCTIONAL									NORMATIVE																
		MC			HEP			HEPC			TOP			HM		EH		HC		SH							
DA	S	A	A	S	A	A	S	A	A	S	A	A	S	A	A	S	A	A	S	A	A	S	A	A			
TA	C	A	T	C	A	T	C	A	T	C	A	T	C	A	T	C	A	T	C	A	T	C	A	T	C	A	T
<b>Run</b>																											
<b>nin</b>																											
<b>g</b>																											
<b>wit</b>																											
<b>h</b>																											
<b>Scis</b>																											
<b>sors</b>																											

4. Cultural theme

The concept of "cultural theme" is used to describe the general characteristics of a culture. This concept holds that culture is more than bits and pieces of custom. From this explanation, cultural themes as any principle that recurs in a number of domains, tacit or explicit, and functions as a link between subsystems of cultural meaning (Spradley, 1980). In this research regarding the quality of attachment, the researcher look at the dominant data found in *Running with Scissors* (2006) film.

**CHAPTER IV**  
**RESEARCH FINDINGS AND DISCUSSION**

**A. Research Findings**

In this chapter, the researcher presents the data collected in *Running with Scissors* (2006) film. The findings in this study categorize the form of family systems based on the theory of family systems by Murray Bowen (1978) and find family systems affect based on the theory of quality of attachment by Mary D. Ainsworth (1979). The data findings generated from the theoretical analysis answer the questions formulated in the first chapter of this study. This sub-chapter contains data findings and discussion of these data until the dominant data in the research is obtained to reach a conclusion. After the process of collecting data regarding the categories of family systems and family systems affect using quality of attachment in *Running with Scissors* (2006) film, 83 data were found.

**Table 4.1** Data Findings in *Running with Scissors* (2006) film

Running with Scissors	Family Systems								Quality Of Attachment		
	Dysfunctional				Normative						
	MC	HEP	HEPC	TOP	HM	EH	HC	SH	SC	AA	AAT
	5	13	28	1	-	4	8	9	10	3	2
	68								15		
<b>Total</b>	<b>83</b>										

## 1. The Forms of Family Systems in *Running with Scissors* (2006) Film

### a. Dysfunctional Family Systems

According to Bowen's family systems, one form of family systems is dysfunctional family systems. Bowen (1978) defines dysfunctional family systems as a family that has unhealthy patterns of relationships and communication between family members. There are four aspects that characterize the family in dysfunctional family systems, namely marital conflict, health or emotional problems, health or emotional problems of a child, and triangulation of other people.

In *Running with Scissors* (2006), the film depicts dysfunctional family systems that occur in the family. In the movie, it depicts a family that has unhealthy communication patterns, violence in a marriage, or neglected roles in the family. In this situation, several dysfunctional family systems can be found in the movie. The dysfunctional family systems in *Running with Scissors* (2006) film can be shown in the table below:

**Table 4.2** Data findings of dysfunctional family systems

Running with Scissors	Dysfunctional			
	MC	HEP	HEPC	TOP
	5	13	28	1
Total	47			

A total of 47 data is included in the dysfunctional family system which includes 5 data on marital conflict, 13 data on health or emotional problems,

28 data on children's health or emotional problems, and 1 data on triangulation of others people.

### 1) Marital Conflict

Marital conflict between spouses is formed due to a lack of self-differentiation in the couple. In addition, unhealthy communication patterns and the role of the family also cause marital conflict. The researcher found in *Running with Scissors* (2006) film there is a category of marital conflict in dysfunctional family systems based on the following statement. The following is the data of health or emotional problems found in *Running with Scissors* (2006) film:

4/Dys/MC/04.18/DE,NR/RWS



**Figure 4.1** The scene of Deirdre's argument with Norman

Deirdre: *I have a reading. I have books to sign. I told you to be here at 4:00. It's 4:30.*

Norman: *I got stuck in traffic*

Deirdre: *Bullshit. You're trying to sabotage me.*

The data above shows the scene between Deirdre and Norman who are arguing. In the scene Norman, the husband, had just returned from work and was a little late due to traffic. But when Norman arrived Deirdre, the wife, was angry with him because Norman was 30 minutes late from Deirdre's scheduled time. It can see Deirdre saying "Bullshit. You're trying to sabotage



me" illustrates Deirdre's anger because of this. From this explanation, the scene that occurs in the film can be categorized into marital conflict.

The occurrence of conflict in marriage can be caused by several factors such as unhealthy communication patterns between spouses that can trigger conflict and tension in the family (Bowen, 1978). In this case, the communication that occurs between Norman and Deirdre is unhealthy or not adaptive so that problems that should be communicated properly can become a source of marital conflict that triggers the breakdown of their relationship.

Marital conflict that occurs in Figure 4.1 between Deirdre and Norman occurs due to unhealthy communication between them. The miscommunication and unhealthy communication between them arose due to Norman coming home late from the hour he promised due to traffic and not informing Deirdre, his wife, which caused Deirdre's anger. This can be seen from Deirdre's high intonation and the phrase "Bullshit. You're trying to sabotage me" which illustrates Deirdre's anger and unwillingness to listen to Norman's excuse for coming home late. From there, a conflict arises between Norman and Deirdre which occurs due to a lack of communication between them. After the argument between Norman and Deirdre, another situation fights between them. This is shown in the data below:

9/Dys/MC/11.49/DE,NR/RWS



**Figure 4.2** The fight between Deirdre and Norman

Norman: *Why don't you just settle down? You know, you are hysterical. You're so goddamn hysterical!*

Deirdre: *I'm hysterical? You think this is hysterical?*

Norman: *Yes!*

Deirdre: *You poor bastard! You're so repressed that you...You mistake creative passion for hysteria! Don't you see?*

The scene above shows Deirdre and Norman arguing. They say harsh words to each other with high intonation which makes tension occur between the two of them such as Norman saying "You're so goddamn hysterical" or Deirdre saying "You poor bastard!". In this incident Deirdre hit Norman's hand so that the glass Norman was holding fell. The quarrel between Deirdre and Norman is included in Bowen's dysfunctional family systems marital conflict (1978).

In addition to the conflict between Norman and Deirdre creating tension between the two of them, it also creates tension in both other family members, namely Augusten and tension in the family atmosphere. The occurrence of conflict in marriage creates tension and anxiety between spouses due to the lack of differentiation of each other's self (Bowen, 1978).

In Figure 4.2 the argument between Norman and Deirdre creates tension between them and their surroundings. They say harsh words to each other with high intonation such as Norman saying "You're so goddamn hysterical" or Deirdre saying "You poor bastard!" which illustrates the lack of self-differentiation between the two. Deirdre and Norman's anger makes Augusten as a child feel the tension in the argument between his parents. During the argument, Norman is seen drinking alcohol which shows he is trying to calm his mind through alcohol. In conflict the marriage between Deirdre and

Norman continues until violence occurs between them, shown in the data below:

11/Dys/MC/12.26/DE,NR/RWS



**Figure 4.3** The violence Norman was about to inflict on Deirdre

*Deirdre: Look at you. Look at your damn face. You got the face of a man twice your age. Forty-five going on 90!*

*Norman: Will you just shut up?*

*Augusten: He's not moving!*

*Deirdre: No, he's just playing another one of his horribly manipulative games. Get up, Norman!*

The scene above shows Deirdre making fun of Norman until Norman gets emotional and tells him to stop, but Deirdre doesn't want to stop. This makes Norman want to commit violence against Deirdre, who is actually his wife, because she keeps talking bad about him.

From the violence that Norman was about to commit due to the words Deirdre said offended Norman, although in the end Norman failed to do it to Deirdre and instead he was hit. Even when Norman was injured, Deirdre instead of helping thought Norman was acting. The scene is in line with Bowen's statement about marital conflict where statements of disagreement that occur between spouses are considered a personal affront to themselves, creating a conflict (Bowen, 1978).

In Figure 4.3 the peak of Deirdre and Norman's argument occurs when Deirdre constantly says bad things to Norman such as "Look at you. Look at

your damn face. You got the face of a man twice your age. Forty-five going on 90!" which means Deirdre tells Norman that he has a face twice as old as his age and it can be said that Deirdre's words are rude and disrespectful. Hearing these words, Norman felt an insult to himself from Deirdre which made him angry and hit Deirdre, although in the end Deirdre managed to avoid and Norman crashed into the closet. When Norman fainted as a result of crashing into the cupboard, Deirdre thought Norman was manipulating the incident. This fight between Deirdre and Norman initially arose due to a statement of disagreement that was considered a personal insult to each other. In another situation, there was also an argument between Norman and Deirdre while on their way to consult. This is shown in the data below:

19/Dys/MC/19.56/DE,NR/RWS



**Figure 4.4** Deirdre and Norman's argument in the car

Deirdre: *Dr. Nupal. Augusten's allergist. If you were more of a man and involved in your son's life, you know who that was. I smell manure.*

Norman: *I don't smell anything.*

Deirdre: *I do, I smell manure. It's coming out of your ears.*

Norman: *Fucking bitch.*

The scene shows what happens in the car between Norman and Deirdre on their way to Dr. Finch, a psychiatrist. The journey is filled with arguments between the two of them about the psychiatrist and Norman's ignorance about his son, Augusten. In the end, they said a few words to each other. The scene

is in line with Family Systems theory by Bowen (1978) which forms marital conflict in dysfunctional family systems.

The argument scene between Norman and Deirdre shows how unhealthy their relationship is by calling each other names. The scene is in line with Bowen's statement in family systems, couples perceive statements of disagreement as insulting themselves and their wrong communication patterns are the cause of the marital conflict (Bowen, 1978).

In Figure 4.4 Deirdre says "I do, I smell manure. It's coming out of your ears." which is addressed to Norman. The sentence shows Deirdre's contempt for Norman because Norman did not know about her son, Augusten, and this made Deirdre angry and annoyed with Norman. And Norman who heard the insult from Deirdre was angry until he said "Fucking bitch" to Deirdre. From the lack of communication and the insulting words thrown at each other, it was the beginning of Deirdre and Norman's quarrel. In addition to Deirdre's marriage conflict with Norman, there is also a marriage conflict that occurs between Dr. Finch and Agnes as shown in the data below:

50/Dys/MC/1.26.00/DF,AS/RWS



**Figure 4.5** The scene of Dr. Finch ordering Agnes around

Dr. Finch: *Agnes. Go get shoehorn. A shoehorn, Agnes.*

Hope: *But what does it mean, Dad?*

Dr. Finch: *It means our financial situation is turning around. It means things are looking upward, literally. The shit is pointing out of the pot, towards*

*heaven, to God. My turd is a direct communication from the Holy Father. No, no, no, no, children. No. laugh. Laugh. God is. He is the funiest man in the universe.*

*Dr. Finch: Agnes, I want you to carefully remove this, take it outside and let it dry in the sun. We're starting a shrine, Agnes, a shrine*

The data shows the scene when Dr. Finch defecates, and makes a scene by waking up the whole family to see his poop. Because he believes the shape of his poop brings good luck. But in the scene Dr. Finch treats his wife, Agnes, like a servant. The actions taken by Dr. Finch when telling Agnes to pick up his feces is very contrary to the role of a husband. In fact, Augusten and Natalie saw Dr. Finch to Agnes made them speechless and shocked.

Dr. Finch's treatment of Agnes does not show the role a husband should play towards his wife. Dr. Finch treats Agnes as a maid, even though she is his wife. The scene is in line with Bowen's statement in family systems theory where marital conflict occurs due to improper or unnatural family roles (Bowen, 1978).

In Figure 4.5 Dr. Finch tells Agnes to pick up the poop which he thinks is a good thing. The sentence he says to Agnes "Agnes, I want you to carefully remove this, take it outside and let it dry in the sun" shows how he considers poop to be an expensive and special thing compared to his wife. From Dr. Finch's behavior towards Agnes, it shows that Dr. Finch does not fulfill his role as husband and head of the family in the house properly, treating Agnes like a maid, and saying these words in front of the children which makes Agnes feel like she has no dignity as a wife and mother in the family. Dr. Finch's actions in not fulfilling his role in the family caused conflict in the marriage.

## 2) Health or Emotional Problems

Health or emotional problems that occur in members are seen when emotions are not controlled. In addition, health or emotional problems in family members are formed due to unhealthy patterns of relationships and communication that occur between other members. The following is the data of health or emotional problems found in *Running with Scissors* (2006) film:

16/Dys/HEP/16.54/DE/RWS



**Figure 4.6** Deirdre's consultation with Dr. Finch

Deirdre: *Well, I'm just frantic. I'm very, very upset. I'm very anxious. I feel very emotionally charged. And I feel like I'm at the end of my rope.*

The scene above shows a scene where Deirdre is consulting a psychiatrist, Dr. Finch, after her argument with her husband Norman. Finch after her argument with her husband, Norman. During the consultation Dr. Finch asks about Deirdre's feelings, Deirdre says she is experiencing panicked, anxious, and very emotional psychology. Deirdre also said she felt she was at the end of her rope.

The emotional health experienced by Deirdre during her family with Norman and even having a child, Augusten, illustrates that her emotions are not good and in the family it can be said that there is dysfunctionality that occurs. From the feelings Deirdre felt, a state of chronic anxiety in the family

results in a person's health or emotional condition being problematic due to problematic family role patterns (Bowen, 1978).

In Figure 4.6 Deirdre experiences a disturbance in her mental health because the family role pattern built in her family is not healthy. Deirdre says "Well, I'm just frantic. I'm very, very upset. I'm very anxious. I feel very emotionally charged. And I feel like I'm at the end of my rope." to Dr. Finch shows Deirdre was depressed during her time with Norman. Norman's role as a husband and father who should nurture and protect his family is not given by Norman to Deirdre and Augusten. This is what made Deirdre experience mental disorders during her time with Norman and was only able to keep it to herself.

17/Dys/HEP/17.32/DE/RWS



**Figure 4.7** Scene of Dr. Finch asking Deirdre a question

Dr. Finch: *Are you constipated in your life, Deirdre? Stuck?*

Deirdre: *I am. I am stuck.*

The scene above shows a scene where a consultation takes place between Deirdre and Dr. Finch. During the consultation Dr. Finch asks if Deirdre has ever experienced being stuck in her life. During the consultation with Dr. Finch Deirdre said "I am. I am stuck" with a sad facial expression.



From the answer as saying that throughout her life Deirdre felt trapped throughout her life and did not develop. From what Deirdre feels, it is in accordance with Bowen's family systems theory which explains that problematic family role patterns affect the health and emotional well-being of individuals (Bowen, 1978). In this case, Deirdre experienced problems in her health, emotions and well-being.

In Figure 4.7 Deirdre says that she is stuck to Dr. Finch. The feeling of being stuck that Deirdre experiences shows that she is trapped or caught in a condition that occurs in her family. The family role pattern that she built when she was with Norman had an impact on her reduced health and well-being. You can see how Deirdre's tone when answering Dr. Finch's question, she looks sad and emotional like she has been harboring these feelings for a long time. After Dr. Finch asked several questions about Deirdre's health and emotional state, Dr. Finch also asked about Deirdre's suicidal feelings which are shown in the data below:

18/Dys/HEP/18.18/DE/RWS



**Figure 4.8** Scene of Dr. Finch asking Deirdre about her suicidal thoughts

Dr. Finch: *Back to your anxiety for a moment. You have thoughts of suicide, Deirdre? Do you have suicidal thoughts? Do you ever think of killing yourself?*

Deirdre: *(nodded her head)*

The data shows the scene when Deirdre has a consultation with Dr. Finch. During the consultation, Dr. Finch asked Deirdre if she ever wanted to end her life, and Deirdre answered the question by nodding her head. And the reason every time she wanted to end her life was after she had sex with her husband, Norman.

Deirdre's response by nodding her head tells how anxious she is, she feels emotional when talking about it with Dr. Finch seen how she immediately cries when she is about to answer questions from Dr. Finch. Judging from the scene, a person's health or emotional problems can occur due to environmental factors in the family, the insecurity of the family environment triggers these problems (Bowen, 1978).

In Figure 4.8 Deirdre tells Dr. Finch that she had suicidal thoughts, and she did it after she had sex with her husband Norman. And when she said this Deirdre shed her emotions by crying. Environmental factors and the insecurity that occurred when Deirdre was with Norman influenced and caused Deirdre to want to end her life. This shows how she experienced the pressure and anxiety of being in a family environment.

20/Dys/HEP/20.08/NR/RWS



**Figure 4.9** Scene of Norman consulting with Dr. Finch

Deirdre: *I'm unhappy.*

Norman: *I'm unhappy*

Dr. Finch: *Norman, if you're so unhappy, why stay in this marriage?*  
Norman: *I don't know why. My son.*

In this scene shows how the husband and wife are questioned by Dr. Finch is a psychiatrist, and their answers are unhappy. Describes how during their marriage, both Norman and Deirdre were unhappy and maintained the marriage for the sake of their child.

From their answers, they did not feel happy in their marriage and this caused emotional disturbances. According to Bowen, the scene is in line with family systems theory, where family dynamics affect the health and emotional well-being of its members (Bowen, 1978).

In Figure 4.9 Norman and Deirdre told Dr. Finch that during their marriage and family building they felt unhappy. And the reason Norman survived his family and marriage was because of the child. The family dynamics that occur in their family are lacking, as in Norman and Deirdre's unhealthy communication, which has an impact on their unhappy family life

22/Dys/HEP/22.19/DE/RWS



**Figure 4.10** The scene where Deirdre cries while telling her love story with Norman

Deirdre: *'Cause I...I did love Norman once, long ago, but I never should've married him.*

Augusten: *So why did you?*

Deirdre: *He threatened to kill himself if I turned down his proposal. I'm not murderer. I've failed as a wife and a mother.*

The data above shows Deirdre who is consulting with Dr. Finch. When Dr. Finch told Deirdre to express her feelings when she was with Norman, Deirdre immediately cried. Deirdre said she once loved Norman, but she did not intend to marry him..

From this scene it can be seen how there was coercion in their marriage and Deirdre tells the psychiatrist that she experienced anxiety and paranoia towards Norman after marriage, which caused Deirdre's unhappiness in her marriage to Norman. The scene is in line with Bowen's statement in family systems theory where a family with uncontrolled emotions creates a dysfunctional family (Bowen, 1978).

In Figure 4.10 Deirdre says she initially did not want to marry Norman even though she loved him. However, she ended up marrying Norman because Norman threatened to kill her if Deirdre refused the marriage. Norman's action of forcing Deirdre to marry him shows his uncontrolled emotions because Deirdre refused until Norman threatened himself. And because of Norman's coercion, Deirdre experienced pressure and disturbances in her mental health. It can be seen that when Deirdre tells this story, she feels so emotional that she cries.

26/Dys/HEP/34.31/DE/RWS



**Figure 4.11** Scene of Dr. Finch explaining Deirdre's condition to Augusten

Dr. Finch: *Augusten, your mother is in a state crisis.*

Deirdre: *That's an understand*

Dr. Finch: *Your mother is in trouble with your father. You father may want to murder your mother.*

Augusten: *Murder?*

Dr. Finch: *Your father is very, very sick man. Your mother needs to be protected.*

The data above shows the scene when Dr. Finch explains to Augusten about his mother who is experiencing health and emotional problems because of Norman. So Deirdre needs self-isolation to improve her condition, this shows how Deirdre's health and psychology are after the divorce. Dr. Finch as Deirdre's psychiatrist advises her to self-isolate to improve her health and psychology. The psychological symptoms experienced by Deirdre against Bowen's Family Systems theory (1978) include dysfunctional family systems with the category health or emotional problems.

Deirdre who experiences anxiety due to the relationship between herself and Norman causes her emotional instability. The scene is in line with Bowen's family systems theory which explains that a person experiences chronic anxiety and emotional stress in a family due to the relationship between members in the family (Bowen, 1978).

In Figure 4.11 Dr. Finch, Deirdre's psychiatrist, tells Augusten that her mother is experiencing a state crisis due to problems with Norman, her father. Norman's relationship with Deirdre is not good and often argues, making Deirdre experience anxiety or stress where she has to avoid Norman so that her anxiety does not recur. The bad relationship between Deirdre and Norman is caused by lack of communication and distrust between the couple.



**Figure 4.12** The scene of Deirdre telling Augusten about her childhood

*Deirdre: I worry about you so. I worry about you in school. The law says you have to go.*

*Augusten: Well, fuck that!*

*Deirdre: Augusten, please don't smoke my cigarettes. You have a pack of your own. Although I wish you wouldn't smoke.*

*Augusten: Well, I do.*

*Deirdre: All my life I've been oppressed, Augusten. And all my life I've worked hard to fight that oppression.*

The data above shows that Deirdre tells Augusten about her past. How during her life she has been oppressed, and how she tried hard to overcome this oppression. And in telling this story Deirdre is full of emotions and feelings of regret. This data is included in the dysfunctional family system with the category of health or emotional problems according to the Family Systems theory by Murray Bowen (1978).

The intonation and expression that Deirdre shows when telling Augusten about her past shows how emotional she is when remembering when she was tormented as a child and had to face this. The scene is in line with health or emotional problems in Bowen's family systems theory, a person experiences emotional problems because of the environment they live in (Bowen, 1978). This is explained in the scene where Deirdre tells Augusten about her lifetime of oppression.

In Figure 4.12 Deirdre tells how she used to feel oppressed while living in Cairo, seen from the phrase "All my life I've been oppressed, Augusten. And all my life I've worked hard to fight that oppression". The environment Deirdre lived in made her experience health and emotional problems that required her to fight to escape the pressure. When telling this story, Deirdre appears emotional and while smoking a cigarette which depicts her trying to vent her trauma and fear on the cigarette she smoked.

44/Dys/HEP/1.02.40/AS/RWS



**Figure 4.13** Scene of Agnes when Augusten asks about her dream

*Agnes: It's good to have a dream, Augusten. Dreams get you through the hard times.*

*Augusten: What's your dream?*

*Agnes: Me? I was never fancy enough to have one of those. I was always too busy. Working. Well, so the doctor could go to school and...No. then the kids came and...Raising a family keeps you on the run and...*

*Augusten: Maybe that was your dream. To have a family.*

*Agnes: Yes.that was a dream*

The data above shows the chat that occurred between Agnes and Augusten. Augusten who asked Agnes what her dream was, and her answer was that she never had a dream with a look of despair. Agnes who expressed that she was busy, working, and taking care of the family so she had no time to think about what her dreams were. And when answering Augusten's question, Agnes answered with a blank and flat facial expression.

The expressions and answers given by Agnes show how she also experienced emotional pressure in the Finch family which made her not know what her dreams were. The Finch family dynamics that do not work according to their functions and roles make Agnes experience emotional problems when asked by Augusten about her dreams. The scene is in line with Bowen's statement about health or emotional problems that family dynamics and family relationship patterns are not carried out according to their functions and roles (Bowen, 1978).

In Figure 4.13 when Augusten asked Agnes about her dreams, she only replied "Me? I was never fancy enough to have one of those." with Agnes' blank and expressionless gaze showing that she never thought about her dreams and only focused on the Finch family. "I was always too busy." with Agnes' blank and expressionless gaze showing that she never thought about her dreams and only focused on the Finch family. And when Agnes says "Dreams get you through the hard times" it shows that she is going through a difficult time because the dynamics and patterns of family relationships are not in accordance with the functions and roles of her family members. This creates a disturbance in Agnes' health and emotional state that makes her unable to express herself and only focus on her family without caring about her dreams or her own condition.





**Figure 4.14** The scene of Agnes crying because of Dr. Finch's treatment

*Agnes: Somebody's gotta stay on top of things in this house. I am just trying to hold it all together.*

*Augusten: I need to ask you something.*

*Agnes: He's fine. The doctor will be fine. He's just overextended*

*Augusten: That's not what I wanted to ask you*

*Agnes: What do you want, Augusten?*

The data above shows a scene where Agnes is washing dishes and Augusten approaches her. Agnes is very angry with the situation that is happening in the Finch family. This is what makes Agnes cry and tired of the situation in the Finch family that is unfair to her who is a wife and mother in the family.

Agnes tried to be okay when in reality she was very depressed, she even cried while trying to look okay. And how the stress in the Finch family caused him to have health and emotional problems. Based on health or emotional problems in Bowen's family systems theory, it is in line with the scene that the condition of each family member is influenced by the role of the family. Rigid family roles make one of the causes of health or emotional problems in the family (Bowen, 1978).

In Figure 4.14 Agnes is crying because of Dr. Finch's treatment of her. Dr. Finch treats his wife, Agnes, like a servant in the house. Dr. Finch who has the role of husband and father in the family treats Agnes like a maid as he

tells Agnes to pick up his poop. Agnes who saw Dr. Finch's behavior could only cry and endure everything. Agnes said "Somebody's gotta stay on top of things in this house. I am just trying to hold it all together" shows how she felt pressured in the family, but she had to endure everything to keep an eye on her family. As a result of Dr. Finch not fulfilling the role of father and husband in the family, Agnes experiences mental and emotional problems.

