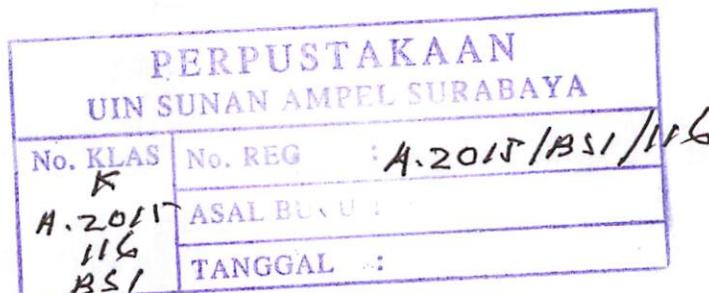


PSYCHOLOGICAL STUDIES OF ANXIETY WITHIN  
HELEN KELLER'S PERSONALITY IN MEMOIR OF  
HELEN KELLER'S THE STORY OF MY LIFE

A THESIS



Submitted as Partial Fulfillment of the Requirements for the Sarjana Degree  
Of English Department Faculty Of Humanities  
UIN Sunan Ampel Surabaya.



By

Halimatussa' diyah  
Reg. Number: A03211050

ENGLISH DEPARTMENT  
FACULTY OF HUMANITIES  
UIN SUNAN AMPEL SURABAYA  
2015

## DECLARATION

This thesis contains materials which have been accepted for the award of Sarjana degree of English Department Faculty of Humanities UIN Sunan Ampel Surabaya. And to the best of my knowledge and belief, it contains no material previously published or written by other person except where due reference is made in the text of the thesis.

Surabaya, (23<sup>rd</sup> of July 2014)



Halimatussadiyah

NIM. A0321105

## APPROVAL SHEET

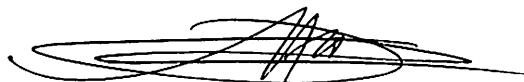
Approved to be examined  
Surabaya, (July 23<sup>rd</sup> 2015)

### Thesis advisor



Itsna Syahadatud Dinurriyah, M.A  
NIP. 197604122011012003

Acknowledge by  
The Head of English Department



Dr. Mohammad Kurjum, M.Ag  
NIP. 196909251994031002

ENGLISH DEPARTMENT  
FACULTY OF HUMANITIES  
UIN SUNAN AMPEL SURABAYA

2015

## EXAMINER SHEET

This thesis has been approved and accepted by the Board of Examiners, English Department, Faculty of Humanities, UIN Sunan Ampel on 5<sup>th</sup> August 2015

### The Board of Examiners

#### Head of Examination



Itsna Syahadatud Dinurriyah, M.A  
NIP: 197604122011012003

#### Secretary



Haris Shofiyuddin, M.Fil.I  
NIP: 198204182009011012

#### Examiner 1



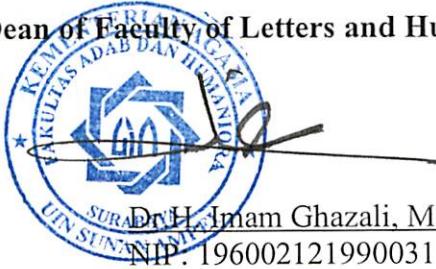
Abu Fanani, M.Pd  
NIP: 196906152007011051

#### Examiner II



Wahju Kusumajanti, M.Hum  
NIP: 197002051999032002

#### The Dean of Faculty of Letters and Humanities



Dr. H. Imam Ghazali, M.A  
NIP. 196002121990031002

## TABLE OF CONTENTS

Inside Cover Page .....	i
Inside Title Page .....	ii
Declaration Page.....	iii
Dedication Page.....	IV
Motto. ....	V
Advisor's Approval Page.. ..	VI
Examiner's Approval Page.....	VII
Acknowledgements .....	VIII
Table of Contents. ....	IX
Abstract.....	XI
Intisari.....	XII

### **CHAPTER I INTRODUCTION .....**1

A. Background of Study .....	1
B. Statements of Problem .....	6
C. Objective of the Study .....	6
D. Scope and Limitation.....	6
E. Significant of the Study.....	6
F. Method of Study.....	7
G. Definition of Key Terms .....	9

### **CHAPTER II LITERARY REVIEW.....10**

A. Theoretical Framework.....	10
Freud Psychoanalysis .....	10
a. Personality .....	13
b. The Structure of Personality.....	14
B. Review of Related Studies.....	21