55/Dys/HEP/1.32.53/DE/RWS



**Figure 4.15** A scene of Deirdre hallucinating

Neil: *oh, please! Oh, that;s right, you think anyone that's not a lesbian is a pig!*

Dorothy: *You're all pigs!*

Neil: *Oh, you fucking selfish bitch!*

Dorothy: *Filthy, stinking pigs! You just wanna hurt her!*

Augusten: *Will you stop? Please!*

In the scene above, it shows a scene where Deirdre, who is experiencing mental health disorders. The scene shows Deirdre who begins to hallucinate vaguely and does not hear Dr. Finch's calls. This shows Deirdre's deteriorating health and psychological state. She even rebels when Neil and Dr. Finch try to catch her to calm her down. This data is included in the dysfunctional family system with the category of health or emotional problems according to Family Systems theory by Murray Bowen (1978).

Deirdre, who began to exhibit hallucinations over and over again, described how psychologically disturbed she was by the problems she faced after her divorce from Norman. The scene is in line with Bowem's statement

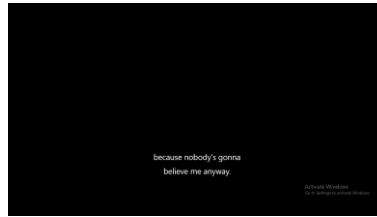
regarding health or emotional problems that a dysfunctional family is created because there are emotional problems in the family (Bowen, 1978).

In Figure 4.15, Deirdre's mental disorder worsens. She experiences hallucinations that make her unable to notice or hear conditions outside of her hallucinatory images. After her divorce from Norman, Deirdre's health and emotional condition worsened. Deirdre was unable to control her emotions when she was with Norman which eventually led her to experience a poor mental state. Grumpy, hallucinating and unfocused are some of the problems Deirdre experienced due to emotional problems in the family.

The data presented is a form of dysfunctional family systems with the category of health or emotional problems in the *Running with Scissors* (2006) film. Additional discovery data can be found in the appendices with data numbers 56/Dys/HEP/1.36.35/DE/RWS, 57/Dys/HEP/1.40.23/DE/RWS, and 59/Dys/HEP/1.42.09/DE/RWS. This data provides a basis for understanding the shape of family systems and how they affect someone growing up in the family.

### **3) Health or Emotional Problems of A Child**

Health or emotional problems of a child are formed due to family instability, conflict, or emotional instability that occurs in the family. A child is also likely to experience stress or anxiety due to unhealthy family dynamics. The following is the data of health or emotional problems of a child found in *Running with Scissors* (2006) film:



**Figure 4.16** Augusten's narration of his mother

*Augusten: My mother was crazy about me too. I've always known that. I guess it doesn't matter where I begin, because nobody's gonna believe me anyway.*

The data above shows Augusten's character saying he has a mother who is crazy about him. This makes Augusten feel insecure, seen when he says "because nobody's gonna believe me anyway". From this scene, it can be included in the dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978).

The scene where Augusten experiences anxiety arising from the relationship between himself and his mother. This made Augusten depressed and he started having problems. Besides, no one believed him. The scene is in line with Bowen's statement about the health or emotional of a child who has anxiety and stress due to instability and conflict that occurs between members (Bowen, 1978).

In Figure 4.16 Augusten tells how his mother was crazy about him. However, this made him experience difficulties and felt that people would not believe him. Seen when Augusten says "because nobody's gonna believe me anyway" shows how the instability that occurs between Augusten's relationship with Deirdre causes Augusten to experience anxiety, pressure,

stress, and insecurity in himself. The instability in the family has an impact on children, such as fear of interacting with others, losing confidence, and fear of trying new things.

5/Dys/HEPC/04.23/AG/RWS



**Figure 4.17** The scene of Augusten witnessing his parents' quarrel

The data above shows a scene where Augusten witnesses an argument between his parents. He felt confused about what was happening between them. He even fell silent when he saw his parents arguing. This can indicate a dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978).

Augusten's silence at the sight of his parents' quarrel shows how shocked or shaken he was by it. This happened to Augusten who witnessed his parents fighting. The scene is in line with Bowen's statement regarding health or emotional problems of a child that children experience stress or anxiety due to instability in the family (Bowen, 1978).

In Figure 4.17 Augusten witnesses the fight between his father and mother. Augusten was silent watching the fight which shows that he was both surprised and scared to see the fight in front of him, even Augusten immediately stopped playing with his pet dog. The instability of the

relationship between family members such as that between Deirdre and Norman resulted in health and emotional problems for Augusten who felt fear, anxiety, or distress when he saw his parents fighting.

7/Dys/HEPC/06.58/AG/RWS



**Figure 4.18** Scene of Augusten wiping the coin

Norman: *I don't understand.*

Augustin: *I polish my allowance. I boil it clean, then I polish it with silver polish.*

Norman: *But why, Augusten? Why?*

Augustin: *Because I like shiny things.*

The scene above shows Norman chatting with Augusten who is wiping his coin. Norman did not know why Augusten was doing this, and Augusten answered "because I like shiny things" which was quite confusing for Norman. The scene can be included in the dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978).

Augusten's behavior of wiping coins on the grounds that he likes shiny things shows that he is not like other children his age who rarely do this, and it can be said that what Augusten does is included in his psychological health disorder. The scene is in line with Bowen's statement regarding health or emotional problems of a child that dysfunctional families experience neglect from both parents and other family members (Bowen, 1978).

In Figure 4.18 Augusten has a habit of boiling coins and then wiping them until they are shiny. Augusten's habit is different from other children his age who prefer to play and rarely pay attention to cleanliness, especially on coins. And these habits can be included in psychological health disorders. Norman's ignorance shown in the words "I don't understand" shows that Norman does not know the habit. This is one of the factors that form Augusten's habits and problems in his psychology.

10/Dys/HEPC/12.15/AG/RWS



**Figure 4.19** The scene where Augusten sees his parents arguing while studying

Augustin: *Will you two stop fighting?*

Deirdre: *This is between me and your father! Your father is the one...*

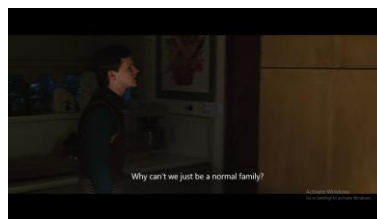
Augustin: *Well, I live here too, you know!*

The scene above shows Augusten studying. However, he is interrupted by his parents arguing. Seeing this, Augusten tries to stop them, but the mother scolds Augusten instead. Until finally Augusten got angry and said "Well, I live here too, you know" because he felt he was also a member of the family. The scene can be included in the dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978).

The arguments between his parents affected Augusten's emotions as a child. This is shown when Augusten's parents quarrel, Augusten feels emotional and angry when witnessing the conflict. Based on Bowen's statement in line with the scene, children tend to experience emotional disturbance or stress due to instability and conflict that occurs in the family (Bowen, 1978).

In Figure 4.19 Augusten witnesses his parents fighting while he is studying. The argument that occurred caused Augusten to be depressed and unfocused in studying. Augusten seems to be holding back and his anger can be seen from him hitting the study table. And Augusten's words "Well, I live here too, you know!" where when saying this Augusten was emotional by issuing a high tone because he felt the pressure that arose from the instability of the relationship between his parents. From this instability, it forms emotional or stress in Augusten which makes him depressed.

12/Dys/HEPC/13.57/AG/RWS



**Figure 4.20** A scene of Augusten who is angry with his family's situation

Augustin: *I don't want go to school*

Deirdre: *You've got to go, Augusten! You can't keep skipping or I'll get arrested.*

Augusten: *Why can't we just be a normal family?*

The scene above shows that after his parents' argument, Augusten was ordered by his mother to go to bed because he had to go to school tomorrow.



At first Augusten refuses and gets angry until he says "why can't we just be a normal family?" while leaving the room. The scene depicts a dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978).

So in this case Augusten experiences emotional feelings when his parents forget their role as parents who should protect and nurture. This illustrates how Augusten's emotions were affected because of the fight between his parents and he really wanted his family to be normal like the others. The scene is in line with Bowen's statement in the family systems theory where disturbances or emotions in children are created due to inappropriate and unhealthy roles in the family (Bowen, 1978).

In Figure 4.20 Augusten is highly emotional because of his parents' quarrel. When his mother tells him to go to bed, Augusten is seen sighing and rolling his eyes. Augusten's actions show that he is tired and stressed about the situation in his family. It can be seen from the phrase "Why can't we just be a normal family?" which Augusten said in a high tone of voice which illustrates his emotional outburst against the attitude of his parents. Norman and Deirdre forget their role as Augusten's parents who are supposed to build a peaceful family, protect their children, and take care of Augusten's psychology. They instead put pressure and an unhealthy family on Augusten which makes him feel stress and anger towards his family's condition.



**Figure 4.21** The scene of Norman kissing Augusten's head

Augusten: *He's leaving.*

The data above shows a scene where Norman leaves home because he has divorced Deirdre. Before leaving, Norman said goodbye to Augusten and kissed his forehead. Seeing his father who was about to leave him, Augusten was only silent and sad when he had to part with his father. The scene is included in the dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978).

Augusten's expression and silence when he had to say goodbye to his father shows how emotionally shaken and depressed Augusten was. The scene is in line with Bowen's statement that conflicts that occur in the family create an environment or emotional instability in the child (Bowen, 1978).

In Figure 4.21 Augusten feels sad when he is separated from his father. The separation is due to Deirdre and Norman who continue to conflict and decide to finally divorce. The conflict that occurred between the two caused an emotional outburst experienced by Augusten. Augusten felt sad because he had to part with his father. Augusten's silence shows that he has not been able to accept the situation and the feeling of surprise that arises because of this.

Augusten also feels depressed and has to adjust without his father in the house.

27/Dys/HEPC/35.18/AG/RWS



**Figure 4.22** Augusten's expression when he was about to part with his mother

Augusten: *But, I don't wanna stay here.*

Dr. Finch: *Deirdre, talk to your son. When you're finished, I'll be in the car.*

Augusten: *Mom, what's going on?*

Deirdre: *Your father has a lot of anger about how his life turned out. He's projecting it onto me. Dr. Finch is spiritually evolved. We'll be safe with him.*

Augusten: *Can't I come to the motel too? I love those little soaps.*

The data above shows a scene where there is a conversation between Augusten, Deirdre, and Dr. Finch. In the conversation, Deirdre asks Augusten to part with her and stay with the Finch family for a while. Augusten. Augusten felt angry and sad about his mother's decision. The scene can be included in the dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978).

Augusten, who was entrusted by his mother to the Finch family, felt neglected by his mother, which affected his emotions. It is shown by Augusten's sad expression shown to his mother, even Augusten's voice trembles when he wants to come with his mother. The scene is in line with Bowen's statement about the health or emotional problems of a child feeling neglect from his family members who make him lose their childhood (Bowen, 1978).

In Figure 4.22 Augusten is left at Dr. Finch's house by his mother, Deirdre. Hearing his mother's decision, Augusten does not accept and wants to go with his mother. The phrase "But, I don't wanna stay here" spoken by Augusten shows that he does not want to stay with the Finch family. Deirdre's plan to leave Augusten with Dr. Finch shows neglect that can cause psychological and emotional problems for Augusten. Augusten felt sadness and anxiety when he learned that he would be separated from his mother and have to live with the Finch family. As a result of his parents' divorce, Augusten had to try to accept the condition even though he did not want it.

28/Dys/HEPC/37.42/AG/RWS



**Figure 4.23** Augusten who got a rejected call from his father

Waiter: *Telephone cell.*

Norman: *Hello?*

Secretary: *I have an emergency collect call from your son, Augusten.*

Norman: *(Just hang up the phone without speaking)*

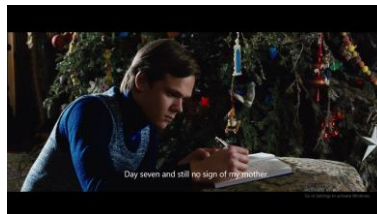
Augusten: *(Silenced in shock at his father's actions)*

The scene above shows Augusten calling his father after he was left by his mother at the Finch family. However, Norman refused to pick up the phone from Augusten. This made Augusten sad and silent about his father's attitude. From this scene, it can be included in the dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978).

Augusten's sad expression and silent demeanor when he received neglect from his father showed his emotional shock and feelings of sadness at being neglected. Based on Bowen's theory, neglect received by children from parents and other family members has an impact or emotional disturbance on children (Bowen, 1978).

In Figure 4.23 after he was left by his mother at Dr. Finch's house, Augusten had high hopes for his father. However, Augusten was denied a call from his father, Norman. Augusten was immediately silent and surprised at his father's attitude. Norman's abandonment of Augusten at a time when he needed his father had a devastating impact on Augusten's condition. He felt emotional shock and feeling of sadness. In addition, the impact of his father's abandonment affects Augusten's daily life, such as his fear of socializing and losing his childhood with his parents.

29/Dys/HEPC/38.29/AG/RWS



**Figure 4.24** Augusten wrote a journal during his stay with the Finch Family

*Augusten: Dear journal, somebody has to write down what's happening to me. It's not to be believed. So I guess that person is me. Day seven and still no sign my mother. This place is worse than any loony bin. I'm not kidding. Every decision in the house is made by something the Finches call...*

The data above shows the scene of Augusten writing a journal after a few days left by his mother in the Finch family. Shedding and pouring out all his feelings while living with them where his mother did not tell him anything and did not care about him. The scene is included in the dysfunctional family

system in the category of health or emotional problems of a child according to the Family System theory by Murray Bowen (1978).

Augusten, who experienced anxiety and stress when he was in the Finch family due to the mother's conflict and his mother forgetting her role as a mother who had to look after and protect Augusten. The scene is in line with Bowen's statement which explains that children experience stress or anxiety when there is conflict in the family and lose their childhood when there is conflict or unhealthy family dynamics (Bowen, 1978).

In Figure 4.24 Augusten writes a journal containing her feelings while living with the Finch family. During his stay with Dr. Finch, Augusten felt stress or pressure that made him feel uncomfortable and wanted to return with his mother. It can be seen from the phrase "This place is worse than any loony bin" which shows Augusten is having emotional problems or he is experiencing stress. This arises from the conflict between his parents and unhealthy family dynamics where both his mother and father forget the role and function of the family which should form a peaceful family instead. Augusten's family dynamics forget and ignore these functions.

37/Dys/HEPC/54.16/AG/RWS



**Figure 4.25** The scene of Deirdre telling Augusten about her childhood

*Deirdre: I worry about you so. I worry about you in school. The law says you have to go.*

Augusten: *Well, fuck that!*

Deirdre: *Augusten, please don't smoke my cigarettes. You have a pack of your own. Although I wish you wouldn't smoke.*

Augusten: *Well, I do.*

Deirdre: *All my life I've been oppressed, Augusten. And all my life I've worked hard to fight that oppression*

The data above shows the scene of Augusten hearing his mother's story after he caught his mother making out with Fern. When hearing the mother's story Augusten only responds briefly and rudely like "Well, fuck that!" and "Well, I do" even Augusten immediately smokes. The scene can depict a dysfunctional family system with the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978).

Judging from Augusten's response to his mother, it shows how disappointed and angry he is with his mother's behavior. Augusten's act of smoking is arguably Augusten's form of release because of the behavior of his mother and Fern or Augusten's form of seeking calmness to reduce his emotions. Based on Bowen's theory, unhealthy parental roles in the family affect the health and emotional well-being of children (Bowen, 1978).

In Figure 4.25 Augusten listens to her mother's past story after she caught her mother making out with Fern. Augusten is reluctant to listen to his mother's story, as seen from the way he responds to his mother such as "Well, fuck that!" and "Well, I do" which shows Augusten's disappointment and anger towards his mother's attitude. Augusten's actions that showed unhealthy parental roles to Augusten resulted in Augusten experiencing emotional problems. This is also shown after seeing the incident between his mother and

Fern, Augusten immediately smoked. The smoking scene illustrates how Augusten vented his anger at his mother and sought peace of mind about the situation through cigarettes.

The data presented is a form of dysfunctional family systems with the category of health or emotional problems of a child in the *Running with Scissors* (2006) film. Additional discovery data can be found in the appendices with data numbers 6/Dys/HEPC/04.39/AG/RWS, 14/Dys/HEPC/15.48/AG/RWS, 25/Dys/HEPC/28.51/AG/RWS, 33/Dys/HEPC/45.21/AG/RWS, 35/Dys/HEPC/51.45/AG/RWS, 38/Dys/HEPC/56.39/AG/RWS, 39/Dys/HEPC/57.20/AG/RWS, 40/Dys/HEPC/58.44/AG/RWS, 42/Dys/HEPC/59.53/AG/RWS, 45/Dys/HEPC/1.05.17/AG/RWS, 47/Dys/HEPC/1.06.44/AG/RWS, 48/Dys/HEPC/1.08.18/NT/RWS, 49/Dys/HEPC/1.10.16/NL/RWS, 53/Dys/HEPC/1.28.18/AG/RWS, 54/Dys/HEPC/1.29.50/AG/RWS, 58/Dys/HEPC/1.40.58/AG/RWS, 61/Dys/HEPC/1.47.20/AG,NT/RWS, and 63/Dys/HEPC/1.49.21/AG/RWS. This data provides a basis for understanding the shape of family systems and how they affect someone growing up in the family

#### **4) Triangulation of Others People**

The participation of a third person in a family causes a conflict to worsen. In addition, the triangulation of other people in a relationship can disrupt or



make it difficult to handle a conflict. The following is the data of triangulation of others people found in *Running with Scissors* (2006) film:

35/Dys/TOP/51.31/RWS



**Figure 4.26** Scene of Fern making out with Deirdre

The data above shows the intimacy that occurs between Deirdre and Fern. At the time of this incident, Augusten had just arrived at the house after traveling with Neil. Seeing the intimacy that occurred between Fern and Deirdre, Augusten was shocked and confused by what the two of them were doing. Fern in this scene is a third person or other person who is hindering the relationship between Augusten and his mother. Augusten, who had just discovered that Fern had a relationship with his mother, was very shocked and confused, even to the point where he became angry with his mother.

Fern's involvement as a third person in Deirdre's relationship with Augusten as mother and son disrupts or worsens the relationship between the two. Based on Bowen's family systems theory, it is explained that the involvement of a third person in the family causes chaos in communication and relationships between family members (Bowen, 1978).

In Figure 4.26 Augusten caught his mother making out with Fern. Augusten looks so surprised to see what happened between his mother and Fern. The inclusion of Fern in Augusten's family caused the communication and relationship between Augusten and Deirdre to become chaotic. Fern, as

the third person in the relationship, caused Augusten's anger and disappointment towards his mother, and made their relationship even worse than before. Augusten's angry and disappointed face seems to harbor his emotions towards his mother.

**b. Normative Family Systems**

Bowen (1978) defines a normative family system as a family where healthy differentiation is maintained and allows for emotional closeness and individual autonomy. There are four aspects that characterize the family in dysf/unctinal family systems, namely healthy marriage, emotional health, healthy childhood, and social health.

Running with Scissors (2006) also provides an overview of normative family systems. This movie shows how someone from a dysfunctional family can also become a normative family. Running with Scissors (2006) movie depicts a normative family as a family that has a healthy relationship between parents and children, has a healthy emotional condition, and good communication patterns. The normative family systems in *Running with Scissors* (2006) film can be shown in the table below:

**Table 4.3** Data findings of normative family systems

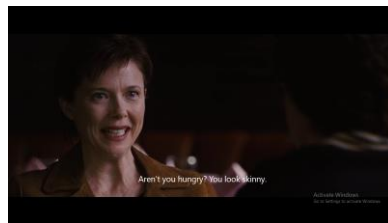
Running with Scissors	Normative			
	HM	EH	HC	SH
	0	4	8	9
Total	21			

Meanwhile 21 data were included in normative family systems which included 0 healthy marriage data, 4 emotional health data, 8 healthy childhood data, and 9 social health data.

### 1) Emotional Health

Someone who has emotional health tends to be able to deal with stress and keep their emotions stable. In addition, emotional health in normative family systems is anchored by a healthy balance in conflict resolution. The following is the data of emotional health found in *Running with Scissors* (2006) film:

62/Nor/EH/1.49.16/DE/RWS



**Figure 4.27** The scene of Augusten meeting his mother in the restaurant

Waiter: *Can I take your order?*

Deirdre: *Yes, I'd like a TaB and a slice of key lime pie.*

Augusten: *Oh, nothing for mr, thanks.*

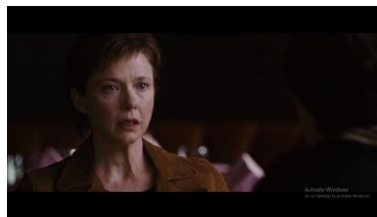
Deirdre: *Aren't you hungry? You look skinny.*

The data above shows that Deirdre met Augusten at a restaurant after he recovered from his mental illness. Deirdre begins to make peace with herself and pays attention to Augusten, seen when Deirdre says "Aren't you hungry? You look skinny", showing Deirdre who is worried about Augusten's condition. This scene depicts a normative family system with the category of emotional health according to the Family Systems theory by Murray Bowen (1978).

Deirdre who is smiling and healthy again after going through her gloomy times shows that her mental condition and emotional health are improving and healthy. Based on Bowen's statement about family systems theory, it explains that someone in a normative family has good emotional health, able to deal with their emotions to remain stable (Bowen, 1978).

In Figure 4.27 Deirdre meets Augusten at a restaurant. It can be seen that Deirdre's condition is getting better and is able to control her emotions to remain stable. The better Deirdre's condition, makes her pay more attention and care for Augusten. Seen from the words "Aren't you hungry? You look skinny" which shows concern for Augusten's condition so that he stays healthy and pays attention to his weight. Emotional health that occurs in Deirdre creates a relationship and atmosphere between Deirdre and Augusten that is getting better and shows the affection and love of a mother to her son. During the meeting, Augusten also said goodbye to Deirdre which made her cry. This is shown in the data below:

64/Nor/EH/1.50.27/DE/RWS



**Figure 4.28** Deirdre cried when Augusten said goodbye to New York

Deirdre: *Why did you come here then?*

Augusten: *To say goodbye to you.*

Deirdre: *Did you pack enough warm clothes?*

Augusten: *Yeah.*

The data above shows the expressions and behaviors that Deirdre showed when Augusten said he was going to New York. Deirdre immediately cried and worried about Augusten when he was in New York. This scene depicts a normative family system with the category of emotional health according to the Family Systems theory by Murray Bowen (1978).

Deirdre's expression and response when Augusten said goodbye to go to New York shows that her mental condition and emotional health are improving and healthy. The scene is in line with Bowen's statement about family systems that the emotional health of normative families in privacy and their decisions can understand and appreciate it (Bowen, 1978).

Figure 4.28 shows Augusten saying goodbye to Deirdre to go to New York. Deirdre, who was told off by Augusten, showed a sad and tearful look as she had to let go of her only child to go to New York. She could not refuse Augusten's decision because it was a choice that Augusten made. Deirdre's decision shows how her mental condition and emotional health are improving and healthy. In Deirdre's improved relationship with Augusten, Deirdre supports Augusten's choice as long as Augusten's decision makes her happy.

67/Nor/EH/1.54.42/AS/RWS



**Figure 4.29** Scene of Agnes giving pocket money to Augusten

Augusten: *Oh, my God. Agnes, there's a lot of money in here.*

*Agnes: Penny here, a dime there. It adds up. The doctor doesn't know I have it, of course. No one does. You know, this morning the IRS came again and I almost gave it to them. And then I thought, no. For once in my life I'm going to invest wisely. Whwn you write a book, you send me a copy.*

The data above shows Agnes' action of giving her savings to Augusten to achieve his dream rather than giving the money to the IRS. She felt that this time she had to be wiser than before for her mental health. Agnes also kissed Augusten's head which was encouraging and touching for Augusten. This scene depicts a normative family system with the category of emotional health according to the Family Systems theory by Murray Bowen (1978).

Agnes' actions of starting to let go and ignore anything about Dr. Finch for his mental health and after Agnes let go of this he became more alive and could smile with relief. The scene is in line with Bowen's statement that the emotional health shown by a person can be proven by how to resolve conflicts experienced constructively and be able to maintain their emotional health to remain good (Bowen, 1978). This is what Agnes did in the scene where she did something she had never done before in her life to maintain her mental health.

In Figure 4.29 Agnes approaches Augusten at the bus station before Augusten leaves for New York. Agnes gives Augusten some pocket money to hold on to while Augusten is in New York. The look on Agnes' face and expression when she meets Augusten shows that she is more expressive, cheerful, and refreshed after her release from Dr. Finch. Agnes' words "For once in my life I'm going to invest wisely" show that she has been able to let go of the restraints of Dr. Finch and the pressures in her life that make her

depressed and often forget herself. Agnes has been able to maintain her emotional health by daring to resolve the cause of her unhealthy emotional state.

68/Nor/EH/1.55.47/AG,AS/RWS



**Figure 4.30** Augusten cried because of Agnes' actions

*Agnes: Goodbye, my sweet boy.*

*Augusten: Agnes? What are you gonna do now?*

*Agnes: I don't know. Maybe I'll take down the Christmas tree.*

The data above shows the scene where Augusten says goodbye to Agnes before the bus comes to pick him up to go to New York. When Agnes was about to return home and say goodbye, Augusten cried because of Agnes' concern. This scene depicts a normative family system with the category of emotional health of a child according to Family Systems theory by Murray Bowen (1978).

Augusten realized that he still had someone who supported and cared about him, because all this time Augusten felt he was alone and no one was by his side. The scene is in line with Bowen's statement about emotional health where someone who has healthy emotional health is able to resolve their conflicts constructively and is able to understand the feelings of others (Bowen, 1978).

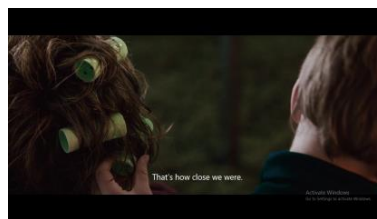
In Figure 4.30 Agnes says goodbye to Augusten who is leaving for New York. Augusten, who received Agnes' care and attention, was touched that

Agnes was able to get through her difficult time with Dr. Finch. Augusten has been able to reconcile his life and problems with both his mother and his career. In addition, Agnes' words "I don't know. Maybe I'll take down the Christmas tree." shows that she is starting to organize a new life according to her wishes without being burdened. Agnes and Augusten's attitudes illustrate emotional health where they are able to solve problems that make their emotional health worse.

## 2) Healthy Childhood

Healthy childhood in children in a family is formed because of the healthy relationships that exist in children with parents and other members. Children who have a healthy childhood tend to share their worries, fears, and joys with their parents without being judged. The following is the data of healthy childhood found in *Running with Scissors* (2006) film:

1/Nor/HC/00.39/AG/RWS



**Figure 4.31** Augusten helps his mother do her hair

*Augusten: Maybe I should begin with the part about how she'd keep me home from school. That's how close we were. I was so crazy about her.*

*Deirdre: Oh, hello, Miss Mimm, this is Deirdre Burroughs calling. Augusten won't be attending school today. I over-conditioned my hair. He over-conditioned his hair.*

*Augusten: And the party.*

*Deirdre: And he has to help me with the dinner.*



The data above shows Augusten helping his mother do her hair for a party. In fact, to help his mother, Augusten did not go to school and his mother asked the teacher for permission. Shows how the relationship between Augusten and his mother was full of love and attention to each other. This scene depicts a normative family system with the healthy childhood category according to Family Systems theory by Murray Bowen (1978).

The closeness that occurs between Augusten and Deirdre shows Augusten's childhood where he received his mother's love and when he was with his mother, feelings of happiness emerged when he was with her. The relationship between Augusten and his mother was in line with Bowen's statement that children's health in the family is shown by a secure attachment to parents and children's open attitude towards their parents (Bowen, 1978).

Figure 4.31 shows Augusten helping his mother, Deirdre, to style her hair. It can be seen how the closeness between the two shows Augusten who gets love from his mother's affection so that it makes Augusten's openness and trust towards his mother. Augusten who is more open and happy when with his mother provides a feeling of security and comfort, thus shaping his personal or emotional health for the better.

3/Nor/HC/03.04/AG/RWS



**Figure 4.32** Deirdre asks Augusten for his opinion on her poetry reading

Deirdre: *Okay, now I need your honest reaction. Did it feel powerful to you? Emotionally charged?*

Augusten: *It really does seem like something you'd read in The New Yorker.*

Deirdre: *You really think so? The New Yorker's very selective. They don't publish just anyone.*

Augusten: *I really think they would publish this. That thing with your paralyzed sister, that was great.*

The data above shows Deirdre practicing reading poetry and she asked Augusten to look at it. Apart from that, Deirdre also asked Augusten for his opinion about his poetry. Augusten also said "It really does seem like something you'd read in The New Yorker." This scene depicts a normative family system with the healthy childhood category according to Family Systems theory by Murray Bowen (1978).

The scene where Deirdre opens up about her worries about her poem to Augusten shows the healthy childhood that Deirdre gives to Augusten. The scene is in line with Bowen's family systems theory that says a family has an attachment between children and parents emotionally shown they can be open to each other's worries and joys (Bowen, 1978).

In Figure 4.32 Augusten is helping his mother to watch Deirdre's performance in reading poetry. Augusten looks attentive and enthusiastic when Deirdre reads her poem. The words "It really does seem like something you'd read in The New Yorker." that Augusten says to her mother shows that Augusten supports and appreciates the performance. By giving words of encouragement to the mother, it gives her confidence. It can be seen from Deirdre's expression who immediately smiled with relief at the words of encouragement.



**Figure 4.33** Augusten hugged his sad mother

*Augusten: Are you going to a funeral?*

*Deirdre: No..No, sweetie. It's a gown for public appereances. You wanna cut? See, the plan, is I'm announced at some place grand and serious like Carnegie Hall. And I come out in this. And I stand in front of a black velvet curtain. I'm gonna demand that in my contract. And that way, everything fades away except my writing.*

*Augusten: The mail came.*

The data above shows that Deirdre received rejection in her poetry. Seeing his mother who was sad, Augusten provided emotional support by giving her a hug to calm her down. This scene depicts a normative family system with the healthy childhood category according to Family Systems theory by Murray Bowen (1978).

The action that Augusten took when giving his mother a hug shows how the relationship between him and his mother was very healthy and close. In general, children who do not have a good relationship with their parents rarely take this action. Based on Bowen's family systems theory, children who grow up in a normative family have healthy emotional regulation and have a secure attachment to parents emotionally (Bowen, 1978).

In Figure 4.33 Augusten gives Deirdre a hug after she got her poem rejected by a magazine. Seeing Deirdre sad and crying makes Augusten hug his mother to calm her down. Augusten's action shows her care and affection for her mother. Augusten has good emotional regulation where he can control his emotions according to the conditions that are happening. And Augusten's

action of hugging his mother illustrates that he is able to provide comfort and support when his mother is down or sad.

24/Nor/HC/27.34/AG/RWS



**Figure 4.34** Deirdre helps fix Augusten's clothes

Augusten: *I'll wait in the car.*

Deirdre: *No, no, you will not wait in the car. It'll be hours and it's rude. You just stay here. Get along with the Finch children.*

The data above shows the scene when Augusten and Deirdre are at Dr. Finch to consult. And when Deirdre was called Dr. Finch, Augusten intended to wait in the car but Deirdre prevented him from waiting in the living room. Before going to see Dr. Finch, Deirdre had time to calm and adjust Augusten's tie. This scene depicts a normative family system with the healthy childhood category according to Family Systems theory by Murray Bowen (1978).

The actions taken by Deirdre show that she is giving love to Augusten, so that Augusten is very uncomfortable when he is separated from his mother, and shows the role of the mother in Deirdre. The scene is in line with Bowen's family systems theory that a healthy relationship between children and parents forms a healthy childhood in the family (Bowen, 1978).

In Figure 4.34 Augusten shows his discomfort at Dr. Finch's house to his mother. It can be seen from Augusten's words "I'll wait in the car." which shows that he does not want to interact with other people when left by his

mother. And when Augusten said this, Deirdre tried to calm and convince Augusten to chat with her son Dr. Finch. Deirdre's actions towards Augusten show how Deirdre provides comfort to Augusten which eventually makes him trust his mother. This illustrates the healthy relationship that exists between Augusten and his mother which forms a sense of security and trust in what the mother says.

30/Nor/HC/39.19/HP/RWS



**Figure 4.35** Dr. Finch is the one praising Hope

*Hope: Awakening. As in, awakening our taste buds. Super, God wants us to have fish sticks.*

*Natalie: Shit, I wanted McDonald's so bad.*

*Augusten: Of the daughters, Hope is by far Finch's favorite. I know this because...*

*Dr. Finch: Hope, you are by far my favorite daughter.*

*Hope: Stop antagonizing me, Natalie. Just stop transferring all of your anger onto me.*

The data above shows a scene where the Finch family is having dinner. And at dinner he praised and made Hope proud, showing how much he loved her. This scene depicts a normative family system with the healthy childhood category according to Family Systems theory by Murray Bowen (1978).

Dr. Finch in this scene describes how a father gives love and affirmation to his child. Dr. Finch giving praise to Hope, his first child, illustrates the healthy relationship between Dr. Finch and Hope. Based on Bowen's family

systems theory, healthy communication patterns and relationships between children and parents form a healthy childhood in the family (Bowen, 1978).

In Figure 4.35 Dr. Finch gives Hope the compliment "Hope, you are by far my favorite daughter" which shows the relationship and communication between the two of them is healthy. Dr. Finch giving compliments to Hope shapes Hope as a child to feel care and appreciation from her father. In addition, Hope feels more confident and provides a sense of security to the family. With Dr. Finch's praise, Hope also felt more appreciated and supported by her father for what she did.

31/Nor/HC/39.51/NT/RWS



**Figure 4.36** Dr. Finch is the one praising Natalie

Hope: *You know, Natalie, you're so oral you'll never get to anal.*

Natalie: *And you're never gonna get a dick in your dried-out cunt, you old maid.*

Dr. Finch: *Excellent, Natalie, your hysteria is spectacular. You're moving from the anal onto the phallic. I'm very proud.*

The data above shows a scene where the Finch family is having dinner. And at dinner he praised and made Natalie proud, showing how much he loved her. This scene depicts a normative family system with the healthy childhood category according to Family Systems theory by Murray Bowen (1978).

Dr. Finch in this scene describes how a father gives love and affirmation to his child. Dr. Finch giving praise to Natalie, his first child, illustrates the

healthy relationship between Dr. Finch and Natalie. Based on Bowen's family systems theory, healthy communication patterns and relationships between children and parents form a healthy childhood in the family (Bowen, 1978).

In Figure 4.36 Dr. Finch compliments Natalie with "Excellent, Natalie, your hysteria is spectacular" which shows the relationship and communication between the two of them is healthy. Dr. Finch gives compliments to Natalie forming Natalie as a child feels care and appreciation from her father. In addition, Natalie feels more confident and provides a sense of security to the family. With Dr. Finch's praise, Natalie also feels more appreciated and supported by her father for what she does.

52/Nor/HC/1.27.55/AG/RWS



**Figure 4.37** Augusten waited for the food made by Agnes

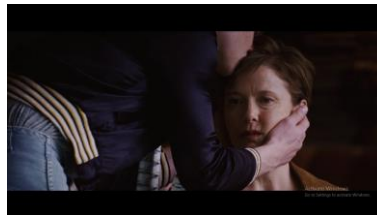
Augusten: *Thank you. Unlike my mom, I guess I had finally tapped into my subconscious.*

The data above shows that Agnes helps provide food for Augusten, showing the role of a mother in the Finch family. In fact, he was also waiting for Augusten to eat. These actions and looks show how affectionate Agnes is in the family. This scene depicts a normative family system with the healthy childhood category according to Family Systems theory by Murray Bowen (1978).

Agnes, who is a mother in the Finch family, pays attention to Augusten. The way he shows attention and affection to Augusten so that he is comfortable and not burdened in the family. This is in line with Bowen's statement regarding family systems theory, which says that children who have a healthy childhood are formed because of the role of parents in the family who prioritize the importance of child welfare (Bowen, 1978).

In Figure 4.37 Augusten asks for food to be made by Agnes, Dr. Finch's wife. Agnes, who was asked for help, immediately made food for Augusten. Agnes' action in making food for Augusten shows Agnes' attitude in fulfilling her role as a mother in the Finch family, where she is concerned with Augusten's welfare. And Augusten feels the true mother figure in Agnes because he feels cared for and loved by Agnes. It also makes Augusten feel loved and cared for by Agnes' mother figure.

65/Nor/HC/1.51.30/AG/RWS



**Figure 4.38** Augusten kissed Deirdre on the head

Augusten: *I'm gonna be okay.*

The data above shows Augusten's scene when saying goodbye to his mother before leaving for New York shows how Augusten loves his mother very much. Augusten's action of hugging and kissing his mother's forehead



before leaving and saying “I’m gonna be okay” means that his mother does not need to worry about him.

This scene depicts a normative family system with the category of healthy childhood according to Family Systems theory by Murray Bowen (1978). Based on Bowen's statement that is in line with the scene regarding healthy childhood, which is formed by the existence of communication patterns and healthy relationships that exist between children and parents (Bowen, 1978).

In Figure 4.38 Augusten meets his mother after a long time. The meeting occurs when Deirdre's condition has improved. The meeting happened between Augusten and Deirdre because Augusten wanted to say goodbye to his mother before going to New York. The healthy relationship built between Augusten and his mother since childhood provides a good communication pattern between the two, which shows Augusten's openness and concern for his mother. This pattern of relationship and good communication formed a healthy childhood in Augusten.

### **3) Social Health**

Social health in a family can provide emotional support or guidance during conflict. Social health can develop and maintain supportive relationships. The following is the data of social health found in *Running with Scissors* (2006) film:



**Figure 4.39** Dr. Finch meets Augusten at his house

Dr. Finch: *Do you mind, son? Don't you worry about your parents, buckaroo. We'll get this all sorted out.*

Augusten: *Good luck.*

The data above shows that a psychiatrist, namely Dr. Finch comes to Augusten's house to help with the problems that are occurring between Deirdre and Norman. Dr. Finch says "Don't worry about your parents, buckaroo." shows Dr. Finch tries to calm Augusten so he doesn't have to worry about the problems that are occurring between his parents. This scene depicts a normative family system with the social health category according to Family Systems theory by Murray Bowen (1978).

Dr. Finch is present in the midst of problems in the family, helping to handle and resolve conflicts so that peace and calm can return to the family. Based on Bowen's statement that is in line with the scene regarding social health where the ability of someone who has social health helps in solving problems that occur in the family to maintain harmony (Bowen, 1978).

In Figure 4.39 Dr. Finch comes to Augusten's house to help deal with the problems that Deirdre and Norman are experiencing. The two of them experienced disputes in the household because the communication patterns between them were unhealthy, which made the atmosphere in the house tense. Dr. Finch helps them deal with this problem so that the Augusten family can

return to harmony and peace again. Dr. Finch consulted with Deirdre first to see the root of the problem and solutions for dealing with the problem.

15/Nor/SH/16.23/DF/RWS



**Figure 4.40** Dr. Finch helps Deirdre deal with her household problems

*Dr. Finch: Now. I'm gonna ask you a number of a questions if that's all right with you. They may seem rather personal. In fact, you may not see the relevance. But I believe that's up to me, as the doctor, to decide.*

The data above shows Deirdre who is consulting with Dr. Finch. He asked Deirdre several questions to see the relevance of the problems that occurred between Deirdre and her husband. Dr. Finch is the one who helps Deirdre in handling the case between her and her husband. This scene depicts a normative family system with the social health category according to Family Systems theory by Murray Bowen (1978).

The actions taken by Dr. Finch who helped and provided guidance to Deirdre in dealing with her problems. Apart from that, as a doctor and psychiatrist who helped with Deirdre's case, he tried to make Deirdre comfortable with the consultation. Based on Bowen's family systems theory, someone who has social health can provide emotional support or assistance to the conflicting party (Bowen, 1978).

In Figure 4.40 Dr. Finch consults with Deirdre. Dr. Finch's way of helping Deirdre's problems shows that she has good social health. Dr. Finch

asked questions that made Deirdre feel comfortable and unburdened. Dr. Finch takes care of his patients' emotions and psychology in handling these cases so that he makes the patient comfortable and is able to calm the situation. And Deirdre can open up or talk about her problems in front of Dr. Finch because he believes that Dr. Finch can help him deal with his problems.

21/Nor/SH/20.12/DF/RWS



**Figure 4.41** Dr. Scene Finch gives a statement about Deirdre and Norman's relationship

Dr. Finch: *I don't think that's why you stay, Norman. I think you stay because it's comfortable. It's what you know. You were trapped in your childhood by a castrating mother, and as an adult male you have sought the same female archetype.*

Deirdre: *Well, that's just brilliant. And very true.*

Dr. Finch: *Deirdre, smoking is a great privilege in my sanctuary.*

The data above shows that Norman and Deirdre came to Dr. Finch to help with the problems that arise between the two of them. Dr. Finch, who as a doctor and psychiatrist, helps them overcome these problems by asking questions about the causes of these problems. This scene depicts a normative family system with the social health category according to Family Systems theory by Murray Bowen (1978).

The psychiatrist here plays the role of supporter and mediator in their relationship. The scene is in line with Bowen's statement that someone who has social health can provide support and guidance to conflicting parties to

overcome the conflict that occurs (Bowen, 1978). Dr. Finch did this to Norman and Deirdre in resolving their conflict.

In Figure 4.41 Deirdre and Norman meet Dr. Finch to ask for help dealing with their household problems. Dr. Finch who received this request tried to help them by asking several questions to find out the root of the problem and the solution to their problem. How Dr. Finch, who asked questions without judging either Norman or Deirdre, showed how Dr. Finch handles their problems quickly, showing that he can provide support and guidance to conflicting parties to overcome the conflict that occurs.

32/Nor/SH/43.45/NT/RWS



**Figure 4.42** Natalie invites Augusten to hang out

Augusten: *Why not? You're smart.*

Natalie: *But I'm a Finch. I'm used goods. Besides, can you imagine the college background check? when they find out what goes on in that house, it'd be like Frankenstein, when the villagers surround the castle and then burn it to fucking ground.*

Augusten: *I'm gay.*

Natalie: *Big deal. I know. My adopted brother Neil's gay too.*

The data above shows Natalie and Augusten hanging out together. Natalie invited Augusten to hang out so that Augusten would forget about the problems that had occurred between him and his mother. Augusten can open up when he is with Natalie. Likewise, Natalie is very friendly and caring towards Augusten. This scene depicts a normative family system with the

social health category according to Family Systems theory by Murray Bowen (1978).

Natalie supports Augusten in dealing with family problems so that anxiety does not arise shows how Natalie helps Augusten not constantly feel depressed or sad remembering his problems. And Natalie's response made Augusten comfortable with her. Bowen emphasizes that good social health skills form mutually supportive and constructive relationships in the surrounding environment (Bowen, 1978).

In Figure 4.42, Augusten is invited by Natalie for a walk so that Augusten forgets about the problems that occurred between him and his mother. Natalie's attitude helps and protects Augusten so that he doesn't fall down with his problems. And thanks to help, Augusten was able to forget his problems and smile because of Natalie's actions. This shows Natalie's attitude of supportive and constructive relationships in the surrounding environment.

41/Nor/SH/58.56/DF/RWS



**Figure 4.43** Dr. Finch warns Augusten to go to school

Dr. Finch: *...when I tell you. You have to go to school.*

Augusten: *I go to school.*

Dr. Finch: *I'm on to your clever tricks, son. I know you stay until homeroom, when they do attendance, and then you skip out. I know when you've been naughty.*

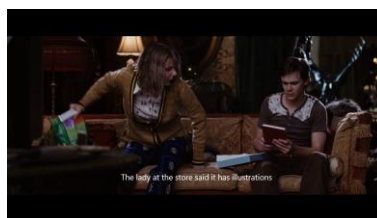
The data above shows Dr. Finch is a psychiatrist and the person responsible for Augusten after his mother gave him away. Dr. Finch told

Augusten to go to school after he found out that Augusten often skipped school. This scene shows a normative family system with the social health category according to Family Systems theory by Murray Bowen (1978).

What Dr. Finch told Augusten because he wants Augusten to think about his future and be successful in the future. He didn't want Augusten to fall into something bad. The scene is in line with Bowen's statement where someone who provides support and help in building their environment is someone who has good social health (Bowen, 1978).

In Figure 4.43 Augusten visits Dr. Finch to consult. Augusten experiences anxiety due to problems with his mother, and Dr. Finch gives him a low dose of a sedative pill. During the consultation, Dr. Finch finds out that Augusten has been skipping school and lying about his attendance at school. Dr. Finch reprimanded and told Augusten to go to school and take part in class. The actions taken by Dr. Finch towards Augusten shows how Dr. Finch thinks about Augusten's future so that he becomes a useful person. And in that case, Dr. Finch helps Augusten solve his problems or confusion.

43/Nor/SH/1.01.50/AS/RWS



**Figure 4.44** Agnes gave Augusten a book about hairstyling

*Agnes: The lady at the store said it has illustrations of all the procedures that cosmetology students have to master before they earn their license.*

*Augusten: Cold waves. Those really hard.*

*Agnes: Well, now you can learn how to do them. It's good to have a dream, Augusten. Dreams get you through the hard time.*

The data above shows that Augusten is still in shock after finding out that his mother gave his adoption letter to Dr. Finch. He was watching television with Agnes, and suddenly Agnes gave Augusten a book about hairstyling. Agnes knows that Augusten dreams of becoming a hairstylist. This scene depicts a normative family system with the social health category according to Family Systems theory by Murray Bowen (1978).

Agnes wants Augusten to achieve this dream because this dream can help him get through difficult times. Agnes' actions provided support to Augusten after what happened to him, and lightened Augusten's burden in facing this difficult time. The scene is in line with Bowen's statement which emphasizes that someone who has social health can help or deal with someone who is in conflict or in trouble (Bowen, 1978).

In Figure 4.44 Augusten is gloomy because his mother adopted him to Dr. Finch. Agnes, who saw that Augusten was gloomy, took the initiative to cheer him up by giving him a book containing how to style his hair. Agnes' actions show Agnes' care and concern for Augusten. Thanks to the book Agnes gave him, Augusten felt Agnes' happiness and concern. He immediately smiled and showed a cheerful face.





**Figure 4.45** Natalie was trying to cheer up Augusten

Natalie: *Oh, my fucking hair! Oh, my God! That was funny. You should be laughing. You know what, Augusten? I'm not gonna throw you a pity party. So fucking just get over yourself.*

Augusten: *Fuck you, Natalie. You don't know what it's like to be sent away.*

The data above shows Natalie trying to cheer up a gloomy Augusten with her jokes. It can be seen when he says "That was funny. You should be laughing," even though Augusten was not entertained at all, he still tried to cheer Augusten up. This scene depicts a normative family system with the social health category according to the Family Systems theory by Murray Bowen (1978).

Natalie's actions show how she is Augusten's friend who supports and encourages him when he is sad. Social health according to Bowen where a person has the ability to provide emotional support and adapt to parties in conflict or problems (Bowen, 1978).

In Figure 4.45 Augusten shows his new appearance with a sad face. Natalie, who saw the change in Augusten, praised his appearance, but Augusten only responded with silence. Natalie, who received this response, looked for a way to cheer Augusten up so he wouldn't be gloomy by pretending to burn his hair on the stove with the intention of making

Augusten laugh. Natalie's actions show that she provides emotional support and adapts to Augusten.

60/Nor/SH/1.45.32/NT,HP,AS/RWS



**Figure 4.46** Scene of the Finch family members hugging Dr. Finch

Dr. Finch: *Neil. Neil!*

Augusten: *Where did he go?*

Natalie: *away. Why don't we ever have any relish in this house?*

Augusten: *What happened?*

Natalie: *It was a family situation.it's been handled.*

The data above shows Agnes, Natalie, and Hope giving hugs to Dr. Finch to give him peace. Dr. Finch is sad and loses Neil because he ran away from home. The actions they took described the normative family system with the social health category according to Family Systems theory by Murray Bowen (1978).

Family members who have social health in the family tend to provide support to members who are sad or experiencing problems, which is what Agnes, Natalie, and Hope did.Social health within the family provides guidance or emotional support to other members who are experiencing problems or conflicts (Bowen, 1978).

In Figure 4.46 Dr. Finch looks sad after Neil leaves the house. Seeing Dr. Sad Finch, Agnes, Natalie, and Hope immediately hugged Dr. Finch. The hug they gave Dr. Finch aims to provide guidance or emotional support to Dr.

Finch so as not to be sad. Their action of immediately giving a hug when they see one of their family members who is sad shows how they have built up social health in the family.

66/Nor/SH/1.53.17/AS/RWS



**Figure 4.47** Scene of Agnes trying to provide support to Augusten

*Augusten: I'm gonna miss you.*

*Agnes: I'll miss you, too. You're the best son a mom could ever want. You need to know that.*

The data above shows that Agnes visited Augusten who was going to New York. Agnes said "You're the best son a mom could ever want. You need to know that" before parting ways with Augusten shows how Agnes loves Augusten even though she is not his biological mother. This scene depicts a normative family system with the social health category according to Family Systems theory by Murray Bowen (1978).