<b>CHAPTER III ANALYSIS.....</b>	<b>23</b>
A. Helen Keller Personality.....	23
B. Helen Keller's Anxiety .....	39
a. Helen Keller's Reality Anxiety .....	40
b. Helen Keller's Neurotic Anxiety .....	44
<b>CHAPTER IV CONCLUSION .....</b>	<b>49</b>
<b>WORKS CITED .....</b>	<b>51</b>
<b>APPENDIX I.....</b>	<b>54</b>
<b>SYNOPSIS.....</b>	<b>54</b>
<b>APPENDIX II .....</b>	<b>56</b>
<b>THE AUTHOR'S BIOGRAPHY .....</b>	<b>56</b>

## ABSTRACT

Halimatussa'diyah. 2015. Psychological Studies of Anxiety within Helen Keller's Personality in Memoir of Helen Keller's *The Story Of My Life*. English Department, Faculty of Letters and Humanities, State Islamic University (UIN) Sunan Ampel Surabaya.

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Advisor: Itsna Syahadatud Dinurriyah, M.A  
NIP. 197604122011012003

This thesis attempts to analyze inspiring novel by Helen Keller under the titled *The Story of My Life*. This novel tells about the deaf and blind girl who has great desire and never gives up reaching her dreams. This thesis focuses on analyzing the personality of the girl who has physical lack. The aim of this thesis is to describe the girl's personality in achieving her desirability. Then, by all of her physical limitations, she is brave to compete with the people who can see and hear normally. Based on the focuses of the study above, this study uses some theories to help in the process of analyzing. The first is personality theory, this theory is used to analyze the girl's personality which is discussed through psychological approach. Furthermore, to support the analysis the study also uses the anxiety theory, this theory is used to reveal the influences of the excessive anxious feeling in the girl's mind so that influences her behavior. Then, the study found that, Helen's desire to reach her dream is very strong so that the impulsive and the powerful of her id takes over her ego and overrule her superego.

Key terms: Psychology, Personality, Anxiety

## INTISARI

Halimatussa'diyah, 2015. Psychological Studies of Anxiety Within Helen Keller's Personality In Memoir Of Helen Keller's *The Story Of My Life*. Sastra Inggris, Fakultas sastra dan Humaniora, Universitas Islam (UIN) Sunan Ampel Surabaya.

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Pembimbing: Itsna Syahadatud Dinurriyah, M.A  
NIP. 197604122011012003

Skripsi ini mencoba untuk menganalisa sebuah novel inspirasi dari Helen Keller dengan judul *The story of My Life*. Novel ini menceritakan tentang kisah seorang gadis tuli dan buta yang memiliki keginian besar dan tidak pernah menyerah dalam meraih cita citanya. Skripsi ini focus pada kondisi kepribadian gadis cacat tersebut. Tujuan dari sekripsi tersebut, yakni menggambarkan kondisi kepribadian seorang gadis cacat dalam memperjuangkan keinginannya. Dengan segala keterbatasan yang ia miliki, ia berani berkompetisi dengan orang orang yang memiliki kemampuan untuk melihat dan mendengar. Berdasarkan fokus di atas, maka skripsi ini menggunakan beberapa teori untuk membantunya dalam peroses penganalisaan antara lain: teori kepribadian. Teori ini tiada lain untuk mengalisa keperibadian gadis cacat tersebut yang mana akan diuraikan dari sudut pandang psikologi. Selanjutnya untuk mendukung dalam peroses penganalisaan skripsi ini juga menggunakan teori pendukung yakni teori kegelisahan. Teori tersebut digunakan untuk menyingkap pengaruh perasaan gelisah yang berlebihan pada diri gadis tersebut, sehingga bepengaruh terhadap perangainya. Kemudian kajian tersebut, menemukan bahwasanya keiginan dalam diri Helen untuk meraih mimpiya sangat kuat. Maka dari itulah kekuatan id Helen mengambil peran penting dalam diri Helen dan mengusai egonya sehingga ia mengesampingkan superego.

Kata kunci: Psikologi, Keperibadian, Kegelisahan

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Literature is the portrait of the human experiences, through literature readers are able to understand the aspect of life without roving the entire of the world. Through the number of the authors and literary works those readers ever read, they are able to develop their imagination to understand the aspect of life. As what Robert and Jacob said that literature develops our imagination, enable us to recognize human dreams and struggles in difference place and time (2). Shortly, literature is the way to understand someone's expression of thoughts, feelings, and experience of life in different place and time.