The words Agnes said to Augusten showed Agnes' support for Augusten to continue achieving his dreams while in New York. The scene is in line with Bowen's statement that a person's social health involves the ability to adapt to the changes that occur in his life (Bowen, 1978).

In Figure 4.47 Augusten waits at the bus station to go to New York. While waiting for the bus to arrive, he was approached by Agnes. Agnes' words "You're the best son a mother could ever want" show how Agnes comforted Augusten that he was special and a good child. Agnes' words mean

that she always supports Augusten's decisions and dreams of going to New York.

**2. The Family Systems Affect the Quality of Attachment in *Running with Scissors* (2006) Film.**

According to Ainsworth (1979), attachment is a relationship of attachment, so caregivers can never be completely replaced or replaced by another person, although it can affect other people too. In attachment, as in any attachment, there is the need to maintain closeness, the inexplicable sadness of separation, the joy or excitement of reunion and the sadness of loss. In short, after the process collecting data regarding the form of family system, the researcher analyzed the family systems affect the quality of attachment in *Running with Scissors* (2006) film, 15 data were found.

In *Running with Scissors* (2006), the film provides an overview of the quality of attachment that occurs in a family. The attachment is shown in the relationship between Deirdre and Augusten. The quality of attachment they show during separation, meeting new people after separation, or reuniting. The quality of attachment in *Running with Scissors* (2006) film can be shown in the table below:

**Table 4.4** Data findings of the family systems affect the quality of attachment

Running with Scissors	Quality of Attachment		
	SC	AA	AAT
	10	3	2

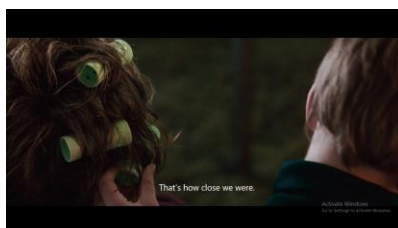
Total	15
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A total of 15 data is included in the quality of attachment which includes 10 data on secure, 3 data on anxious avoidant, and 2 data anxious ambivalent.

#### a) Secure

In the secure pattern, we can see the quality of attachment that occurs during episodes of separation, pre-separation, or reunion between the child and the mother. In this pattern, children tend to experience distress or fear of exploring with new people during separation. The following is the data of secure found in *Running with Scissors* (2006) film:

69/SC/00.39/AG,DE/RWS



**Figure 4.48** Augusten helps his mother do her hair

Augusten: *Maybe I should begin with the part about how she'd keep me home from school. That's how close we are. I was so crazy about her.*

Deirdre: *Oh, hello, Miss Mimm, this is Deirdre Burroughs calling. Augusten won't be attending school today. I over-conditioned my hair. He over-conditioned his hair.*

Augusten: *And the party.*

Deirdre: *And he has to help me with the dinner.*

The data above shows the activities that occurred between Augusten and his mother, Deirdre. Augusten helps his mother do her hair for the party. He didn't even go to school to help his mother, and Deirdre gave Augusten permission not to go to school, even Deirdre asked the teacher for permission that Augusten didn't go to school.

The interactions that occur between Augusten and Deirdre show the relationship they have built between mother and daughter who are close and supportive of each other. This scene shows the quality of attachment secure pattern aspect where children are more active in exploring and talking with their mothers in their relationship (Ainsworth, 1979).

In Figure 4.48 Augusten helps his mother do her hair. The closeness that exists between Augusten and his mother can be seen in the interactions and contact the two have, such as Deirdre giving Augusten permission to miss school to help her with styling her hair and Augusten's contact when styling her mother's hair. Apart from that, when he is with his mother, Augusten looks happy and smiles a lot. This closeness shows how Augusten and Deirdre's relationship is so close that it gives Augusten a feeling of security when he is with his mother, and often has interactions or contact with his mother.

70/SC/08.46/AG,DE/RWS



**Figure 4.49** Augusten hugged his sad mother

*Augusten: Are you going to a funeral?*

*Deirdre: No..No, sweetie. It's a gown for public appereances. You wanna cut? See, the plan, is I'm announced at some place grand and serious like Carnegie Hall. And I come out in this. And I stand in front of a black velvet curtain. I'm gonna demand that in my contract. And that way, everything fades away except my writing.*

*Augusten: The mail came.*

The data above shows the scene when Deirdre is sewing a dress to attend an event and Augusten approaches her to give Deirdre's letter. And when she read the letter containing the rejection of her poetry, Deirdre cried and made Augusten hug her mother to calm her down.

Augusten's actions when hugging and providing comfort to his mother who was crying because of the rejection of his poetry illustrates the relationship that exists between the two of them who are close and need each other. The scene that occurs between the two shows a secure pattern where the relationship built between mother and child provides a safe mechanism from failure and the act of attachment in the relationship creates a sense of mutual protection and need (Ainsworth, 1979).

In Figure 4.49 Augusten witnesses his mother being sad because her work was rejected by a magazine agency. Seeing his mother crying made Augusten take the initiative to hug his mother. The hug that Augusten gave to his mother meant that Augusten cared and cared about what happened to his mother. And thanks to Augusten's hug, Deirdre felt calmer. Apart from that, the interaction between Augusten and Deirdre shows failure and the act of attachment in the relationship creates a sense of mutual protection and need.

71/SC/28.32/AG/RWS



**Figure 4.50** Augusten sat with Agnes

*Agnes: Would you like to try some?*

*Augusten: No. thanks.*

Agnes: *Why does everybody make such a fuss? It's just a little kibble.*  
Augusten: *That stuff's not clean. It's for dogs.*  
Agnes: *Well, I guess you're afraid to try new things, Augusten. Sad.*

The scene above shows when Deirdre and Augusten come to Dr. Finch asks Deirdre to consult about his mental health. When Deirdre is going to meet Dr. Finch was in his room for a consultation, Augusten was left in the living room with Agnes, Dr. Finch. Augusten looked uncomfortable and wanted to meet his mother immediately. You can see how Augusten keeps his distance from Agnes and doesn't seem interested in interacting with her.

The scene where Augusten keeps his distance and is uncomfortable when he is with a stranger, namely Agnes, shows that he cannot be far from his mother. The scene in the film is in line with Ainsworth's secure pattern, when children are separated from their mothers, they have difficulty meeting new people and their ability to explore is reduced (Ainsworth, 1979).

In Figure 4.50 Augusten is left with Agnes while his mother consults with Dr. Finch. When he was separated from his mother, Augusten seemed inclined and did not want to interact with other people. Seen when he was with Agnes, Augusten kept his distance and contact with her. Judging from Augusten's awkward sitting with Agnes, it shows how uncomfortable Augusten is with new people when his mother is not around. And Agnes' words "Well, I guess you're afraid to try new things, Augusten." which means Augusten is afraid to explore and is afraid to try new things when he is separated from his mother.





**Figure 4.51** Augusten met his mother after she finished the consultation

The data above shows that Augusten met his mother after the mother consulted Dr. Finch. Augusten looked so excited after separating from his mother, he immediately adjusted his clothes and tie. He even smiled when he met his mother directly, describing how happy he was to meet his mother again.

In the scene where Augusten is about to meet his mother, he gives a happy and impatient expression that illustrates the secure pattern in their relationship. The scene is in line with Ainsworth's statement that children when reunited with their mothers show unexpected expressions such as happy or crying, and they make interaction or contact with their mothers (Ainsworth, 1979).

In Figure 4.51 Augusten meets his mother again after her mother has finished consulting with Dr. Finch. When he met his mother again, Augusten showed a happy and excited expression. This was seen immediately tidying up his tie when he met his mother. Augusten also smiled when he met his mother on the way. A secure pattern was formed in the relationship between Augusten and his mother during the reunion which was shown in their expressions and attitudes.



**Figure 4.52** Augusten's expression that would be separated from his mother

Augusten: *Can't I come to the motel too? I love those little soaps.*

Deirdre: *No. the doctor thinks that it's best.*

Augusten: *For how long?*

Deirdre: *Not long. A few days, maybe a week.*

Augusten: *A week? I can't stay here for a week!*

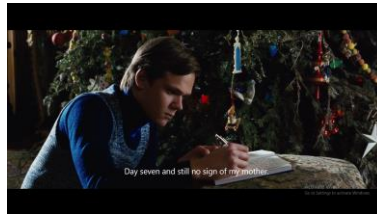
The scene above shows Augusten playing with Natalie, and suddenly Hope calls him to see Dr. Finch and his mother in the dining room. Dr. Finch explains to Augusten that he must be separated from his mother, Deirdre, for a few days to restore her health. Hearing this, Augusten felt unacceptable and depressed because he had to be separated from his mother and live with the Finch family.

Augusten's action of protesting when he is about to part with his mother shows the secure pattern proposed by Ainsworth. The scene is in line with Ainsworth's theory that says the child protests at the departure of the mother and her familiar environment and feels a sense of distress towards separation (Ainsworth, 1979).

In Figure 4.52 Deirdre tells Augusten that they have to separate for a while because Deirdre needs time alone to improve her psychology, and Augusten is left with the Finch family. Hearing his mother's words, Augusten immediately showed a panicked and depressed expression. It can be seen from the words "Can't I come to the motel too? I love those little soaps." and

“A week? I can't stay here for a week!” which shows his unwillingness to be separated from his mother and how Augusten experiences anxiety and stress because of the separation.

74/SC/38.29/AG/RWS



**Figure 4.53** Augusten wrote a journal while living with the Finch Family

*Augusten: Dear journal, somebody has to write down what's happening to me. It's not to be believed. So I guess that person is me. Day seven and still no sign of my mother. This place is worse than any loony bin. I'm not kidding. Every decision in the house is made by something the Finches call...*

The scene above shows Augusten's condition when he is separated from his mother and lives with the Finch family. He wrote a journal to express his feelings while living with the Finch family. In his writing, he stated how depressed he was when he had no news from his mother and was uncomfortable living with Dr. Finch.

Augusten's feelings of being separated from his mother and living with a stranger caused Augusten to be stressed about having to deal with new people and distressed because he needed his mother. When Augusten experiences separation from his mother, he experiences pressure, which is in line with Ainsworth's statement that children tend to experience pressure in a new environment and separation from their mother (Ainsworth, 1979).

In Figure 4.53 Augusten wrote a journal while he lived with the Finch family since separating from his mother. Augusten looks depressed when he is separated from his mother and interacting with new people. The words

"This place is worse than any loony bin" show that Augusten is uncomfortable living with the Finch family. Writing a journal became Augusten's outlet when he was stressed and depressed living there because Augusten was uncomfortable having to interact or talk about his problems with members of the Finch family. From the journal writing, it also shows that Augusten misses his mother and wants to see his mother again soon.

75/SC/41.53/AG/RWS



**Figure 4.54** Augusten's happiness at meeting his mother again

Augusten: *Am I coming home for good now?*

The scene above shows Augusten and the Finch family attending their cat's funeral. And suddenly a car came to Dr. Finch who turns out to be Deirdre. When he saw his mother's arrival, Augusten looked excited and ran when he saw his mother's car. And Augusten's happy expression and smile, shows that he really misses his mother.

The scene where Augusten is happy and immediately approaches his mother during a reunion or meeting again after separation shows how Augusten is close and needs his mother. This scene is in line with Ainsworth's statement about secure patterns in attachment quality theory which says when the child and mother are reunited, they show unusual expressions such as happiness and the child making interaction or contact with the mother (Ainsworth, 1979).

In Figure 4.44 Augusten meets his mother again after being left in Dr. Finch. When he saw his mother's car, Augusten immediately ran over happily. Even he couldn't control his happy and excited expression. Augusten's attitude shows that when he met his mother again after separation, Augusten gave a happy expression and made contact or interaction with his mother. The secure pattern is well established in Augusten and Deirdre's relationship which illustrates how close the relationship between the two of them is and Augusten's dependent attitude towards his mother.

78/SC/57.02/AG/RWS



**Figure 4.55** Augusten's anger when found out about his adoption letter

Augusten: *What is this?*

Deirdre: *Adoption papers. Dr. Finch has agreed to become your legal guardian.*

Augusten: *What?*

Deirdre: *After discussing this with the doctor, we both feel this really is the best option. He and his family can give you the attention you need.*

Augusten: *You're giving me away to your shrink?*

Deirdre: *No. I'm doing what's best for you. What's best for us. I love you very, very much.*

The data above shows the conversation scene that occurred between Deirdre and Augusten. This conversation occurred after Augusten caught his mother, Deirdre, making out with Fern. During this conversation, Deirdre gave a letter which turned out to contain Augusten's adoption letter to Dr. Finch. Augusten was very disappointed with the mother's actions, and he even kicked the table and left the mother immediately after learning about the decision.

The scene where Augusten's actions protest against his adoption rights and has to be separated from his mother shows a secure pattern of Augusten's unwillingness to be separated from his mother. The scene is in line with Ainsworth's statement that the separation between the child and the mother tends to cause distress to the child and fear in facing strangers and new environments. And the child protests against the decision (Ainsworth, 1979).

In Figure 4.55 Augusten received his adoption letter which was given to Dr. Finch by his mother. Augusten, who received the letter, was angry and disappointed because he would be separated from his mother. Even when he received the letter, Augusten was seen hitting the table which showed he was expressing or holding back his emotions. Seeing the depressed and stressed expression of getting the letter and requiring him to separate from his mother shows the secure pattern that is forming in their relationship because Augusten shows distress and fear when separated from his mother and living with an environment and people that are new to him..

79/SC/1.01.28/AG/RWS



**Figure 4.56** Augusten's depressed expression

*Agnes: The lady at the store said it has illustrations of all the procedures that cosmetology students have to master before they earn their license.*

*Augusten: Cold waves. Those really hard.*

The data above shows the scene after Augusten was told by his mother, Deirdre, that his custody rights had been given to Dr. Finch. Augusten's

emotional and psychological state after learning about his adoption letter from his mother. He became more silent and was not interested in interacting with other people. When he sat looking at the television, Augusten focused on looking at the television and did not chat with Agnes who was sitting with him and even kept his distance from Agnes.

The separation that occurred between Augusten and his mother had an impact on Augusten's emotional health, who turned quiet and gloomy, illustrating how a secure pattern occurs in their relationship. According to Ainsworth's statement, children experience stress and anxiety about separation and unfamiliar environments, and even experience pressure in dealing with new environments (Ainsworth, 1979).

In Figure 4.56, Augusten is seen gloomy after his mother gave him his adoption letter. Augusten's gaze seemed empty and his expression looked sad. From the expression shown after his mother's separation, it shows how stressed and anxious Augusten was because of the separation. This can be interpreted as Augusten thinking about his future fate after separating from his mother. This fear is what creates feelings of stress or anxiety in Augusten. He seems uncomfortable with the unfamiliar environment of the Finch family which is different from his family and is also one of the things that creates stress or anxiety for Augusten.



**Figure 4.57** Augusten's anger at Dorothy

*Augusten: Look, I always get my mom something to drink when she works. Okay? That's our thing.*

*Dorothy: Your mother is my thing now. Are we having a stare-down contest?*

*Augusten: Yeah.*

*Dorothy: What do you want? What do you want? Money? Here's 50 bucks. Go chase the ice-cream truck. Leave!*

*Augusten: You think this whole thing is funny, don't you? You look at my mom's craziness as something to entertain you!*

The data above shows the scene where Augusten confronts Dorothy in the kitchen when she is preparing a drink for her mother. Augusten felt that Dorothy had taken the position next to her mother as a child and who was always at her mother's side. Augusten looks jealous when his mother interacts with Dorothy. Augusten was angry with this person because Augusten felt that Dorothy had suppressed his attention and obligations towards his mother.

The secure pattern in the scene is shown when Augusten tries to interact with his mother, but his interaction is blocked by Dorothy. Jealousy of Dorothy's closeness to her mother made Augusten angry and wanted to win her mother's attention back to him. The scene is in line with Ainsworth's statement that when children and mothers meet or reunite after separation, they seek contact and interaction with the mother (Ainsworth, 1979).

In Figure 4.57 Augusten was angry with Dorothy when he reunited with his mother because Dorothy stole his mother's attention. Augusten did not accept his position being replaced by Dorothy. Augusten, who usually makes



or prepares drinks for his mother when practicing poetry, is now replaced by Dorothy. At the reunion, Augusten tried to find contact and interaction with his mother after a long time. However, his interaction is blocked by Dorothy. Augusten's jealousy and anger when he finds out that his mother is close to someone else shows how much Augusten wants to be close after being separated from his mother for so long.

### **b) Anxious Avoidant**

In the anxious avoidant pattern, the child tends to look normal when separated from the mother and tends to avoid or ignore the mother when reunited. The following is the data of anxious avoidant found in *Running with Scissors* (2006) film:

76/AA/42.24/AG/RWS



**Figure 4.58** Augusten hangs out with Natalie

Augusten: *You should let me cut your bangs. It'd be really cool.*

Natalie: *So is that what you wanna be? A hairdresser?*

Augusten: *Well, don't say "hairdresser". Say professional, licensed cosmetologist.*

The data above shows the scene of Augusten and Natalie going to hang out together in the city. Along the way they had fun chatting and joking with each other. The scene shows how Augusten is fine when separated from his mother. Augusten, who hangs out with Natalie, seems to enjoy the time.

Judging from Augusten's situation, it shows that he is comfortable with other people when his mother is not around.

The scene when Augusten hangs out with Natalie and looks normal with a stranger, namely Natalie, when he is separated from his mother. Augusten didn't show he was stressed when he was with Natalie, in fact he seemed to enjoy it. The scene is in line with Ainsworth's statement about anxious avoidant which says that when parting with the mother, the anxious avoidant pattern looks normal and does not experience pressure or difficulty in adjusting to new environments and people (Ainsworth, 1979).

In Figure 4.58 Augusten goes on a walk with Natalie to see the theater after his separation from his mother. When he went out with Natalie, Augusten looked happy and enjoyed the time even though he was separated from his mother. This shows that Augusten was able to adapt to new environments and people when his mother left him. Augusten was able to interact and communicate with Natalie even though he had only known her for a short time. An anxious avoidant pattern was formed in Augusten when he was separated from his mother, who was able to blend in and did not feel anxiety, fear or pressure when he met new environments or people.

77/AA/52.20/AG/RWS



**Figure 4.59** Augusten's disappointment with his mother

Deirdre: *I wish you enjoyed school more. Although I guess it must be very dull compared to your life with me. Would you hand me my cover-up? I'm chilly.*

Augusten: *(throws Deirdre's cover up)*

Deirdre: *Watch it, Augusten! I've got a lit cigarette in my hand.*

The data shows a scene where Augusten returns home and meets his mother. However, when he got home he saw his mother making out with Fern, Augusten's expression was angry and looked at his mother with an unfriendly look. Even when the mother told Augusten to take his cloth he gave it by throwing it and even he was speechless when he met the mother because he saw his mother's behavior.

Augusten's reunion with his mother, Deirdre, was normal when she met her mother, and was not excited when she met her. The scene is in line with Ainsworth's statement regarding anxious avoidant, namely during the reunion episode that occurs between the child and the mother, in the anxious avoidant pattern the child looks normal with the mother and even avoids interaction or contact between the two (Ainsworth, 1979).

In Figure 4.59 Augusten is reunited with his mother, Deirdre. During the reunion, Augusten's facial expression was normal or did not show any expression of happiness or sadness. Even when his mother told Augusten to give him the shawl, Augusten gave it to him by throwing it roughly at Deirdre. Augusten's actions show that he avoids contact and interaction with his mother. This was because Augusten was used to being without his mother and was disappointed with his mother's actions, who always abandoned him and abandoned him to strangers.



**Figure 4.60** Augusten's meeting with his mother at the restaurant

Waiter: *Can I take your order?*

Deirdre: *Yes, I'd like TaB and a slice of key lime pie.*

Augusten: *Oh, nothing for me, thanks.*

Deirdre: *Aren't you hungry? You look skinny. You really should eat something.*

Augusten: *Don't pull that maternal crap with me now, Mom.*

The data above shows the scene where Augusten meets his mother, Deirdre, at a restaurant before he leaves for New York. During the meeting, Augusten looked ordinary and did not show any expression to his mother after what his mother had done to him so far. The scene is in line with Ainsworth's statement about anxious avoidant, namely when the reunion episode or meeting again with the mother, children who experience anxious avoidant tend to be ordinary and do not show interest in meeting the mother.

Augusten's unwillingness to meet his mother is shown by his normal expression and no expression of happiness or sadness. This shows that when he was separated from or reunited with his mother, Augusten was not interested and did not want to have contact or interaction with his mother, showing how the anxious avoidant aspect was formed in Augusten. There is little interaction or contact between the two and even the child does avoidance (Ainsworth, 1979).

In Figure 4.60 Augusten meets his mother at a restaurant before he leaves for New York. When he approached his mother, Augusten showed a normal

face as if he was reluctant to meet his mother. He didn't show the happy or sad expressions that other children showed when they met their mother. Augusten also seems to be avoiding interaction or communication with his mother. Augusten's actions when reuniting with his mother illustrate the anxious avoidant pattern resulting from his mother's separation.

### c) Anxious Ambivalent

In the anxious ambivalent pattern, the child tends to experience anxiety during separation or pre-separation and when reunited with the mother, the child tends to seek closeness with the mother but refuses to interact or contact with the mother. The following is the data of anxious ambivalent found in *Running with Scissors* (2006) film:

81/AAT/1.29.50/AG/RWS



**Figure 4.61** Augusten cries when he meets his mom on his birthday

*Augusten: I turned 15 today. My parents used to make such a big deal out of my birthdays, out of all the holidays. I want it to be like it used to be, when I had a family that tried to love each other. Where nobody thought that God was talking their shit. I want a curfew. I want to be grounded for sleeping with a 35-year-old schizophrenic. I want rules and boundaries, because what I've learned is that without them all life is, is a series of surprises.*

The data shows Augusten's journey to his house on his birthday. On his 15th birthday, he wanted his birthday to be like in previous years when his parents were still together. And Augusten meets his mother, Deirdre, on her

birthday. However, instead of being happy to meet his mother, he cried when he saw her mother's condition, whose illness was getting worse.

The scene shows how depressed Augusten is because he is separated from his mother and father, and has to live with the Finch family. However, when he met his mother on her birthday he wanted to get back together, but he didn't want to have contact with her mother and only cried to express his emotions. Augusten also refused to chat with his mother, which shows the anxious ambivalence in Augusten's relationship with his mother. The scene is in line with the anxious ambivalent pattern proposed by Ainsworth, where children experience distress and anxiety during separation, but in the reunion episode they tend to seek closeness but refuse contact or interaction (Ainsworth, 1979).

In Figure 4.61 Augusten comes to see his mother on her birthday. Before he met his mother, Augusten felt distress and pressure due to being separated from his mother. And when they met again, Augusten was seen approaching his mother but maintaining distance and interaction with her. Augusten was seen just standing next to the door, and did not directly approach his mother.

82/AAT/1.41.51/AG/RWS



**Figure 4.62** Augusten kept his distance from his mother

*Augusten: Did you mix your pills again?*

*Deirdre: Are you judging me? Where are you going? Are you gonna call the doctor? That bastard! He took my money! I won't be taken advantage of again. Is that clear?*

The data above shows the scene of the meeting between Augusten and his mother, Deirdre, after a period of rehabilitation for her illness. During the meeting, a debate broke out because Deirdre read Augusten's privacy, namely his journal. He approaches her, interacts, and makes contact with her. However, when he sees her behavior and reads her journal he becomes angry and tries to leave her. Augusten's actions illustrate the anxious ambivalent between him and his mother.

Augusten's anger towards his mother when they met again because she read his personal journal illustrates how anxious ambivalent happened to Augusten. From what Augusten said, when he was reunited with his mother, he did not avoid meeting her, but when he met, he refused to chat, touch or have any interaction with her mother. The scene is in line with Ainsworth's anxious ambivalent pattern where the child tends to experience maladaptive behavior and approach but avoid contact with the mother during the reunion episode (Ainsworth, 1979).

In Figure 4.62 Augusten experiences anxious ambivalence when he meets his mother. This shows that Augusten met his mother, but he refused to make contact or interact with her. It can be seen that he keeps his distance from his mother. This shows that Augusten experiences anxious ambivalent where he experiences maladaptive behavior and approaches but avoids contact with his mother.

## B. Discussion

In this study, researchers focused on two discussions. First, to find out the form of family systems by Murray Bowen (1978) in *Running with Scissors* (2006) film. Second, to find out family systems affect based on the theory of quality of attachment by Mary D. Ainsworth (1979) in the film *Running with Scissors* (2006). After the researcher analyzed, understood and found data on the form of family systems and family systems affect based on the theory of quality of attachment in the film, in the sequel the researcher found a cultural theme.

**Table 4.5** Componential Table

Running With Scissors	Family Systems							
	Dysfunctional				Normative			
	MC	HEP	HEPC	TOP	HM	EH	HC	SH
	5	13	28	1	0	4	8	9
68								
TOTAL	Quality Of Attachment							
	Secure		Anxious Avoidant			Anxious Ambivalent		
	10		3			2		
	15							
83								

Based on the componential table above, around 83 data were found, with 68 data in the form of family systems, 15 data from family systems affect based on the theory of quality of attachment. The most common form of family system is dysfunctional family systems in the category of health or emotional problems of a child. Meanwhile, in family systems, the most common affect based on the theory of quality of attachment is the secure pattern.



The first formulation of the family systems problem is solved by finding forms and categorizing them. In the analysis of the *Running with Scissors* (2006) film, there are 4 categories that dominate in the form of family systems, 2 categories in the form of dysfunctional family systems, namely health or emotional problems and health or emotional problems of a child, and 2 categories in the form of normative family systems, healthy childhood and social health.

*Running with Scissors* (2006) film tends to depict dysfunctional family systems. In the film, the dominant categories are health or emotional problems of a child with 28 data and health or emotional problems with 13 data. Analysis of the health or emotional problems of a child category in the film is shown by the child character, namely Augusten. He grew up in a dysfunctional family and divorced parents caused him to have health and emotional problems, such as anxiety, fear of trying new things, or stress. Where this statement provides a direct picture that a child who grows up in a dysfunctional family is characterized by experiencing levels of anxiety and stress due to neglect and trauma caused by unhealthy family conditions (Bowen, 1978). The health or emotional problems category with 13 data in the *Running with Scissors* (2006) film is depicted in dysfunctional family systems. Family members tend to be affected by unstable relationships within the family, as in data 16/Dys/HEP/16.54/RWS which shows Deirdre experiencing panicked, anxious, and emotionally unstable due to relationship patterns within members and unhealthy communication patterns.

And for the less dominant data is the triangulation of other people, 1 data was obtained, namely data number 34/Dys/TOP/51.31/FE/RWS which included Fern's character in Augusten and Deirdre's relationship. In this category, Fern is one of the causes of Augusten's strained relationship with his mother. In *Running with Scissors* (2006), the film shows the involvement of a third person in a relationship or family in the character Fern, where she is the cause of the relationship between child and mother becoming strained or damaged.

Apart from dysfunctional family systems, in the *Running with Scissors* (2006) film there is also a form of normative family systems with 9 social health categories and 8 healthy childhood data. In the *Running with Scissors* (2006) film, several characters depict figures who have a social health spirit, such as supporting and helping in dealing with problems, as in data 13/Nor/SH/15.38/DF/RWS where Dr. Finch portrays a figure who helps Deirdre in resolving problems in their family. Apart from that, the figure of Dr. Finch is calm and makes people who consult him feel comfortable and safe with him. Meanwhile, the healthy childhood category in the normative family systems in the *Running with Scissors* (2006) film provides a picture of a child who grows up with love and a healthy family. As seen in data 1/Nor/HC/00.39/AG/RWS which shows Augusten's closeness to his mother. The love given to each other gives an image of a family that has a healthy childhood. The scene is in line with Bowen's statement that children's health in the family is shown by a secure attachment to parents and children's open attitude towards their parents (Bowen, 1978).

Furthermore, in the normative family systems for the less dominant data is the healthy marriage category, no data was found. This is because in *Running with Scissors* (2006), the film shows the relationship between husband and wife, Norman Deirdre and Dr. Agnes' Finch. The story in the film of the two couples ends in separation or divorce so that it does not give rise to a healthy marriage between the two couples.

The second problem formulation is related to family systems affect based on the theory of quality of attachment in the *Running with Scissors* (2006) film and categorizing it. In the *Running with Scissors* (2006) film, researchers found three aspects of quality of attachment in family systems affect. Based on the results of the analysis of these three aspects, 15 data were found and there were aspects that dominated, namely the secure pattern with 10 data, the rest was anxious avoidant with 3 data, and anxious ambivalent with 2 data.

The secure pattern is dominated by the relationship between Augusten and Deirdre as a child and mother in the *Running with Scissors* (2006) film. This explains that the mother's parenting of the child forms an attachment between the two and affects the situation or condition of the child towards the mother in the *Running with Scissors* (2006) film. The secure pattern that occurs in Augusten and Deirdre's relationship can be seen from how it occurs when separation or reunion occurs. The secure pattern seen when the child is separated from the mother tends to experience distress or rejection and when reunited with the mother, the child seeks closeness or interaction with the mother (Ainsworth, 1979). This can be seen in data 74/SC/38.29/AG/RWS,

where when Augusten separated from his mother he had difficulty adapting to a new family, namely the Finch family. Meanwhile, in data 75/SC/41.53/AG/RWS, when Augusten experienced a reunion with his mother, he was very happy to have interaction or contact with his mother.

In the *Running with Scissors* (2006) film there is also an anxious avoidant pattern that occurs in Augusten's relationship with Deirdre with 3 data. This explains that dysfunctional family systems can create an anxious avoidant relationship between children and mothers. It can be seen from data 77/AA/52.20/AG/RWS which shows Augusten reuniting with his mother after not seeing her for a few days. But when he arrived home and saw his mother, Augusten's expression was angry and looked at his mother with an unfriendly gaze. This is in line with Ainsworth's statement that when the child is reunited with the mother, the anxious avoidant pattern tends to avoid contact and interaction with the mother, such as looking away or walking away (Ainsworth, 1979).

Furthermore, the less dominant data in quality of attachment is the anxious ambivalent pattern in *Running with Scissors* (2006), the film occurs in Augusten's relationship with Deirdre with 2 data. It can be seen in data 81/AAT/1.29.50/AG/RWS which shows Augusten meets his mother, Deirdre, on her birthday. However, instead of being happy to meet his mother, he cried when he saw her mother's condition, whose illness was getting worse. This is in line with Ainsworth's statement which states that children in an anxious ambivalent pattern when reuniting with their mother seek closeness with their

mother but refuse to interact or have contact with their mother (Ainsworth, 1979).

In the mother-child relationship between Augusten and Deirdre, Augusten does not experience only one attachment but all three. This shows that separation, pre-separation, or reunion between children and mothers who live in normative or dysfunctional families do not only experience one quality of attachment, but can experience all these aspects.

## CHAPTER V

### CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

#### A. Conclusion

The conclusion is a summary of the researcher's findings and discussion. This chapter is the conclusion of the findings of Chapter IV. Apart from that, the conclusion also answers the problem formulation contained in Chapter I. In this research, researchers found a total of 83 data contained in the *Running with Scissors* (2006) film. In the first problem formulation, researchers found 68 data in the form of family systems which included 47 data on dysfunctional family systems with 5 data on marital conflict, 13 data on health or emotional problems, 28 data on health or emotional problems of a child, and 1 data on triangulation of other people, and 21 normative family systems data with 4 emotional health data, 8 healthy childhood data, 9 social health data, and 0 healthy marriage data. In the findings of the *Running with Scissors* (2006) film, it was found that the dominant data was the health or emotional problems of a child in the form of dysfunctional family systems. This is because the family system when viewed from the health or emotional state of a child can show how dysfunctional or normative the family is.

In the second problem formulation, 15 family systems affect data based on the theory of quality of attachment were found, including 10 secure data, 3 anxious avoidant data, and 2 anxious ambivalent data. Based on data findings, it was found that the dominant data is secure. In this case, the researcher looked at the relationship that occurred between Augusten and Deirdre when there was a separation or reunion and looked at Augusten's response or reaction which

showed distress or depression when the separation occurred and sought contact or interaction during the reunion.

Not all of the separation episodes that happened between Deirdre and Augusten led to a quality of attachment. While the quality of attachment is not always stable in a normative family, Augusten experiences all three aspects quality of attachment in the *Running with Scissors* (2006) film. Children can occasionally have anxious ambivalent or anxious avoidant behaviors. Families that are dysfunctional also exhibit the opposite. In families that are dysfunctional, a separation episode can result in a secure pattern rather than an anxious avoidant or anxious ambivalent character of attachment.

In the *Running with Scissors* (2006) film, there are many things that happen in a family and these things form a family system. Through events that occur in a family, it creates an affect family system in children, such as secure, anxious avoidant, or anxious ambivalent.

## **B. Implications**

Regarding the findings and results of the discussion, this research allows for a theoretical impact on literary equivalents, family systems, and quality of attachment. This research uses films as the object because films reflect real life. In literary works, of course, characters do not escape attention because they are the main element in a story so that the story can run well. Equally important are the characteristics of the characters in the story that form a family system, which later forms an affect on the characters of the story. Based on these considerations, this research has a practical impact regarding the analysis of forms of family systems

and affect family systems based on quality of attachment in a film, as information to the general public

### **C. Suggestions**

A film not only contains a storyline, but also contains studies that can be analyzed. In this research, the researcher suggests contributing to research literature in the field of family systems and quality of attachment studies to help readers and other researchers provide information on the phenomena of these two fields of study. By finding gaps in this research, other researchers can use different objects with the same approach to the subject or vice versa. Future research can also use the Quality of Attachment Theory by John Bowlby to look at other statements regarding affect family systems.



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# APPENDICES

## VALIDATION

The thesis data titled *Family Systems and Quality of Attachment in Running with Scissors (2006) Film* had been checked and validated by Yustin Sartika, M.A. an English Lecturer in UIN Raden Mas Said Surakarta. The review was conducted on:

Day : Thursday

Date : March 7<sup>th</sup>, 2024

Surakarta, March 7<sup>th</sup>, 2024


Validator,

A handwritten signature in black ink, consisting of several overlapping loops and a final horizontal stroke.


Yustin Sartika, M.A.





**Table 1.** Family Systems in *Running with Scissors* film (2006)

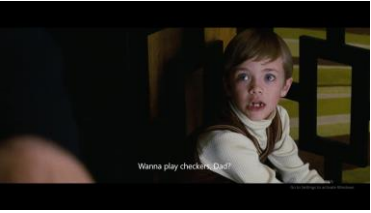
No	Coding	Textual and Visual Data	Family Systems		Explanation	Valid/ Invalid
			Dysfunctional	Normative		
1.	1/Nor/ HC/00. 39/AG/ RWS	 <p>Augusten: <i>Maybe I should begin with the part about how she'd keep me home from school. That's how close we were. I was so crazy about her.</i></p> <p>Deirdre: <i>Oh, hello, Miss Mimm, this is Deirdre Burroughs calling. Augusten won't be attending school today. I over-conditioned my hair. He over-conditioned his hair.</i></p>	-	Healthy Childhood	<p>I: data number Nor: normative HC: healthy childhood 00.39: screen time AG: Augusten RWS: Running with Scissors</p> <p>This data is included in the normative family system with the healthy childhood category according to Family Systems theory by Murray Bowen (1978). This data shows how the relationship between the child and his mother in childhood was full of love and attention to each other. The character of the child helping his mother do her hair shows how he had a healthy childhood in the family and how close the relationship between Augusten and his mother was. The scene is in line with Bowen's statement that children's health in the family is shown</p>	


		<p>Augusten: <i>And the party.</i></p> <p>Deirdre: <i>And he has to help me with the dinner.</i></p>			<p>by a secure attachment to parents and children's open attitude towards their parents (Bowen, 1978). The closeness that occurs between Augusten and his mother illustrates a healthy childhood in their relationship.</p>	
2.	<p>2/Dys/ HEPC/ 01.12/ AG/R WS</p>	<p>Augusten: <i>My mother was crazy about me too. I've always known that. I guess it doesn't matter where I begin, because nobody's gonna believe me anyway.</i></p>	<p>Health or Emotional Problems of A Child</p>	-	<p>2: data number Dys: dysfunctional HEPC: Health or emotional problems of a child 01.12: screen time AG: Augusten RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). From the narration in the film, Augusten, who is the child's character, has a mother who is crazy about him. This made Augusten depressed and he started having problems. Besides, no one believed him. The scene is in line with Bowen's statement about the health or emotional of a child who has anxiety and stress due to instability and conflict that occurs between members (Bowen, 1978). The scene</p>	


					where Augusten experiences anxiety arising from the relationship between himself and his mother.
3.	3/Nor/ HC/03. 04/AG/ RWS	 <p>Deirdre: <i>Okay, now I need your honest reaction. Did it feel powerful to you? Emotionally charged?</i></p> <p>Augusten: <i>It really does seem like something you'd read in The New Yorker.</i></p> <p>Deirdre: <i>You really think so? The New Yorker's very selective. They don't publish just anyone.</i></p> <p>Augusten: <i>I really think they would publish this. That thing with your paralyzed sister, that was great.</i></p>	-	Healthy Childhood	<p>3: data number  Nor: normative  HC: Healthy childhood  03.04: screen time  AG: Augusten  RWS : Running with Scissors</p> <p>This data is included in the normative family system with the healthy childhood category according to Family Systems theory by Murray Bowen (1978). In this scene, it shows how Augusten, the child, supports his mother in reading poetry. He gave an affirmation to the poetry his mother brought him. This shows how the relationship with his mother is healthy and good. The scene is in line with Bowen's family systems theory that says a family has an attachment between children and parents emotionally shown they can be open to each other's worries and joys (Bowen, 1978). The scene where Deirdre opens up about her worries about her poem to Augusten shows the healthy childhood that</p>

					Deirdre gives to Augusten.	
4.	4/Dys/ MC/04. 18/ DE, NR/R WS	 <p>Deirdre: <i>I have a reading. I have books to sign. I told you to be here at 4:00. It's 4:30.</i></p> <p>Norman: <i>I got stuck in traffic</i></p> <p>Deirdre: <i>Bullshit. You're trying to sabotage me.</i></p>	Marital Conflic t	-	<p>4: data number</p> <p>Dys: dysfunctional</p> <p>MC: Marital conflict</p> <p>04.18: screen time</p> <p>DE, NR: Deirdre, Norman</p> <p>RWS: Running with Scissors</p> <p>This data is included in a dysfunctional family system with the marital conflict category according to Family Systems theory by Murray Bowen (1978). The data shows the characters of Deirdre as a wife and Norman as a husband, where there is quarrel in their household. The character of a wife who is angry with her husband who is late coming home from work and cursing him just for coming home late because of traffic jams on his way home from work. Based on this scene, it is in line with Bowen's statement regarding marital conflict, namely marital conflict in a family, the communication pattern that occurs triggers the conflict (Bowen, 1978). Norman's scene with Deirdre on the lack of</p>	


					communication between them is a trigger for conflict in their marriage.	
5.	5/Dys/ HEPC/ 04.23/ AG/R WS		Health or Emotional Problems of A Child	-	<p>5: data number  Dys: dysfunctional  HEPC: Health or emotional problems of a child  04.23: screen time  AG: Augusten  RWS: Running with Scissors</p> <p>This data is included in a dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). This scene depicts how Augusten saw his parents arguing. He felt confused about what was happening between them. The scene is in line with Bowen's statement regarding health or emotional problems of a child that children experience stress or anxiety due to instability in the family (Bowen, 1978). This happened to Augusten who witnessed his parents fighting.</p>	


6.	6/Dys/ HEPC/ 04.39/ AG/R WS	 <p>Augustin: <i>Wanna play checkers, Dad?</i></p> <p>Norman: <i>Not right now, son. My back is out, I've got papers to grade and I'm very tired. So why don't you go outside and play with the dog for a little while?</i></p> <p>Augustin: <i>But I'm sick of Cream. All she wants to do is sleep. She's an old lady.</i></p>	Health or Emotional Problems of A Child	-	<p>6: data number</p> <p>Dys: dysfunctional</p> <p>HEPC: Health or emotional problems of a child</p> <p>04.39: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). The scene shows how Augusten wants to invite his father to play after coming home from work, but he gets rejection from his father. He was sad when he received this rejection, and finally left his father alone. The scene is in line with Bowen's statement regarding health or emotional problems of a child that children experience stress or anxiety due to the role of family members who do not understand their role (Bowen, 1978). This happened to Augusten who experienced stress or sadness when Norman did not fulfill his role as a father to accompany him to play.</p>	
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7.	7/Dys/ HEPC/ 06.58/ AG/R WS	 <p>Norman: <i>I don't understand.</i>  Augustin: <i>I polish my allowance. I boil it clean, then I polish it with silver polish.</i>  Norman: <i>But why, Augusten? Why?</i>  Augustin: <i>Because I like shiny things.</i></p>	Health or Emotional Problems of A Child	-	7: data number Dys: dysfunctional HEPC: Health or emotional problems of a child 06.58: screen time AG: Augusten RWS: Running with Scissors  This data is included in the dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). This scene illustrates Augusten's behavior that his father did not know about and makes his father confused by Augusten's behavior. This scene shows how the relationship between father and son means that the father does not know his son's habits are different from others. The scene is in line with Bowen's statement regarding health or emotional problems of a child that dysfunctional families experience neglect from both parents and other family members (Bowen, 1978).	
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8.	8/Nor/ HC/08. 46/AG/ RWS	 <p>Augusten: <i>Are you going to a funeral?</i></p> <p>Deirdre: <i>No..No, sweetie. It's a gown for public appearances. You wanna cut? See, the plan, is I'm announced at some place grand and serious like Carnegie Hall. And I come out in this. And I stand in front of a black velvet curtain. I'm gonna demand that in my contract. And that way, everything fades away except my writing.</i></p> <p>Augusten: <i>The mail came.</i></p>	-	Healthy Childho od	<p>8: data number Nor: normative HC: Healthy childhood 08.46: screen time AG: Augusten RWS: Running with Scissors</p> <p>This data is included in the normative family system with the healthy childhood category according to Family Systems theory by Murray Bowen (1978). This scene shows how Augusten provides emotional support to his mother by hugging her when her mother is sad because she was rejected in her poetry application. This shows how little Augusten was very close to his mother. Based on Bowen's family systems theory, children who grow up in a normative family have healthy emotional regulation and have a secure attachment to parents emotionally (Bowen, 1978). This is shown when Augusten provides support to the mother emotionally so that the mother is calm.</p>	
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9.	9/Dys/ MC/11. 49/DE, NR/R WS	 <p>Norman: <i>Why don't you just settle down? You know, you are hysterical. You're so goddamn hysterical!</i></p> <p>Deirdre: <i>I'm hysterical? You think this is hysterical?</i></p> <p>Norman: <i>Yes!</i></p> <p>Deirdre: <i>You poor bastard! You're so repressed that you...You mistake creative passion for hysteria! Don't you see?</i></p>	Marital Conflic t	-	<p>9: data number</p> <p>Dys: dysfunctional</p> <p>MC: Marital conflict</p> <p>11.49: screen time</p> <p>DE, NR: Deirdre, Norman</p> <p>RWS: Running with Scissors</p> <p>This data is included in a dysfunctional family system with the marital conflict category according to Family Systems theory by Murray Bowen (1978). This scene shows the marital conflict that occurs between the characters Deirdre and Norman. During the quarrel, they became emotional and uttered harsh words at each other. Based on Bowen's statement about marital conflict in line with the scene, marital conflict creates tension and anxiety between spouses due to the lack of differentiation of each other's self (Bowen, 1978). The scene shows Norman's marital conflict with Deirdre which creates tension between the two.</p>	
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10.	10/Dys/ HEPC/ 12.15/ AG/R WS	 <p>Augustin: <i>Will you two stop fighting?</i></p> <p>Mom: <i>This is between me and your father! Your father is the one...</i></p> <p>Augustin: <i>Well, I live here too, you know!</i></p>	Health or Emotional Problems of A Child	-	<p>10: data number</p> <p>Dys: dysfunctional</p> <p>HEPC: Health or emotional problems of a child</p> <p>12.15: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the health or emotional problems of a child category according to Family Systems theory by Murray Bowen (1978). This data shows how Augusten saw the fight that occurred between his father and mother. Augusten tries to stop them from fighting again. In this scene, it is shown how the arguments between his parents affected Augusten's emotions as a child. Based on Bowen's statement in line with the scene, children tend to experience emotional disturbance or stress due to instability and conflict that occurs in the family (Bowen, 1978). This is shown when Augusten's parents quarrel, Augusten feels emotional and angry when witnessing the conflict.</p>	
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11.	11/Dys/ MC/12. 26/DE, NR/R WS	 <p>Deidre: <i>Look at you. Look at your damn face. You got the face of a man twice your age. Forty-five going on 90!</i></p> <p>Norman: <i>Will you just shut up?</i></p> <p>Augusten: <i>He's not moving!</i></p> <p>Deirdre: <i>No, he's just playing another one of his horribly manipulative games. Get up, Norman!</i></p>	Marital Conflic t	-	<p>11: data number</p> <p>Dys: dysfunctional</p> <p>MC: Marital conflict</p> <p>11.49: screen time</p> <p>DE, NR: Deirdre, Norman</p> <p>RWS: Running with Scissors</p> <p>This data is included in a dysfunctional family system with the marital conflict category according to Family Systems theory by Murray Bowen (1978). The scene shows Deidre making fun of Norman until Norman gets emotional and tells him to stop, but Deirdre doesn't want to stop. This makes Norman want to commit violence against Deirdre, who is actually his wife, because she keeps talking bad about him. The scene is in line with Bowen's statement about marital conflict where statements of disagreement that occur between spouses are considered a personal affront to themselves, creating a conflict (Bowen, 1978).</p>	
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12.	12/Dys/ HEPC/ 13.57/ AG/R WS	 <p>Augusten: <i>I don't want go to school</i></p> <p>Deirdre: <i>You've got to go, Augusten! You can't keep skipping or I'll get arrested.</i></p> <p>Augusten: <i>Why can't we just be a normal family?</i></p>	Health or Emotional Problems of A Child	-	<p>12: data number</p> <p>Dys: dysfunctional</p> <p>HEPC: Health or emotional problems of a child</p> <p>13.57: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data is included in a dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). The data shows how Deirdre told Augusten to go to bed and go to school the next day after he quarreled with her husband, Norman. However, Augusten refused until he questioned why his family couldn't be like other normal families. This illustrates how Augusten's emotions were affected because of the fight between his parents and he really wanted his family to be normal like the others. The scene is in line with Bowen's statement in the family systems theory where disturbances or emotions in children are created due to inappropriate and unhealthy roles in the family (Bowen, 1978). So in this case Augusten experiences</p>	
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					emotional feelings when his parents forget their role as parents who should protect and nurture.
13.	13/Nor/ SH/15. 38/DF/ RWS	 <p>Dr. Finch: <i>Do you mind, son? Don't you worry about your parents, buckaroo. We'll get this all sorted out.</i></p> <p>Augusten: <i>Good luck.</i></p>	-	Social Health	<p>13: data number Nor: normative SH: Social health 15.38: screen time DF: Dr. Finch RWS: Running with Scissors</p> <p>This data is included in the normative family system with the social health category according to Family Systems theory by Murray Bowen (1978). In this scene shows Dr. Finch is a psychiatrist who will help with the relationship between Augusten's parents. Dr. Finch tries to help and calm Augusten so he doesn't worry about his parents' problems. Based on Bowen's statement that is in line with the scene regarding social health where the ability of someone who has social health helps in solving problems that occur in the family to maintain harmony (Bowen, 1978).</p>