There are many kinds of literary works, such as novel, drama, poetry, and short story. According to Edgar and Henry literature may be classified into four categories or genres: prose fiction, poetry, drama and nonfiction prose. Usually the first three are classified as imaginative literature: myths, parables, romances, novels, short story (2). Then the last one is nonfiction prose. It consists of news reports, feature articles, essays, editorials, textbooks, historical and biographical works (3). Each of those genres is in literature different each other, for instance, prose is narration, while poetry is in rhyme and rhythm, and drama is in its dialogue and action and then nonfiction prose present the truth of the factual world. The

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literary works present as depiction of life. Many kinds from reality of human life portrayed in. Usually, human life and the reality which is portrayed in the works based on the society background of the author in different place and time. Then the readers will be able to understand and get many experience of life from reading the literary works. As what Robert DiYanni stated that through reading a wide variety of stories readers can enter many imaginative worlds in the process enlarging and deepening reader's perception of the world (3-4). Those one of the reason why this thesis high light the novel as the object to be analyzed because it is one of the window to see the real life portrait of the world in different place and time.

In this thesis the study would like to criticize the character in the novel through psychology field such as personality, anxiety and human behavior. Then, to understand the character's personality in the novel the study uses psychoanalysis to interpret the literary work. As what Tyson said that psychoanalysis theory is very helpful to understand about human behavior. Psychoanalysis is also helpful to interpret literary texts which also talks about human behavior from character (11). May be psychology known as treatment for medical health, but in this case psychology is used to analyze and interprets the character's personality in the novel. As what Freud stated psychoanalytic criticism is a form of literary criticism which uses some of the techniques of psychoanalysis in the interpretation of literature (qtd in Mario 3). It means that, in the medical knowledge

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psychoanalysis is used to cure the mental issue then in the literary field the psychoanalysis is used as techniques to interpret literary works.

Particularly the literary work that the study interested in is Helen Keller's novel which contents of her memoir because she is a person who has physical-defect which became great person. Helen Keller was born on June 27<sup>th</sup>, 1880, in Tuscumbia, a little town of northern Alabama. Helen wrote her life in several books, including a novel *The Story of My Life* (1903). The first of her books *The Story of My Life* was used as the basis for 1957 television drama *The Miracle Worker* (bio). By her attainment she has known as the great character at the time. As Mark Twain has said the two most interesting characters of the nineteenth century are Napoleon and Helen Keller (Macy 286). Moreover she is known as the educator and journalist in America.

By choosing Helen Keller's novel then the discussing making why *The Story of My Life* is taken among Keller's works because the study founded there is still few thesis that analyze this novel. Most people only know about Helen Keller's other works, one of them is *The World I Live In* (1908). This work is most known than the other works. So, the study hopes this thesis is able to give new color among numbers of thesis which takes Helen Keller's works.

Helen Keller wrote *The Story of My Life* which consists of her memoir at the early age of 22<sup>nd</sup> when she is still in college (Wati,

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Nugroho, Styobudi 2). Then the work published on 1903 and the other works followed. *The Story of My Life* is not written as the fiction but it comes from the fact experience of the author's life. The book is in three parts. The first is the story of Helen Keller's life the next part of the book is the extracts from Helen Keller's letters from 1887-1901 as supplementary story of her life. The third part is additional explanation of Helen Keller's life and education which is wrote by her teacher's husband John Albert Macy.

This novel tells about the sketch of Helen Keller's life from birth until she finished her study at Radcliffe College. She live in Tuscumbia, little town of Northern Alabama. She is a daughter from the second wife of her father Arthur H. Keller. Helen Keller is a normal as other babies before illness tear away her sight and her hearing. About five years old before her teacher Miss Sullivan came, she tries to do anything by herself. She has a sense of smell. She use sign language but she does not know what the sign is, she think that the others use the same language like her. Helen Keller is unresponsive with others except her mother. She is quick temper and willful. Oftentimes, angry kicks and screams until she is exhausted. Helen Keller is little bit anxiety, often fear, sensitiveness, she does not sure with herself when she create something she always said "I am not sure it is mine."