14.	14/Dys/ HEPC/ 15.48/ AG/R WS	 <p>Deirdre: <i>I just pray to God Norman doesn't snap. One of these days he's gonna snap and kill us all.</i></p> <p>Dr. Finch: <i>Enough! That's not the way to talk around your son. You need to comfort him, not frighten him.</i></p>	Health or Emotional Problems of A Child	-	<p>14: data number</p> <p>Dys: dysfunctional</p> <p>HEPC: Health or emotional problems of a child</p> <p>15.48: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the health or emotional category of a child according to Family Systems theory by Murray Bowen (1978). In this scene, Deirdre talks about the bad things that Norman, her husband, will do to her and Augusten. However, Dr. Finch stopped her because Augusten was there, which made him worried about Augusten's emotions, who were shaken by his parents' problems and needed entertainment for Augusten. The scene is in line with Bowen's statement about health or emotional problems of a child that arise due to instability in the family and the lack of role of family members (Bowen, 1978). This is illustrated in the scene of Deirdre as Augusten's mother who lacks her role as a mother to protect her child.</p>
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15.	15/Nor/ SH/16. 23/DF/ RWS	 <p>Dr. Finch: <i>Now. I'm gonna ask you a number of a questions if that's all right with you. They may seem rather personal. In fact, you may not see the relevance. But I believe that's up to me, as the doctor, to decide.</i></p>	-	Social Health	<p>15: data number Nor: normative SH: Social health 16.23: screen time DF: Dr. Finch RWS: Running with Scissors</p> <p>This data is included in the normative family system with the social health category according to Family Systems theory by Murray Bowen (1978). The scene depicts Dr. Finch is the one who helps Deirdre in handling the case between her and her husband. Dr. Actions Finch reflects his character as a mediator and helper in the couple's problems. Based on Bowen's family systems theory, someone who has social health can provide emotional support or assistance to the conflicting party (Bowen, 1978). This was done by Dr. Finch who helped and provided guidance to Deirdre in dealing with her problems.</p>	
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16.	16/Dys/ HEP/16 .54/DE/ RWS	 <p>Deirdre: <i>Well, I'm just frantic. I'm very, very upset. I'm very anxious. I feel very emotionally charged. And I feel like I'm at the end of my rope.</i></p>	Health or Emotional Problems	-	<p>16: data number Dys: dysfunctional HEP: Health or emotional problems 16.54: screen time DE: Deirdre RWS: Running with Scissors</p> <p>This data is included in a dysfunctional family system with the category of health or emotional problems according to Family Systems theory by Murray Bowen (1978). In this scene, Deirdre reveals her psychological condition to Dr. Finch after an argument with her husband. Deirdre's panicked, anxious and very emotional psychology shows how Deirdre experiences emotional problems or disorders. The scene is in line with Bowen's statement in family systems theory, a state of chronic anxiety in the family results in a person's health or emotional condition being problematic due to problematic family role patterns (Bowen, 1978).</p>	
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17.	17/Dys/ HEP/17 .32/DE/ RWS	 <p data-bbox="394 748 772 943">Dr. Finch: <i>Are you constipated in your life, Deirdre? Stuck?</i> Deirdre: <i>I am. I am stuck.</i></p>	Health or Emotional Problems	<p data-bbox="1066 196 1528 505">17: data number Dys: dysfunctional HEP: Health or emotional problems 17.32: screen time DE: Deirdre RWS: Running with Scissors</p> <p data-bbox="1066 581 1797 1268">This data is included in the dysfunctional family system in the category of health or emotional problems according to Family Systems theory by Murray Bowen (1978). The scene shows Dr. Finch asked Deirdre about her constipated condition and Deirdre's answer was that she was stuck with an expression that seemed sad. Which can be interpreted as saying that throughout her life Deirdre felt trapped throughout her life and did not develop. Bowen's family systems theory explains that problematic family role patterns affect the health and emotional well-being of individuals (Bowen, 1978). In this case, Deirdre experienced problems in her health, emotions and well-being.</p>	
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18.	18/Dys/ HEP/18 .18/DE/ RWS	 <p>Dr. Finch: <i>Back to your anxiety for a moment. You have thoughts of suicide, Deirdre? Do you have suicidal thoughts? Do you ever think of killing yourself?</i> Deirdre: <i>(nodded her head)</i></p>	Health or Emotional Problems	-	<p>18: data number Dys: dysfunctional HEP: Health or emotional problems 18.18: screen time DE: Deirdre RWS: Running with Scissors</p> <p>This data is included in a dysfunctional family system with the category of health or emotional problems according to Family Systems theory by Murray Bowen (1978). In this scene, Dr. Finch asked Deirdre whether she had ever thought about committing suicide, and the answer was that Deirdre had ever wanted to end her life. From Deirdre's answer, it describes how Deirdre's psychology was troubled and disturbed to the point of wanting to commit suicide. The scene is in line with Bowen's statement, a person's health or emotional problems can occur due to environmental factors in the family, the insecurity of the family environment triggers these problems (Bowen, 1978).</p>	
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19.	19/Dys/ MC/19. 56/DE/ NR, RWS	 <p>Deirdre: <i>Dr. Nupal. Augusten's allergist. If you were more of a man and involved in your son's life, you know who that was. I smell manure.</i></p> <p>Norman: <i>I don't smell anything.</i></p> <p>Deirdre: <i>I do, I smell manure. It's coming out of your ears.</i></p> <p>Norman: <i>Fucking bitch.</i></p>	Marital Conflic t	-	<p>19: data number</p> <p>Dys: dysfunctional</p> <p>MC: Marital conflict</p> <p>19.56: screen time</p> <p>DE, NR: Deirdre, Norman</p> <p>RWS: Running with Scissors</p> <p>This data is included in a dysfunctional family system with the marital conflict category according to Family Systems theory by Murray Bowen (1978). In the scene that takes place in the car, it shows a husband and wife, namely Deirdre and Norman, arguing over a small matter. In the end they made fun of each other. The scene is in line with Bowen's statement in family systems, couples perceive statements of disagreement as insulting themselves and their wrong communication patterns are the cause of the marital conflict (Bowen, 1978).</p>	
20.	20/Dys/ HEP/20 .08/NR/ RWS		Health or Emotio nal	-	<p>20: data number</p> <p>Dys: dysfunctional</p> <p>HEP: Health or emotional problems</p> <p>20.08: screen time</p>	

		<p>Deirdre: <i>I'm unhappy.</i></p> <p>Norman: <i>I'm unhappy</i></p> <p>Dr. Finch: <i>Norman, if you're so unhappy, why stay in this marriage?</i></p> <p>Norman: <i>I don't know why. My son.</i></p>	Problems		<p>NR: Norman</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the health or emotional problems category according to Family Systems theory by Murray Bowen (1978). The scene shows how the husband and wife are questioned by Dr. Finch is a psychiatrist, and their answers are unhappy. Describes how during their marriage, they were unhappy and maintained the marriage for the sake of their child. According to Bowen, the scene is in line with family systems theory, where family dynamics affect the health and emotional well-being of its members (Bowen, 1978). This is shown in how Norman and Deirdre's health and emotions are problematic after they maintain their marriage.</p>	
21.	<p>21/Nor/ SH/20. 12/DF/ RWS</p>	<p>Dr. Finch: <i>I don't think that's</i></p>	-	Social Health	<p>21: data number</p> <p>Nor: normative</p> <p>SH: Social health</p> <p>20.12: screen time</p> <p>DF: Dr. Finch</p>	


		<p><i>why you stay, Norman. I think you stay because it's comfortable. It's what you know. You were trapped in your childhood by a castrating mother, and as an adult male you have sought the same female archetype.</i></p> <p>Deirdre: <i>Well, that's just brilliant. And very true.</i></p> <p>Dr. Finch: <i>Deirdre, smoking is a great privilege in my sanctuary.</i></p>			<p>RWS: Running with Scissors</p> <p>This data is included in the normative family system with the social health category according to Family Systems theory by Murray Bowen (1978). This scene shows how a husband and wife ask for help from Dr Finch, a psychiatrist, to help with problems in their family. The psychiatrist here plays the role of supporter and mediator in their relationship. The scene is in line with Bowen's statement that someone who has social health can provide support and guidance to conflicting parties to overcome the conflict that occurs (Bowen, 1978). Dr. Finch did this to Norman and Deirdre in resolving their conflict.</p>	
22.	<p>22/Dys/ HEP/22 .19/DE/ RWS</p>	 <p>Deirdre: <i>'Cause I...I did love Norman once, long ago, but I never should've married him.</i></p> <p>Augusten: <i>So why did you?</i></p>	<p>Health or Emotional Problems</p>	-	<p>22: data number</p> <p>Dys: dysfunctional</p> <p>HEP: health or emotional problems</p> <p>22.19: screen time</p> <p>DE: Deirdre</p> <p>RWS: Running with Scissors</p> <p>This data is included in a dysfunctional family system</p>	


		Deirdre: <i>He threatened to kill himself if I turned down his proposal. I'm not murderer. I've failed as a wife and a mother.</i>			with the category of health or emotional problems according to Family Systems theory by Murray Bowen (1978). From the dialogue, Deirdre expressed her feelings while with Norman, how she once loved Norman but did not intend to marry him. She expressed his hidden feelings to Augusten to find out how she was with his father. The scene is in line with Bowen's statement in family systems theory where a family with uncontrolled emotions creates a dysfunctional family (Bowen, 1978). The scene of Deirdre telling the psychiatrist that she experienced anxiety and paranoia towards Norman after marriage.	
23.	23/Dys/ HEPC/ 25.15/ AG/R WS	 <p>Augusten: <i>He's leaving.</i></p>	Health or Emotio nal Proble ms of A Child	-	<p>23: data number</p> <p>Dys: dysfunctional</p> <p>HEPC: Health or emotional problems of a child</p> <p>25.15: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray</p>	


					<p>Bowen (1978). This scene shows how Augusten feels when he is separated from his father because his parents have divorced. Augusten looked sad and silent as his father kissed his forehead and left the house. The scene is in line with Bowen's statement that conflicts that occur in the family create an environment or emotional instability in the child (Bowen, 1978). This happened to Augusten who experienced emotional instability when his father left home due to conflict between his mother and father.</p>	
24.	<p>24/Nor/ HC/27. 34/AG/ RWS</p>	 <p>Augusten: <i>I'll wait in the car.</i> Deirdre: <i>No, no, you will not wait in the car. It'll be hours and it's rude. You just stay here. Get along with the Finch children.</i></p>	-	<p>Healthy Childhood</p>	<p>24: data number Nor: normative HC: Healthy childhood 27.34: screen time AG: Augusten RWS: Running with Scissors</p> <p>This data is included in the normative family system with the healthy childhood category according to Family Systems theory by Murray Bowen (1978). The behavior that Deirdre gives to Augusten when adjusting his tie shows how Augusten received love from his mother,</p>	


					and shows the role of the mother in Deirdre. The scene is in line with Bowen's family systems theory that a healthy relationship between children and parents forms a healthy childhood in the family (Bowen, 1978).
25.	25/Dys/ HEPC/ 28.51/ AG/R WS	 <p>Agnes: <i>Would you like to try some?</i>  Augusten: <i>No. thanks.</i>  Agnes: <i>Why does everybody make such a fuss? It's just a little kibble.</i>  Augusten: <i>That stuff's not clean. It's for dogs.</i>  Agnes: <i>Well, I guess you're afraid to try new things, Augusten. Sad.</i></p>	Health or Emotional Problems of A Child	-	25: data number Dys: dysfunctional HEPC: Health or emotional problems of a child 28.51: screen time AG: Augusten RWS: Running with Scissors  This data is included in the dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). This scene shows the point of view of Agnes, Dr.'s wife. Finch towards Augusten who is afraid of trying new things. From this point of view, it can describe Augusten's psychological state growing up in his family. Based on Bowen's family systems theory, health or emotional problems of a child occur due to instability in the family environment and have feelings of insecurity in a new environment (Bowen, 1978). This





					resulted in Augusten becoming a person who was afraid to try new things because of instability in the family.
26.	26/Dys/ HEP/34 .31/DE/ RWS	 <p>Dr. Finch: <i>Augusten, your mother is in a state crisis.</i></p> <p>Deirdre: <i>That's an understand</i></p> <p>Dr. Finch: <i>Your mother is in trouble with your father. Your father may want to murder your mother.</i></p> <p>Augusten: <i>Murder?</i></p> <p>Dr. Finch: <i>Your father is very, very sick man. Your mother needs to be protected.</i></p>	Health or Emotional Problems	-	<p>26: data number</p> <p>Dys: dysfunctional</p> <p>HEP: health or emotional problems</p> <p>34.31: screen time</p> <p>DE: Deirdre</p> <p>RWS: Running with Scissors</p> <p>This data is included in a dysfunctional family system with the category of health or emotional problems according to Family Systems theory by Murray Bowen (1978). This scene shows how Deirdre's health and emotions are disturbed because of her ex-husband, Norman. So Deirdre needs self-isolation to improve her condition, this shows how Deirdre's health and psychology are after the divorce. The scene is in line with Bowen's family systems theory which explains that a person experiences chronic anxiety and emotional stress in a family due to the relationship between members in the family (Bowen, 1978). Deirdre who experiences anxiety due to the relationship between</p>


					herself and Norman causes her emotional instability.	
27.	27/Dys/ HEPC/ 35.18/ AG/R WS	 <p>Augusten: <i>But, I don't wanna stay here.</i></p> <p>Dr. Finch: <i>Deirdre, talk to your son. When you're finished, I'll be in the car.</i></p> <p>Augusten: <i>Mom, what's going on?</i></p> <p>Deirdre: <i>Your father has a lot of anger about how his life turned out. He's projecting it onto me. Dr. Finch is spiritually evolved. We'll be safe with him.</i></p> <p>Augusten: <i>Can't I come to the motel too? I love those little soaps.</i></p>	Health or Emotional Problems of A Child	-	<p>27: data number</p> <p>Dys: dysfunctional</p> <p>HEPC: health or emotional problems of a child</p> <p>35.18: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). This scene shows Augusten rejecting his mother's decision to want him to live with Dr. Finch is one-sided without thinking about his wishes. Augusten. Augusten felt angry and sad about his mother's decision. The scene is in line with Bowen's statement about the health or emotional problems of a child feeling neglect from his family members who make him lose their childhood (Bowen, 1978). Augusten, who was entrusted by his mother to the Finch family, felt neglected by his mother, which affected his emotions. It is shown by Augusten's sad expression shown to his mother, even</p>	


					Augusten's voice trembles when he wants to come with his mother.	
28.	28/Dys/ HEPC/ 37.42/ AG/R WS	 <p>Waiter: <i>Telephone cell.</i>  Norman: <i>Hello?</i>  Secretary: <i>I have an emergency collect call from your son, Augusten.</i>  Norman: <i>(Just hang up the phone without speaking)</i>  Augusten: <i>(Silenced in shock at his father's actions)</i></p>	Health or Emotio nal Proble ms of A Child	-	28: data number Dys: dysfunctional HEPC: Health or emotional problems of a child 37.42: screen time AG: Augusten RWS: Running with Scissors	This data is included in a dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). The scene shows Augusten calling his father but his father immediately hung up the phone and did not want to talk to him. This makes Augusten sad and disappointed because his parents don't think about him or just ignore him. You can see Augusten's expression who immediately fell silent in shock at his father's attitude. Based on Bowen's theory, neglect received by children from parents and other family members has an impact or emotional disturbance on children (Bowen, 1978). The same thing happened to Augusten who

					received neglect from his father.	
29.	29/Dys/ HEPC/ 38.29/ AG/R WS	 <p>Augusten: <i>Dear journal, somebody has to write down what's happening to me. It's not to be believed. So I guess that person is me. Day seven and still no sign of my mother. This place is worse than any loony bin. I'm not kidding. Every decision in the house is made by something the Finches call...</i></p>	Health or Emotional Problems of A Child	-	<p>29: data number</p> <p>Dys: dysfunctional</p> <p>HEPC: health or emotional problems of a child</p> <p>38.29: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). Augusten who wrote in his journal while living with Dr. Finch. Spilling out and pouring out all his feelings while living with them where his mother didn't tell him anything and didn't care about him. The scene is in line with Bowen's statement which explains that children experience stress or anxiety when there is conflict in the family and lose their childhood when there is conflict or unhealthy family dynamics (Bowen, 1978). This was felt by Augusten, who experienced anxiety and stress when he was in the Finch family due to the mother's conflict and his mother forgetting her role as a mother who had to look after and protect</p>	


					Augusten.	
30.	30/Nor/ HC/39. 19/HP/ RWS	 <p>Hope: <i>Awakening. As in, awakening our taste buds. Super, God wants us to have fish sticks.</i></p> <p>Natalie: <i>Shit, I wanted McDonald's so bad.</i></p> <p>Augusten: <i>Of the daughters, Hope is by far Finch's favorite. I know this because...</i></p> <p>Dr. Finch: <i>Hope, you are by far my favorite daughter.</i></p> <p>Hope: <i>Stop antagonizing me, Natalie. Just stop transferring all of your anger onto me.</i></p>	-	Healthy Childho od	<p>30: data number</p> <p>Nor: normative</p> <p>HC: healthy childhood</p> <p>39.19: screen time</p> <p>HP: Hope</p> <p>RWS: Running with Scissors</p> <p>This data is included in the normative family system with the healthy childhood category according to Family Systems theory by Murray Bowen (1978). In this scene shows the role of Dr. Finch in his family is a father. Dr. Finch, who praised his first daughter, Hope, described how a father gives love and affirmation to his child. Based on Bowen's family systems theory, healthy communication patterns and relationships between children and parents form a healthy childhood in the family (Bowen, 1978). Dr. Finch giving praise to Hope, his first child, illustrates the healthy relationship between Dr. Finch and Hope.</p>	


31.	31/Nor/ HC/39. 51/NT/ RWS	 <p>Hope: <i>You know, Natalie, you're so oral you'll never get to anal.</i></p> <p>Natalie: <i>And you're never gonna get a dick in your dried-out cunt, you old maid.</i></p> <p>Dr. Finch: <i>Excellent, Natalie, your hysteria is spectacular. You're moving from the anal onto the phallic. I'm very proud.</i></p>	-	Healthy Childhood	<p>31: data number Nor: normative HC: Healthy childhood 39.51: screen time NT: Natalie RWS: Running with Scissors</p> <p>This data is included in the normative family system with the healthy childhood category according to Family Systems theory by Murray Bowen (1978). In this scene shows the role of Dr. Finch in his family is a father. Dr. Finch, who praised his first daughter, Natalie, described how a father gives love and affirmation to his child. Based on Bowen's family systems theory, healthy communication patterns and relationships between children and parents form a healthy childhood in the family (Bowen, 1978). Dr. Finch giving praise to Natalie, his second child, illustrates the healthy relationship between Dr. Finch and Natalie.</p>	
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32.	32/Nor/ SH/43. 45/NT/ RWS	 <p>Augusten: <i>Why not? You're smart.</i></p> <p>Natalie: <i>But I'm a Finch. I'm used goods. Besides, can you imagine the college background check? when they find out what goes on in that house, it'd be like Frankenstein, whwn the villagers surround the castle and then burn it to fucking ground.</i></p> <p>Augusten: <i>I'm gay.</i></p> <p>Natalie: <i>Big deal. I know. My adopted brother Neil's gay too.</i></p>	-	Social Health	<p>32: data number Nor: normative SH: social health 43.45: screen time NT: Natalie RWS: Running with Scissors</p> <p>This data is included in the normative family system with the social health category according to Family Systems theory by Murray Bowen (1978). This scene shows how Natalie is a friend and listener to the Finch family. Augusten can open up when he is with Natalie. Likewise, Natalie is very friendly and caring towards Augusten. And Natalie's response made Augusten comfortable with her. Bowen emphasizes that good social health skills form mutually supportive and constructive relationships in the surrounding environment (Bowen, 1978). Similarly, Natalie supports Augusten in dealing with family problems so that anxiety does not arise.</p>	
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33.	33/Dys/ HEPC/ 45.21/ AG/R WS	 <p>Neil: <i>So do you see your mom at all?</i></p> <p>Augusten: <i>Sometimes. On the weekends.</i></p> <p>Neil: <i>It's tough to have a sick mom, right? My mom couldn't handle me either. Neither could my dad.</i></p> <p>Augusten: <i>Yeah, mine too. He never wants to see me.</i></p> <p>Neil: <i>Where does that leave you? At the crazy house of the even crazier Finch.</i></p>	Health or Emotional Problems of A Child	-	<p>33: data number</p> <p>Dys: dysfunctional</p> <p>HEPC: health or emotional problems of a child</p> <p>45.21: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). Augusten expressed his complaints about his parents to Neil with a little emotion when Neil asked Augusten about his parents. Where he only sees his mother on weekends and his father has never seen him since his divorce from his mother. The scene is in line with Bowen's statement that children's emotional and health arises from neglect from parents or other family members due to conflict or unhealthy roles in the family (Bowen, 1978). Augusten feels neglected by his parents which makes him feel emotional and health problems.</p>	
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34.	34/Dys/ TOP/51 .31/FE/ RWS		Triangu lation of Other People	-	<p>34: data number</p> <p>Dys: dysfunctional</p> <p>TOP: Triangulation of other people</p> <p>51.31: screen time</p> <p>FE: Fern</p> <p>RWS: Running with Scissors</p> <p>This data is included in a dysfunctional family system with the category of triangulation of other people according to Family Systems theory by Murray Bowen (1978). This scene shows Augusten returning home to see his mother. However, he sees a third person, Fern, who hinders Augusten and his mother's relationship. Fern's involvement as a third person in Deirdre's relationship with Augusten as mother and son disrupts or worsens their relationship. In fact, the presence of Fern makes Augusten angry and disappointed with his mother, whereas before Fern's presence the relationship between Augusten and his mother was going well. Based on Bowen's family system theory, it is explained that the involvement of a third person in the family causes chaos in communication and relationships</p>	
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					between family members (Bowen, 1978).	
35.	35/Dys/ HEPC/ 51.45/ AG/R WS	 <p>Fern: <i>Augusten. Augusten. I'm sorry. I'm sorry. I'm so sorry. Oh, God. God.</i></p> <p>Augusten: <i>(rejecting Fern's touch and forgiveness, then sat in silence)</i></p>	Health or Emotio nal Proble ms of A Child	-	<p>35: data number</p> <p>Dys: dysfunctional</p> <p>HEPC: Health or emotional problems of a child</p> <p>51.45: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). This scene shows how disappointed and surprised Augusten was to learn of his mother's relationship with Fern. Augusten even rejected Fern's touch and apology because he was very angry about the situation. The scene is in line with Bowen's family systems theory, which says that children from dysfunctional families are formed due to the lack of role of parents or other family members in providing affection for children (Bowen, 1978). This can be seen in Augusten's emotional instability when he sees his mother forgetting her role in him. And when Augusten</p>	


					immediately fell silent after seeing what his mother did, Fern showed that she was so shocked that she was speechless.
36.	36/Dys/ HEP/54 .16/DE/ RWS	 <p>Deirdre: <i>I worry about you so. I worry about you in school. The law says you have to go.</i></p> <p>Augusten: <i>Well, fuck that!</i></p> <p>Deirdre: <i>Augusten, please don't smoke my cigarettes. You have a pack of your own. Although I wish you wouldn't smoke.</i></p> <p>Augusten: <i>Well, I do.</i></p> <p>Deirdre: <i>All my life I've been oppressed, Augusten. And all my live I've worked hard to fight that oppression.</i></p>	Health or Emotio nal Proble ms	-	<p>36: data number</p> <p>Dys: dysfunctional</p> <p>HEP: health or emotional problems</p> <p>54.16: screen time</p> <p>DE: Deirdre</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the category of health or emotional problems according to the Family Systems theory by Murray Bowen (1978). In the scene Deirdre tells Augusten about her past. How during her life she has been oppressed, and how she tried hard to overcome this oppression. And in telling this story Deirdre is full of emotions and feelings of regret. The scene is in line with health or emotional problems in Bowen's family systems theory, a person experiences emotional problems because of the environment they live in (Bowen, 1978). This is explained in the scene where Deirdre tells</p>

					Augusten about her lifetime of oppression.	
37.	37/Dys/ HEPC/ 54.16/ AG/R WS	 <p>Deirdre: <i>I worry about you so. I worry about you in school. The law says you have to go.</i></p> <p>Augusten: <i>Well, fuck that!</i></p> <p>Deirdre: <i>Augusten, please don't smoke my cigarettes. You have a pack of your own. Although I wish you wouldn't smoke.</i></p> <p>Augusten: <i>Well, I do.</i></p> <p>Deirdre: <i>All my life I've been oppressed, Augusten. And all my live I've worked hard to fight that oppression.</i></p>	Health or Emotio nal Proble ms of a Child		<p>37: data number</p> <p>Dys: dysfunctional</p> <p>HEPC: health or emotional problems of a child</p> <p>54.16: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the category of health or emotional problems according to the Family Systems theory by Murray Bowen (1978). The scene shows the conversation that took place between Augusten and Deirdre after the departure of Fern, the third person. When Deirdre talks to Augusten, he only responds briefly and emotionally to Deirdre's words, and Augusten immediately smokes. Augusten's act of smoking is arguably Augusten's form of release because of the behavior of his mother and Fern or Augusten's form of seeking calmness to reduce his emotions. Based on Bowen's theory, unhealthy parental roles in the family affect the health and emotional well-being of children (Bowen, 1978).</p>	


38.	38/Dys/ HEPC/ 56.39/ AG/R WS	 <p>Augusten: <i>What is this?</i> Deirdre: <i>Adoption papers. Dr. Finch has agreed to become your legal guardian.</i> Augusten: <i>What?</i> Deirdre: <i>After discussing this with the doctor, we both feel this really is the best option. He and his family can give you the attention you need.</i> Augusten: <i>You're giving me away to your shrink?</i> Deirdre: <i>No. I'm doing what's best for you. What's best for us. I love you very, very much.</i></p>	Health or Emotional Problems of A Child	-	<p>38: data number Dys: dysfunctional HEPC: Health or emotional problems of a child 56.39: screen time AG: Augusten RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). The scene shows how emotional Augusten is when his mother gives the adoption papers containing his adoption letter to the Finch family. Augusten is angry and disappointed with his mother's decision, which can be seen from Augusten's actions who immediately left after learning about the adoption letter. Based on Bowen's theory, unhealthy parental roles in the family affect the health and emotional well-being of children (Bowen, 1978). Deirdre abdicated her responsibility as a mother who was supposed to educate and care for Augusten and instead gave Augusten to the Finch family.</p>	
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39.	39/Dys/ HEPC/ 57.20/ AG/R WS	 <p>Augusten: <i>And my fucking father won't even give me money for food. He won't take my calls.</i></p> <p>Neil: <i>Yeah. He's basically worthless.</i></p> <p>Augusten: <i>Just like mom.</i></p> <p>Neil: <i>Just like the fucking nuns beat me.</i></p> <p>Augusten: <i>God. Sometimes I feel like just taking a butcher knife and just stabbig them both.</i></p>	Health or Emotio nal Proble ms of A Child	-	<p>39: data number</p> <p>Dys: dysfunctional</p> <p>HEPC: Health or emotional problems of a child</p> <p>57.20: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). The scene shows Augusten pouring out all his feelings and complaints about his parents to Neil. His parents don't care about him, and he feels angry with his parents. The scene is in line with Bowen's statement that the emotional and health of children in dysfunctional families is caused by the unhealthy role of parents towards children (Bowen, 1978).</p>	
40.	40/Dys/ HEPC/ 58.44/ AG/R WS	 <p>Dr. Finch: <i>Now, would you</i></p>	Health or Emotio nal Proble	-	<p>40: data number</p> <p>Dys: dysfunctional</p> <p>HEPC: Health or emotional problems of a child</p> <p>58.44: screen time</p> <p>AG: Augusten</p>	


		<p><i>like some of these?</i></p> <p>Augusten: <i>what are they?</i></p> <p>Dr. Finch: <i>Well, I just got some samples in the mail, so I don't know. So let me see. This is mild anti-anxiety medication. Which might help you feel a little calmer...</i></p> <p>Augusten: <i>I'm calm</i></p>	ms of A Child		<p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). In the scene, Dr. Finch gives Augusten mild anti-anxiety medication because he knows that Augusten is experiencing anxiety due to the adoption incident that his mother gave him. Although Augusten considers himself calm, Dr. Finch sees from the psychiatrist's side that Augusten's condition is a little worrying in the eyes of a psychiatrist. The scene is in line with Bowen's statement in family systems theory that children in dysfunctional families tend to experience anxiety and stress disorders due to the environment in their family (Bowen, 1978).</p>	
41.	41/Nor/ SH/58. 56/DF/ RWS	 <p>Dr. Finch: <i>...when I tell you. You have to go to school.</i></p>	-	Social Health	<p>41: data number</p> <p>Nor: normative</p> <p>SH: social health</p> <p>58.56: screen time</p> <p>DF: Dr. Finch</p> <p>RWS: Running with Scissors</p>	

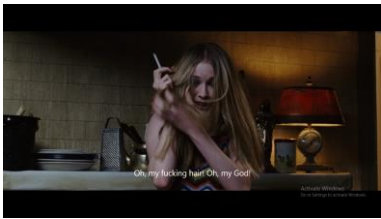
		<p>Augusten: <i>I go to school.</i></p> <p>Dr. Finch: <i>I'm on to your clever tricks, son. I know you stay until homeroom, when they do attendance, and then you skip out. I know when you've been naughty.</i></p>			<p>This data is included in the normative family system with the social health category according to Family Systems theory by Murray Bowen (1978). In this scene, Dr. Finch is a psychiatrist and the person responsible for Augusten after his mother gave him away. Dr. Finch told Augusten to go to school after learning the fact that Augusten often played truant. This is because Dr. Finch wants Augusten to think about his future, because every parent wants their child to succeed. The scene is in line with Bowen's statement where someone who provides support and helps in building their environment is someone who has good social health (Bowen, 1978). That is what Dr. Finch did to Augusten in dealing with his school life.</p>	
42.	<p>42/Dys/ HEPC/ 59.53/ AG/R WS</p>	 <p>Augusten: <i>I'm not going!</i></p> <p>Dr. Finch: <i>You're in junior high, for Christ's sake. It can't be that bad.</i></p>	<p>Health or Emotional Problems of A Child</p>	-	<p>42: data number</p> <p>Dys: dysfunctional</p> <p>HEPC: health or emotional problems of a child</p> <p>59.53: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system</p>	





		<p>Augusten: <i>I don't fit in.</i></p> <p>Dr. Finch: <i>Where would we be without our painful childhoods?</i></p>			<p>in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). Augusten refuses Dr. Finch's request to go to school. Augusten said he didn't suit such a desperate expression. Dr. Finch responded as if he knew how Augusten felt about the painful incident that Augusten faced. The scene is in line with Bowen's family systems theory that says children in dysfunctional families have fears in new environments and have difficulty in making relationships with others (Bowen, 1978).</p>	
43.	<p>43/Nor/ SH/1.0 1.50/A S/RWS</p>	 <p>Agnes: <i>The lady at the store said it has illustrations of all the procedures that cosmetology students have to master before they earn their license.</i></p> <p>Augusten: <i>Cold waves. Those</i></p>	-	<p>Social Health</p>	<p>43: data number Nor: normative SH: social health 1.01.50: screen time AS: Agnes RWS: Running with Scissors</p> <p>This data is included in the normative family system with the social health category according to Family Systems theory by Murray Bowen (1978). The scene shows Agnes giving Augusten a book about hairstyling.</p>	



		<p><i>really hard.</i></p> <p><i>Agnes: Well, now you can learn how to do them. It's good to have a dream, Augusten. Dreams get you through the hard time.</i></p>			<p>Agnes knows that Augusten dreams of becoming a hairstylist. Agnes wants Augusten to achieve this dream because this dream can help him get through difficult times. Agnes' actions provided support to Augusten after what happened to him, and lightened Augusten's burden in facing this difficult time. The scene is in line with Bowen's statement which emphasizes that someone who has social health can help or deal with someone who is in conflict or in trouble (Bowen, 1978). Agnes did this by comforting Augusten when he was sad.</p>	
44.	<p>44/Dys/ HEP/1. 02.40/ AS/RW S</p>	<p><i>Augusten: What's your dream?</i></p> <p><i>Agnes: Me? I was never fancy enough to have one of those. I was always too busy. Working. Well, so the doctor could go to school and...No. then the kids came</i></p>	<p>Health or Emotional Problems</p>	-	<p>44: data number</p> <p>Dys: dysfunctional</p> <p>HEP: health or emotional problems</p> <p>1.02.40: screen time</p> <p>AS: Agnes</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the category of health or emotional problems according to Family Systems theory by Murray Bowen (1978). Augusten who asked Agnes what her dream was, and her answer was that she never had a dream</p>	

		<p><i>and...Raising a family keeps you on the run and...</i></p> <p>Augusten: <i>Maybe that was your dream. To have a family.</i></p> <p>Agnes: <i>Yes.that was a dream.</i></p>			<p>with a look of despair. Agnes who expressed that she was busy, working, and taking care of the family so she had no time to think about what her dreams were. The scene is in line with Bowen's statement about health or emotional problems that family dynamics and family relationship patterns are not carried out according to their functions and roles (Bowen, 1978). The Finch family dynamics that do not work according to their functions and roles make Agnes experience emotional problems when asked by Augusten about her dream.</p>	
45.	<p>45/Dys/ HEPC/ 1.05.17 /AG/R WS</p>	 <p>Natalie: <i>I'm digging this new look. I think you look much better.</i></p>	<p>Health or Emotional Problems of A Child</p>	-	<p>45: data number Dys: dysfunctional HEPC: health or emotional problems of a child 1.05.17: screen time AG: Augusten RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). The scene shows Augusten having breakfast with a desperate and tired expression. From</p>	

					<p>the expression given by Augusten, it can be seen how he is still devastated and saddened by the events he received due to the problems of his parents. The scene is in line with Bowen's statement in family systems theory that children in dysfunctional families tend to experience anxiety and stress disorders due to the environment in their family (Bowen, 1978).</p>
46.	<p>46/Nor/ SH/1.0 5.44/N T/RWS</p>	 <p>Natalie: <i>Oh, my fucking hair! Oh, my God! That was funny. You should be laughing. You know what, Augusten? I'm not gonna throw you a pity party. So fucking just get over yourself.</i></p> <p>Augusten: <i>Fuck you, Natalie. You don't know what it's like to be sent away.</i></p>	-	<p>Social Health</p>	<p>46: data number Nor: normative SH: social health 1.05.44: screen time NT: Natalie RWS: Running with Scissors</p> <p>This data is included in the normative family system with the social health category according to the Family Systems theory by Murray Bowen (1978). The scene shows how Natalie tries to cheer Augusten up with her jokes so that Augusten doesn't feel sad anymore. Natalie's actions show how she is Augusten's friend who supports and encourages him when he is sad. Social health according to Bowen where a person has the</p>


					ability to provide emotional support and adapt to parties in conflict or problems (Bowen, 1978). Similarly, Natalie did to Augusten who gave jokes so that Augusten would not be gloomy in facing his problems.
47.	47/Dys/ HEPC/ 1.06.44 /AG/R WS	 <p>Augusten: <i>who's Terrence Maxwell, Natalie?</i></p> <p>Natalie: <i>I've never heard of him.</i></p> <p>Augusten: <i>Tell me who he is.</i></p> <p>Natalie: <i>Shut up.</i></p> <p>Augusten: <i>It kills you, doesn't it?</i></p> <p>Natalie: <i>Shut up.</i></p> <p>Augusten: <i>Let it out!</i></p> <p>Natalie: <i>Shut up.</i></p> <p>Augusten: <i>Tell me who he is, Natalie!</i></p> <p>Natalie: <i>Shut up.</i></p>	Health or Emotional Problems of A Child	-	<p>47: data number</p> <p>Dys: dysfunctional</p> <p>HEPC: Health or emotional problems of a child</p> <p>1.06.44: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). In the scene, Augusten expressed his pent-up feelings to Natalie. From what Augusten said, he felt that all this time he felt alone and no one accompanied or trusted him even though it was his parents. Based on Bowen's family systems theory, children experience stress and fear due to conditions that occur in the family and relationships between members (Bowen, 1978). This was felt by Augusten who felt</p>


		<p>Augusten: <i>Tell me so I don't feel so alone!</i></p>			<p>alone because of his family's messy condition.</p>
48.	<p>48/Dys/ HEPC/ 1.08.18 /NT/R WS</p>	 <p>Natalie: <i>My dad told him that he would press charges and that he would go to jail, unless he donated money to my college fund. And he did. \$75,000.</i></p> <p>Augusten: <i>That's so great. So, if you just apply...</i></p> <p>Natalie: <i>My dad spent it. Every penny. So that the IRS wouldn't take this house. So I don't know what it's like, Augusten, to love somebody who doesn't deserve it.</i></p>	<p>Health or Emotional Problems of A Child</p>	-	<p>48: data number Dys: dysfunctional HEPC: health or emotional problems of a child 1.08.18: screen time NT: Natalie RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). The scene tells the story of Natalie's past, where her father spent Natalie's college entrance fee which required her not to go to college. She reveals how she doesn't know what it's like to love someone. And when revealing this, Natalie cried as if she had been harboring these feelings for a long time. The scene is in line with Bowen's statement about unhealthy parental roles being one of the factors for health and mental disorders in children (Bowen, 1978).</p>


49.	49/Dys/ HEPC/ 1.10.16 /NL/R WS	 <p>Neil: <i>I'm fuckup and it's your fault!</i></p> <p>Dr. Finch: <i>That's right, Neil, blame your father for your inability to focus. Direct all that rage at me if it makes you feel better.</i></p> <p>Neil: <i>I can't focus because of the voices!</i></p>	Health or Emotional Problems of A Child	-	<p>49: data number</p> <p>Dys: dysfunctional</p> <p>HEPC: health or emotional problems of a child</p> <p>1.10.16: screen time</p> <p>NL: Neil</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). The scene shows Neil expressing his emotions and anger towards Dr. Finch, who is his stepfather. Neil's actions illustrate how he has been feeling towards Dr. Finch. Neil even expressed his anger towards the objects around him. The scene is in line with Bowen's family systems theory that children who come from dysfunctional families tend to have emotional instability (Bowen, 1978).</p>	
50.	50/Dys/ MC/1.2 6.00/D F/AS/R		Marital Conflict	-	<p>50: data number</p> <p>Dys: dysfunctional</p> <p>MC: marital conflict</p> <p>1.26.00: screen time</p>	


	WS	<p>Dr. Finch: <i>Agnes. Go get shoehorn. A shoehorn, Agnes.</i></p> <p>Hope: <i>But what does it mean, Dad?</i></p> <p>Dr. Finch: <i>It means our financial situation is turning around. It means things are looking upward, literally. The shit is pointing out of the pot, towards heaven, to God. My turd is a direct communication from the Holy Father. No, no, no, no, children. No. laugh. Laugh. God is. He is the funiest man in the universe.</i></p> <p>Dr. Finch: <i>Agnes, I want you to carefully remove this, take it outside and let it dry in the sun. We're starting a shrine, Agnes, a shrine.</i></p>			<p>DF: Dr. Finch</p> <p>AS: Agnes</p> <p>RWS: Running with Scissors</p> <p>This data is included in a dysfunctional family system with the marital conflict category according to Family Systems theory by Murray Bowen (1978). This scene shows how Dr. Finch treats his wife, Agnes, like a servant. The actions taken by Dr. Finch when telling Agnes to pick up his feces is very contrary to the role of a husband. In fact, Augusten and Natalie saw Dr. Finch to Agnes made them speechless and shocked. The scene is in line with Bowen's statement in family systems theory where marital conflict occurs due to improper or unnatural family roles (Bowen, 1978). This statement is supported by the scene between Dr. Finch and Agnes where Dr. Finch who acts as a husband does not treat Agnes like a wife.</p>	
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51.	51/Dys/ HEP/1. 26.57/ AS/RW S	 <p>Agnes: <i>Somebody's gotta stay on top of things in this house. I am just trying to hold it all together.</i></p> <p>Augusten: <i>I need to ask you something.</i></p> <p>Agnes: <i>He's fine. The doctor will be fine. He's just overextended</i></p> <p>Augusten: <i>That's not what I wanted to ask you</i></p> <p>Agnes: <i>What do you want, Augusten?</i></p>	Health or Emotional Problems	-	<p>51: data number</p> <p>Dys: dysfunctional</p> <p>HEP: health or emotional problems</p> <p>1.26.57: screen time</p> <p>AS: Agnes</p> <p>RWS: Running with Scissors</p> <p>This data is included in a dysfunctional family system with the category of health or emotional problems according to Family Systems theory by Murray Bowen (1978). Agnes is very angry with the situation that is happening in the Finch family. She trying to defend and endure everything makes him tired of it. She tried to be okay when in reality she was very depressed, she even cried while trying to look okay. Based on health or emotional problems in Bowen's family systems theory, it is in line with the scene that the condition of each family member is influenced by the role of the family. Rigid family roles make one of the causes of health or emotional problems in the family (Bowen, 1978).</p>	
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52.	52/Nor/ HC/1.2 7.55/A G/RWS	 <p>Augusten: <i>Thank you. Unlike my mom, I guess I had finally tapped into my subconscious.</i></p>	-	Healthy Childho od	<p>52: data number Nor: normative HC: healthy childhood 1.27.55: screen time AG: Augusten RWS: Running with Scissors</p> <p>This data is included in the normative family system with the healthy childhood category according to Family Systems theory by Murray Bowen (1978). This scene shows how Agnes helps provide food for Augusten. Shows the role of a mother in the Finch family. These actions and looks show how affectionate Agnes is in the family. The scene is in line with Bowen's statement regarding family systems theory, which says that children who have a healthy childhood are formed because of the role of parents in the family who emphasize the importance of child welfare (Bowen, 1978). Agnes, who is a mother in the Finch family, pays attention to Augusten.</p>	
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53.	53/Dys/ HEPC/ 1.28.18 /AG/R WS	 <p>Augusten: <i>Journal, I feel doomed. I should be getting ready for college. Instead, I'm in my mother's psychiatrist's house lying on a used twin bed with a pee stains on it. How did my life take such a dismal turn? What did I do wrong along the way?</i></p>	Health or Emotional Problems of A Child	-	<p>53: data number Dys: dysfunctional HEPC: health or emotional problems of a child 1.28.18: screen time AG: Augusten RWS: Running with Scissors</p> <p>This data is included in a dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). Augusten, who wrote about his feelings while living with the Finch family, felt cursed or depressed. Augusten, who had no friends to talk to, used the journal as a medium to express his feelings. He who wrote that his life is now bleak and what he does is always wrong. The scene is in line with Bowen's statement that children will have difficulty in dealing with new environments due to neglect by parents or other family members (Bowen, 1978).</p>	
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54.	54/Dys/ HEPC/ 1.29.50 /AG/R WS	 <p>Augusten: <i>I turned 15 today. My parents used to make such a big deal out of my birthdays, out of all the holidays, out of all the used to be, when I had a family that tried to love each other. Where nobody thought that God was talking their shit. I want a curfew. I want to be grounded for sleeping with a 35-year-old schizophrenic. I want rules and boundaries, because what I've learned is that without them all life is, is a series of surprises.</i></p>	Health or Emotional Problems of A Child	-	<p>54: data number Dys: dysfunctional HEPC: health or emotional problems of a child 1.29.50: screen time AG: Augusten RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system in the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). Augusten, who cried, found out about his mother's condition on her birthday. On what should have been a happy birthday, Augusten had to see his mother's psychological condition getting worse, which made Augusten cry sadly. Augusten wishes his family was the way it was when his parents were still together. The scene is in line with Bowen's family systems theory, which says that the mismatch of parental roles towards children can cause a child to be disturbed both healthily and emotionally (Bowen, 1978).</p>	
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55.	55/Dys/ HEP/1. 32.53/ DE/RW S	 <p>Neil: <i>oh, please! Oh, that;s right, you think anyone that's not a lesbian is a pig!</i></p> <p>Dorothy: <i>You're all pigs!</i></p> <p>Neil: <i>Oh, you fucking selfish bitch!</i></p> <p>Dorothy: <i>Filthy, stinking pigs! You just wanna hurt her!</i></p> <p>Augusten: <i>Will you stop? Please!</i></p>	Health or Emotio nal Proble ms	-	<p>55: data number</p> <p>Dys: dysfunctional</p> <p>HEP: Health or emotional problems</p> <p>1.32.53: screen time</p> <p>DE: Deirdre</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the category of health or emotional problems according to Family Systems theory by Murray Bowen (1978). The scene shows Deirdre who begins to hallucinate vaguely and does not hear Dr. Finch's calls. This shows Deirdre's deteriorating health and psychological state. She even rebels when Neil and Dr. Finch try to catch her to calm her down. The scene is in line with Bowem's statement regarding health or emotional problems that a dysfunctional family is created because there are emotional problems in the family (Bowen, 1978). Deirdre's unstable emotional condition creates a dysfunctional family.</p>	
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56.	56/Dys/ HEP/1. 36.35/ DE/RW S	 <p>Deirdre: <i>What? Did you tell her what? What did he tell you about me, Suzie Q? That I was a little housewife with a stupid hobby? Well, that hobby has become quite lucrative, thank you very much. I was just published in Yankee Magazine.</i></p> <p>Waiter: <i>Ma'am, I'm gonna have to ask you to quite down and leave.</i></p> <p>Deirdre: <i>What else did he tell you about me? That I was crazy? He's the crazy one. And he's a goddamn bastard. He doesn't even see his own son!</i></p>	Health or Emotional Problems	-	<p>56: data number</p> <p>Dys: dysfunctional</p> <p>HEP: health or emotional problems</p> <p>1.36.35: screen time</p> <p>DE: Deirdre</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the category of health or emotional problems according to the Family Systems theory by Murray Bowen (1978). The scene shows Deirdre who is angry with Norman when she sees him with his new girlfriend and who never wants to see her child. She is angry because Norman does not provide living allowance to Augusten. The scene is in line with Bowen's statement about health or emotional problems where unhealthy communication patterns create emotional and dysfunctional conditions in the family (Bowen, 1978). The conversation between Deirdre and Norman shows Deirdre's emotional state because the communication between the two is unhealthy and uncontrolled even in a public place.</p>	
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57.	57/Dys/ HEP/1. 40.23/ DE/RW S	 <p>Augusten: <i>Did Dorothy take all the cups, too? She's such a bitch.</i></p> <p>Deirdre: <i>Oh, no, no. They're out back on the lawn.</i></p> <p>Augusten: <i>What the fuck have you been up to?</i></p> <p>Deirdre: <i>Giving my worldly possessions a moon bath. Anything the doctor's touched, anything he's looked at, needs to be sterilized by the night.</i></p>	Health or Emotional Problems	-	<p>57: data number</p> <p>Dys: dysfunctional</p> <p>HEP: health or emotional problems</p> <p>1.40.23: screen time</p> <p>DE: Deirdre</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the category of health or emotional problems according to Family Systems theory by Murray Bowen (1978). Deirdre's behavior of moving and arranging her cups at the back of the house shows a strange behavior where her psychology is disturbed. She feels that anything seen and touched by Dr. Finch must be sterilized. The scene is in line with Bowen's statement that a new or unhealthy environment can affect a person's health and emotional state (Bowen, 1978). This is supported by her unhealthy health and emotional condition after she mingled and consulted with Dr. Finch which turned out to be unhealthy for her.</p>	
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58.	58/Dys/ HEPC/ 1.40.58 /AG/R WS	 <p>Augusten: <i>I can't believe I just trusted you.</i></p> <p>Deirdre: <i>You have to trust me. I'm your mother. And honestly, Augusten, I worry about you. I disapprove of your choices.</i></p> <p>Augusten: <i>I haven't had a choice!</i></p> <p>Deirdre: <i>You did when you wrote this, didn't you?</i></p> <p>Augusten: <i>You read my journal?</i></p>	Health or Emotional Problems of A Child	-	<p>58: data number</p> <p>Dys: dysfunctional</p> <p>HEPC: health or emotional problems of a child</p> <p>1.40.58: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). The scene shows Deirdre arguing with Augusten. During the argument, Augusten is angry with his mother for not having a choice about him. Based on Bowen's statement, health or emotional disorders in children often occur due to parents' negligence towards their role as people who look after, educate and nurture children (Bowen, 1978). Augusten felt that at the age of 15 he was mature enough to make the choices he wanted. However, Deirdre set the choices in his life and did not give him a choice about himself.</p>	
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59.	59/Dys/ HEP/1. 42.09/ DE/RW S	 <p>Police: <i>Good evening, ma'am...</i></p> <p>Deirdre: <i>Get off my property! Don't you dare tell me what to do, not ever! You understand me?</i></p> <p>Police: <i>Ma'am, you need to calm down...</i></p> <p>Deirdre: <i>Fuck you! I will not be stifed in my own home! You are the goddamn devil. You are a Nazi!</i></p>	Health or Emotional Problems	-	<p>59: data number</p> <p>Dys: dysfunctional</p> <p>HEP: health or emotional problems</p> <p>1.42.09: screen time</p> <p>DE: Deirdre</p> <p>RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the category of health or emotional problems according to Family Systems theory by Murray Bowen (1978). The scene shows Deirdre getting angry with police officers when they want to check on her. She gets angry and yells at the police officer. Based on Bowen's statement in line with the scene, health or emotional problems suffered by a person due to complex interactions with an unhealthy environment that causes a person to suffer from anxiety or emotional disturbances (Bowen, 1978). Deirdre felt this after she interacted with a new environment or person, namely Dr. Finch, she experienced emotional disturbances.</p>	
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60.	60/Nor/ SH/1.4 5.32/N T, HP, AS/RW S	 <p>Dr. Finch: <i>Neil. Neil!</i>  Augusten: <i>Where did he go?</i>  Natalie: <i>away. Why don't we ever have any relish in this house?</i>  Augusten: <i>What happened?</i>  Natalie: <i>It was a family situation.it's been handled.</i></p>	-	Social Health	<p>60: data number  Nor: normative  SH: social health  1.45.32: screen time  NT, HP, AS: Natalie, Hope, Agnes  RWS: Running with Scissors</p> <p>This data is included in the normative family system with the social health category according to Family Systems theory by Murray Bowen (1978). The scene shows Natalie, Hope, and Agnes calming Dr. Finch after Neil left home. The action shows how they are trying to calm and provide emotional support to Dr. Finch. Social health within the family provides guidance or emotional support to other members who are experiencing problems or conflicts (Bowen, 1978). That's what Natalie, Hope, and Agnes did to Dr. Finch who was experiencing emotions about Neil's departure.</p>	
61.	61/Dys/ HEPC/ 1.47.20 /AG,		Health or Emotio nal	-	<p>61: data number  Dys: dysfunctional  HEPC: health or emotional problems of a child  1.47.20: screen time</p>	


	<p>NT/RW S</p>	<p>Natalie: <i>Look, where are you? We'll come get you</i>        Augusten: <i>Okay. Do you have a pen?</i>        Natalie: <i>Yeah. Okay, tell me where you are.</i>        Augusten: <i>I'll tell you ehere I'll be tomorrow at noon. The bus station. I'm going to New York. You're coming with me. We gotta get away from them, Nat. Your family, my mother. It's the only way that we can have a normal life.</i></p>	<p>Problems of A Child</p>		<p>AG, NT: Augusten, Natalie        RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). Augusten took Natalie to New York to fulfill their dreams and leave their family behind. Augusten says this because their family is not a normal family, and if he goes to New York and leaves them, he and Natalie can live a normal life. In this scene, in line with Bowen's statement, a child experiences mental problems due to family instability, conflict, and emotions within their family environment (Bowen, 1978).</p>	
<p>62.</p>	<p>62/Nor/ EH/1.4 9.16/D E/RWS</p>	 <p>Waiter: <i>Can I take your order?</i>        Deirdre: <i>Yes, I'd like a TaB</i></p>	<p>-</p>	<p>Emotional Health</p>	<p>62: data number        Nor: normative        EH: emotional health        1.49.16: screen time        DE: Deirdre        RWS: Running with Scissors</p>	

		<p><i>and a slice of key lime pie.</i></p> <p><i>Augusten: Oh, nothing for mr, thanks.</i></p> <p><i>Deirdre: Aren't you hungry? You look skinny.</i></p>			<p>This data is included in the normative family system with the category of emotional health according to the Family Systems theory by Murray Bowen (1978). The scene shows Deirdre who has recovered from her mental illness. She started to pay attention to Augusten at the reston and cared for him. Deirdre who is smiling and healthy again after going through her gloomy times. Based on Bowen's statement about family systems theory, it explains that someone in a normtive family has good emotional health, able to deal with their emotions to remain stable (Bowen, 1978).</p>	
63.	<p>63/Dys/ HEPC/ 1.49.21 /AG/R WS</p>	 <p><i>Deirdre: You really should eat something.</i></p> <p><i>Augusten: Don't pull that maternal crap with me now, Mom. It's too late for that.</i></p> <p><i>Deirdre: No, it's not too late. We can dind a house together</i></p>	<p>Health or Emotio nal Proble ms of A Child</p>	-	<p>63: data number Dys: dysfunctional HEPC: health or emotional problems of a child 1.49.21: screen time AG: Augusten RWS: Running with Scissors</p> <p>This data is included in the dysfunctional family system with the category of health or emotional problems of a child according to Family Systems theory by Murray Bowen (1978). The dialogue spoken by Augusten</p>	


		<p><i>where we both can write. We can start over.</i></p> <p>Augusten: <i>I am starting over.</i></p>			<p>describes how he is disappointed with his mother's behavior that his mother has been giving him. Deirdre who neglected Augusten, gave Augusten's custody to her psychiatrist which made Augusten disappointed with his mother. Bowen in family systems theory explains that children who come from dysfunctional families tend to experience chronic levels of anxiety and stress that make it difficult for them to live in new environments and people (Bowen, 1978).</p>	
64.	64/Nor/ EH/1.5 0.27/D E/RWS	 <p>Deirdre: <i>Why did you come here then?</i></p> <p>Augusten: <i>To say goodbye to you.</i></p> <p>Deirdre: <i>Did you pack enough warm clothes?</i></p> <p>Augusten: <i>Yeah.</i></p>	-	Emotional Health	<p>64: data number Nor: normative EH: emotional health 1.50.27: screen time DE: Deirdre RWS: Running with Scissors</p> <p>This data is included in the normative family system with the category of emotional health according to the Family Systems theory by Murray Bowen (1978). The expressions and behaviors that Deirdre showed when she learned that Augusten was going to New York illustrated how she was very reluctant to let Augusten</p>	


					<p>go. After Deidre's mental condition improved, she realized that she needed Augusten to be by her side. The scene is in line with Bowen's statement about family systems that the emotional health of normative families in privacy and their decisions can understand and appreciate it (Bowen, 1978).</p>
65.	<p>65/Nor/ HC/1.5 1.30/A G/RWS</p>	 <p>Augusten: <i>I'm gonna be okay.</i></p>	-	<p>Healthy Childho od</p>	<p>65: data number Nor: normative HC: healthy childhood 1.51.30: screen time AG: Augusten RWS: Running with Scissors</p> <p>This data is included in the normative family system with the category of healthy childhood according to Family Systems theory by Murray Bowen (1978). Augusten's scene when saying goodbye to his mother before leaving for New York shows how Augusten loves his mother very much. Augusten's action of hugging and kissing his mother's forehead before leaving and saying 'I'm gonna be okay' means that his mother does not need to worry about him. Based on</p>


					Bowen's statement that is in line with the scene regarding healthy childhood, which is formed by the existence of communication patterns and healthy relationships that exist between children and parents (Bowen, 1978).
66.	66/Nor/ SH/1.5 3.17/A S/RWS	 <p>Augusten: <i>I'm gonna miss you.</i>  Agnes: <i>I'll miss you, too. You're the best son a mom could ever want. You need to know that.</i></p>	-	Social Health	66: data number Nor: normative SH: social health 1.53.17: screen time AS: Agnes RWS: Running with Scissors  This data is included in the normative family system with the social health category according to Family Systems theory by Murray Bowen (1978). The dialogue spoken by Agnes to Augusten when she was about to release Augusten to New York. Agnes' assumption that Augusten is the best son a mother could want shows how Agnes loves Augusten even though she is not his biological mother. The words also include Agnes' support for Augusten to continue achieving his dreams while in New York. The scene is in line with Bowen's


					statement that a person's social health involves the ability to adapt to the changes that occur in his life (Bowen, 1978).	
67.	67/Nor/ EH/1.5 4.42/A S/RWS	 <p>Augusten: <i>Oh, my God. Agnes, there's a lot of money in here.</i></p> <p>Agnes: <i>Penny here, a dime there. It adds up. The doctor doesn't know I have it, of course. No one does. You know, this morning the IRS came again and I almost gave it to them. And then I thought, no. For once in my life I'm going to invest wisely. Whwn you write a book, you send me a copy.</i></p>	-	Emotio nal Health	<p>67: data number Nor: normative EH: emotional health 1.54.42: screen time AS: Agnes RWS: Running with Scissors</p> <p>This data is included in the normative family system with the category of emotional health according to the Family Systems theory by Murray Bowen (1978). Agnes' action of giving her savings to Augusten to achieve his dream rather than giving the money to the IRS. She felt that this time she had to be wiser than before for her mental health. Agnes also kissed Augusten's head which was encouraging and touching for Augusten. The scene is in line with Bowen's statement that the emotional health shown by a person can be proven by how to resolve conflicts experienced constructively and be able to maintain their emotional</p>	





					health to remain good (Bowen, 1978). This is what Agnes did in the scene where she did something she had never done before in her life to maintain her mental health.
68.	68/Nor/ EH/1.5 5.47/A G/RWS	 <p>Agnes: <i>Goodbye, my sweet boy.</i></p> <p>Augusten: <i>Agnes? What are you gonna do now?</i></p> <p>Agnes: <i>I don't know. Maybe I'll take down the Christmas tree.</i></p>	-	Emotional Health	<p>68: data number</p> <p>Nor: normative</p> <p>EH: emotional health</p> <p>1.55.47: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data is included in the normative family system with the category of emotional health of a child according to Family Systems theory by Murray Bowen (1978). The expression shown when Agnes gave him his allowance and parting words touched Augusten. Augusten realized that he still had someone who supported and cared about him, because all this time Augusten felt he was alone and no one was by his side. The scene is in line with Bowen's statement about emotional health where someone who has healthy emotional health is able to resolve their conflicts</p>



					constructively and is able to understand the feelings of others (Bowen, 1978).	
<b>FAMILY SYSTEMS AFFECT THE QUALITY OF ATTACHMENT</b>						
No	Coding	Textual and Visual Data	Quality of Attachment	Explanation	Valid/Invalid	
69.	69/SC/ 00.39/ AG, DE/RW S	 <p>Augusten: <i>Maybe I should begin with the part about how she'd keep me home from school. That's how close we are. I was so crazy about her.</i></p> <p>Deirdre: <i>Oh, hello, Miss Mimm, this is Deirdre Burroughs calling. Augusten won't be attending school today. I over-conditioned my hair. He over-conditioned his</i></p>	Secure	<p>69: data number SC: secure 00.39: screen time AG, DE: Augusten, Deirdre RWS: Running with Scissors</p> <p>This data falls into the secure category based on the quality of attachment theory by Mary D. Ainsworth (1979). The scene shows Augusten's closeness and interaction with his mother. Their scene depicts a secure and comfortable relationship where Augusten helps his mother with her hair. It can also be seen that when Augusten is with his mother he looks happy. This is in line with Ainsworth's statement in the secure pattern where children are more active in exploring and talking</p>		


		<p><i>hair.</i></p> <p>Augusten: <i>And the party.</i></p> <p>Deirdre: <i>And he has to help me with the dinner.</i></p>		<p>with their mothers in their relationship (Ainsworth, 1978). Augusten's actions and conversations with his mother can be categorized as manifestations of secure patterns in their close relationship.</p>	
70.	<p>70/SC/ 08.46/ AG, DE/RW S</p>	 <p>Augusten: <i>Are you going to a funeral?</i></p> <p>Deirdre: <i>No..No, sweetie. It's a gown for public appereances. You wanna cut? See, the plan, is I'm announced at some place grand and serious like Carnegie Hall. And I come out in this. And I stand in front of a black velvet curtain. I'm gonna demand that in my contract. And that way, everything fades away</i></p>	Secure	<p>70: data number</p> <p>SC: secure</p> <p>08.46: screen time</p> <p>AG, DE: Augusten, Deirdre</p> <p>RWS: Running with Scissors</p> <p>This data falls into the secure category based on the quality of attachment theory by Mary D. Ainsworth (1979). The scene shows how the interaction occurs between Augusten and his mother. Seeing Deirdre or his mother sad because his poem was rejected, Augusten immediately gave his mother a hug. This shows how Augusten's attachment to his mother, Deirdre, is close and secure. The scene is in line with Ainsworth's secure pattern, the relationship built between mother and child provides a safe mechanism from failure and the act of attachment in the relationship creates a sense of mutual protection and need (Ainsworth, 1978). Augusten's</p>	

		<p><i>except my writing.</i></p> <p>Augusten: <i>The mail came.</i></p>		<p>action of hugging his mother to give her encouragement and feelings when she fails illustrates the secure pattern formed between them.</p>	
71.	71/SC/ 28.32/ AG/R WS	 <p>Agnes: <i>Would you like to try some?</i></p> <p>Augusten: <i>No. thanks.</i></p> <p>Agnes: <i>Why does everybody make such a fuss? It's just a little kibble.</i></p> <p>Augusten: <i>That stuff's not clean. It's for dogs.</i></p> <p>Agnes: <i>Well, I guess you're afraid to try new things, Augusten. Sad.</i></p>	Secure	<p>71: data number</p> <p>SC: secure</p> <p>28.32: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data is included in the secure category based on the quality of attachment theory by Mary D. Ainsworth (1979). This scene shows when Augusten was left by his mother, Deirdre, who consulted a psychiatrist. When he was with a stranger, namely Agnes, the psychiatrist's wife, Augusten looked uncomfortable and wanted to meet his mother immediately. You can see how Augusten keeps his distance from Agnes and doesn't seem interested in interacting with her. The scene in the movie is in line with Ainsworth's secure pattern, when children are separated from their mothers, they have difficulty meeting new people and their ability to explore is reduced (Ainsworth, 1978). Augusten, when</p>	


				separated from his mother, keeps his distance and does not interact with Agnes, who is new to him.	
72.	72/SC/ 33.53/ AG/R WS		Secure	<p>72: data number  SC: secure  33.53: screen time  AG: Augusten  RWS: Running with Scissors</p> <p>This data is included in the secure category based on the quality of attachment theory by Mary D. Ainsworth (1979). The scene shows how Augusten is about to meet his mother after she consulted Dr. Finch. Augusten looks excited and happy, when he is about to meet his mother, seen how when going to meet his mother he tidies up his clothes and the happy and excited expression he shows, indicating Augusten is happy to meet his mother. The scene is in line with Ainsworth's statement that children when reunited with their mothers will show unexpected expressions such as happy or crying, and they make interaction or contact with their mothers (Ainsworth, 1978). In the scene where Augusten is about to meet his mother, he gives a happy</p>	


				and impatient expression that illustrates the secure pattern in their relationship.	
73.	73/SC/ 36.03/ AG/R WS	 <p>Augusten: <i>Can't I come to the motel too? I love those little soaps.</i></p> <p>Deirdre: <i>No. the doctor thinks that it's best.</i></p> <p>Augusten: <i>For how long?</i></p> <p>Deirdre: <i>Not long. A few days, maybe a week.</i></p> <p>Augusten: <i>A week? I can't stay here for a week!</i></p>	Secure	<p>73: data number</p> <p>SC: secure</p> <p>36.03: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data falls into the secure category based on the quality of attachment theory by Mary D. Ainsworth (1979). In the scene, Augusten is about to separate from his mother because his mother will go with Dr. Finch to calm and protect Deirdre. Hearing this, Augusten felt unacceptable and depressed because he had to separate from his mother and live with the Finch family. The scene is in line with Ainsworth's theory that says the child protests at the departure of the mother and her familiar environment and feels a sense of distress towards separation (Ainsworth, 1978). Augusten's action of protesting when he is about to part with his mother shows the secure pattern proposed by Ainsworth.</p>	


74.	74/SC/ 38.29/ AG/R WS	 <p>Augusten: <i>Dear journal, somebody has to write down what's happening to me. It's not to be believed. So I guess that person is me. Day seven and still no sign of my mother. This place is worse than any loony bin. I'm not kidding. Every decision in the house is made by something the Finches call...</i></p>	Secure	<p>74: data number SC: secure 38.29: screen time AG: Augusten RWS: Running w/ith Scissors</p> <p>This data is included in the secure category based on the quality of attachment theory by Mary D. Ainsworth (1979). The scene shows Augusten writing in a journal while he lives with Dr. Finch. In his writing, he stated how depressed he was when he had no news from his mother and was uncomfortable living with Dr. Finch. When Augusten experiences separation from his mother, he experiences pressure, which is in line with Ainsworth's statement that children will experience pressure in a new environment and separation from their mother (Ainsworth, 1978).</p>	
75.	75/SC/ 41.53/ AG/R WS	 <p>Augusten: <i>Am I coming home</i></p>	Secure	<p>75: data number SC: secure 42.24: screen time AG: Augusten RWS: Running with Scissors</p>	

		<i>for good now?</i>		<p>This data falls into the category of secure based on the quality of attachment theory by Mary D. Ainsworth (1979). This scene shows Augusten who is very happy when he meets his mother again after he lives with the Finch family. Augusten looked excited and ran when he saw his mother's car. And Augusten's happy expression and smile shows that he really misses his mother. This scene is in line with Ainsworth's statement about secure patterns in the quality of attachment theory that says when children and mothers reunite, they show unusual expression such as happy and the child will interact or contact with the mother (Ainsworth, 1978). This shown when Augusten who looks happy to reunite with his mother after being left with the Finch family.</p>	
76.	76/AA/ 42.24/ AG/R WS	 <p>Augusten: <i>You should let me cut your bangs. It'd be really cool.</i></p>	Anxious Avoidant	<p>76: data number AA: anxious avoidant 42.24: screen time AG: Augusten RWS: Running with Scissors</p> <p>This data falls into the category of anxious avoidant</p>	





		<p>Natalie: <i>So is that what you wanna be? A hairdresser?</i></p> <p>Augusten: <i>Well, don't say "hairdresser". Say professional, licensed cosmetologist.</i></p>		<p>based on the quality of attachment theory by Mary D. Ainsworth (1979). The scene shows how Augusten is fine when separated from his mother. Augusten, who hangs out with Natalie, seems to enjoy the time. Judging from Augusten's situation, it shows that he is comfortable with other people when his mother is not around. The scene is in line with Ainsworth's statement about anxious avoidant which says that when parting with the mother, the anxious avoidant pattern looks normal and does not experience pressure or difficulty in adjusting to new environments and people (Ainsworth, 1978). This statement is supported by the scene of Augusten living his days with Natalie after the separation from his mother.</p>	
77.	<p>77/AA/ 52.20/ AG/R WS</p>	 <p>Deirdre: <i>I wish you enjoyed school more. Although I guess it must be very dull compared to your life with</i></p>	Anxious Avoidant	<p>77: data number AA: anxious avoidant 52.20: screen time AG: Augusten RWS: Running with Scissors</p> <p>This data is included in the anxious avoidant category based on the quality of attachment theory by Mary D.</p>	


		<p><i>me. Would you hand me my cover-up? I'm chilly.</i></p> <p><i>Augusten: (throws Deirdre's cover up)</i></p> <p><i>Deirdre: Watch it, Augusten! I've got a lit cigarette in my hand.</i></p>		<p>Ainsworth (1979). The scene shows Augusten reuniting with his mother after not seeing her for a few days. But when he arrived home and saw his mother, Augusten's expression was angry and looked at his mother with an unfriendly gaze because his mother was making out with Fern. Even when the mother told Augusten to take his cloth he gave it to her by throwing it rudely illustrating that he was not interested in interacting with his mother, and he even fell silent when he met his mother because he saw his mother's behavior. The scene is in line with Ainsworth's statement regarding anxious avoidance, namely during the reunion episode that occurs between the child and mother, in the anxious avoidance pattern the child looks normal with his mother and even avoids interaction or contact between the two (Ainsworth, 1978).</p>	
78.	<p>78/SC/ 57.02/ AG/R WS</p>	 <p><i>Augusten: What is this?</i></p> <p><i>Deirdre: Adoption papers.</i></p>	Secure	<p>78: data number</p> <p>SC: secure</p> <p>57.02: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p>	

		<p><i>Dr. Finch has agreed to become your legal guardian.</i></p> <p><i>Augusten: What?</i></p> <p><i>Deirdre: After discussing this with the doctor, we both feel this really is the best option. He and his family can give you the attention you need.</i></p> <p><i>Augusten: You're giving me away to your shrink?</i></p> <p><i>Deirdre: No. I'm doing what's best for you. What's best for us. I love you very, very much.</i></p>		<p>This data falls into the secure category based on the quality of attachment theory by Mary D. Ainsworth (1979). The scene shows Augusten's anger and unacceptance of his mother, Deirdre, who gave his adoption papers to Dr. Finch. Augusten was very disappointed with the mother's actions, and he even kicked the table and left the mother immediately after learning about the decision. The scene is in line with Ainsworth's statement that the separation between the child and the mother will cause distress to the child and fear in facing strangers and new environments. And the child protests against the decision (Ainsworth, 1978). Augusten's action of protesting against the mother's decision to adopt him shows a secure pattern in Ainsworth's theory.</p>	
79.	79/SC/ 1.01.28 /AG/R WS	 <p><i>Agnes: The lady at the store said it has illustrations of all the procedures that</i></p>	Secure	<p>79: data number</p> <p>SC: secure</p> <p>1.01.28: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data is included in the secure category based on the</p>	

		<p><i>cosmetology students have to master before they earn their license.</i></p> <p><i>Augusten: Cold waves. Those really hard.</i></p>		<p>quality of attachment theory by Mary D. Ainsworth (1979). This scene shows Augusten's emotional and psychological state after learning about his adoption letter from his mother. He became more silent and was not interested in interacting with other people. When he sat looking at the television, Augusten focused on looking at the television and did not chat with Agnes who was sitting with him and even kept his distance from Agnes. Augusten's gaze seemed empty and his expression looked sad. According to Ainsworth's statement, children experience stress and anxiety about separation and unfamiliar environments, and even experience pressure in dealing with new environments (Ainsworth, 1978).</p>	
80.	<p>80/SC/ 1.23.56 /AG/R WS</p>	<p><i>Augusten: Look, I always get my mom something to drink when she works. Okay?</i></p> <p><i>That's our thing.</i></p>	Secure	<p>80: data number</p> <p>SC: secure</p> <p>1.23.56: screen time</p> <p>AG: Augusten</p> <p>RWS: Running with Scissors</p> <p>This data is included in the secure category based on the quality of attachment theory by Mary D. Ainsworth</p>	

		<p>Dorothy: <i>Your mother is my thing now. Are we having a stare-down contest?</i></p> <p>Augusten: <i>Yeah.</i></p> <p>Dorothy: <i>What do you want? What do you want? Money? Here's 50 bucks. Go chase the ice-cream truck. Leave!</i></p> <p>Augusten: <i>You think this whole thing is funny, don't you? You look at my mom's craziness as something to entertain you!</i></p>		<p>(1979). This scene shows Augusten looking jealous when his mother interacts with Dorothy. Augusten was angry with this person because Augusten felt that Dorothy had usurped his attention and obligations towards his mother. The scene is in line with Ainsworth's statement that when the child and mother meet or reunite after separation, they will seek contact and interaction with the mother (Ainsworth, 1978). The secure pattern in the scene is shown when Augusten tries to interact with his mother, but his interaction is blocked by Dorothy.</p>	
81.	<p>81/AA T/1.29. 50/AG/ RWS</p>	 <p>Augusten: <i>I turned 15 today. My parents used to make such a big deal out of my birthdays, out of all the holidays. I want it to be like it</i></p>	<p>Anxious Ambivalent</p>	<p>81: data number AAT: anxious ambivalent 1.29.50: screen time AG: Augusten RWS: Running with Scissors</p> <p>This data is included in the anxious ambivalent category based on the quality of attachment theory by Mary D. Ainsworth (1979). In this scene, Augusten meets his</p>	

		<p><i>used to be, when I had a family that tried to love each other. Where nobody thought that God was talking their shit. I want a curfew. I want to be grounded for sleeping with a 35-year-old schizophrenic. I want rules and boundaries, because what I've learned is that without them all life is, is a series of surprises.</i></p>		<p>mother, Deirdre, on her birthday. However, instead of being happy to meet his mother, he cried when he saw her mother's condition, whose illness was getting worse. The scene is in line with the anxious ambivalent pattern proposed by Ainsworth, where children experience distress and anxiety during separation, but in the reunion episode they will seek closeness but refuse contact or interaction (Ainsworth, 2019).</p>	
82.	<p>82/AA T/1.41. 51/AG/ RWS</p>	 <p>Augusten: <i>Did you mix your pills again?</i> Deirdre: <i>Are you judging me? Where are you going? Are you gonna call the doctor? That bastard! He took my</i></p>	<p>Anxious Ambivalent</p>	<p>82: data number AAT: anxious ambivalent 1.41.51: screen time AG: Augusten RWS: Running with Scissors</p> <p>This data is included in the anxious ambivalent category based on the quality of attachment theory by Mary D. Ainsworth (1979). The scene shows Augusten meeting his mother again after she has gone through a</p>	

		<p><i>money! I won't be taken advantage of again. Is that clear?</i></p>		<p>rehabilitation period for her illness. He approaches her, interacts, and makes contact with her. However, when he sees her behavior and reads her journal to her he becomes angry and tries to leave her. The scene is in line with Ainsworth's anxious ambivalent pattern where the child will tend to experience maladaptive behavior and approach but avoid contact with the mother during the reunion episode (Ainsworth, 1978). Augusten's anger towards his mother when they met again because she read his personal journal illustrates how anxious ambivalent happened to Augusten.</p>	
83.	<p>83/AA/ 1.48.51 /AG/R WS</p>	 <p>Waiter: <i>Can I take your order?</i> Deirdre: <i>Yes, I'd like TaB and a slice of key lime pie.</i> Augusten: <i>Oh, nothing for me, thanks.</i> Deirdre: <i>Aren't you hungry?</i></p>	Anxious Avoidant	<p>83: data number AA: anxious avoidant 1.48.51: screen time AG: Augusten RWS: Running with Scissors</p> <p>This data falls into the category of anxious avoidant based on the quality of attachment theory by Mary D. Ainsworth (1979). Augusten met his mother at a restaurant before he went to New York. During the meeting, Augusten looked ordinary and did not show</p>	

	<p><i>You look skinny. You really should eat something.</i></p> <p><i>Augusten: Don't pull that maternal crap with me now, Mom.</i></p>		<p>any expression to his mother after what his mother had done to him so far. The scene is in line with Ainsworth's statement about anxious avoidant, namely when the reunion episode or meeting again with the mother, children who experience anxious avoidant tend to be ordinary and do not show interest in meeting the mother. There is little interaction or contact between the two and even the child do avoidance (Ainsworth, 1978).</p>	
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