The way Helen Keller in serving the story is very clear. The language is not difficult to understand the meaning by reader, because she

writes the beautiful language as like she is a normal. For example “Everything has its wonders even darkness and silence, and I learn, whatever state I may be in, therein to be content.” (Keller 130). Through *The Story of My Life* Keller tries to representing an idea of life. She explains the adventure of her life story as a person who has physical-defect. Darkness and silence is the depiction of the life she live in because she lost her sight and hearing, but even she is a handicap person she can do anything, she go anywhere, and she reach whatever she want. In fact she oversteps the normal person by her attainment. The work is very motivating for the readers. It teaches how not to give up with every limitation and difficulties of life especially for the psyche lack.

The other interesting thing is the anxiety of Helen Keller's personality. It will be analyzed, because this part show the anxiety personality of Helen Keller, she feeling fear, that to be judge by people around. For long time she live in doubt, anxiety and fear, so that for several times she lost her interests in the books when she thought the days, where she is accuses plagiarism. Helen afraid that all of her friends will keep away from her because of about she does. By those event Helen, although she oftentimes loses control, temper, sensitive, and fear, but then in the end she could think rationalist.

Considering the explanation above, the study tries to analyze the sketch of the author's life. Furthermore, the study tries to find out the

anxiety issue developed within Helen Keller' personality so that influences her behavior based on the novel Helen Keller's *The Story of My Life*.

### **B. Statements of Problem**

Based on the background of study the statements of problems are formulated as follow:

1. How is Helen Keller's personality seen through psychological approach?
2. How does Helen Keller's anxiety influence herself?

### **C. Objectives of the Study**

1. Discussing the personality of Helen Keller through psychological approach.
2. Explaining the anxiety of Helen Keller that influences herself.

### **D. Scope and Limitation**

This study focuses on Helen Keller's personality. The analysis of personality is necessary to use personality theory to support the data analysis. Furthermore, to make clear in this analysis the study uses psychoanalysis theory. It is also important to limit this study in Helen Keller's personal.

### **E. Significant of the Study**

This thesis expects to show the readers that this novel may become one work which portraits how personality influenced human behavior. Furthermore, the study expects that the readers by understanding the aspects that influence human behavior, they can learn how to solve the

problem of life. The study also expects that the readers will be more interested in reading novel, especially Helen Keller's *The Story of My Life*.

For the students of English Department who are interested in doing the same research as the study, this literary work recommended for you, it is because there are a lot of interesting issues that can be analyze in Helen Keller's *The Story of My life*. Besides, the study expects this thesis will give a good contribution to the literary studies, especially in English Department Faculty of Humanities.

## **F. Method of the Study**

### **1. Research design**

To answer the problems and to collect the data, the study uses the library research. Library research is called qualitative research in which the data are in the form of text, written words, phrase or symbols; it

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id concerned with any numbers (Neuman in Wigayanti 8). This study uses

*The Story of My Life* a novel written by Helen Keller. Thus, through qualitative method the study wants to get valid description about the character's personality in the novel which the character is Helen Keller the author of the novel itself. Based on the problems above, this study uses the Freud's personality theory and also the psychoanalysis theory, as the literary tool.

### **2. Data**

The data consist of two parts. They are main data and supporting data.

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**a. Main data**

The main data are taken from Helen Keller's novel *The Story of My Life* which consists of her memoir. The novel was published by The Century Company in 1903.

**b. Supporting data**

The study uses the theory which is related to the topic, such as Freudian personality theory. Afterwards, there are some articles, journals to supporting the data.

**3. Data collection**

To get the data, the study uses literary approach to explain the topic under discussing. First, the study read the novel, taken some note to collecting the valid data, then read and understand the relate studies of the topic.

**4. Data analysis**

In analyzing the data, the study identifies and classifies the problem which deals with the purpose of the study in her thesis. In the thesis the study uses some theories such as theory of personality by Freudian, and psychological criticism to complete the critic. The theory of personality is use as a tool to help the study in analyzing the topic of the thesis, and to indicate Helen Keller's personality through her id, ego, and super-ego, also through her realistic anxiety, and neurotic anxiety.

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#### **G. Definition of Key Terms**

**Psychology** : Scientific discipline that studies psychological and biological processes and behavior in humans and other animals (Encyclopedia Britannica 1113).

**Personality** : the totality of somebody attitude, interests, behavioral patterns, emotional response, social rules, and others individual traits that endure over long periods of times (Microsoft Encarta, in Alfa 7).

**Anxiety** : Having suffer one or more panic attacks. These people become hyperalert to their sensation (Razran in Taylor 17).

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## CHAPTER II

### LITERARY REVIEW

#### A. Theoretical Framework

Theory is the model of reality. It can help us to understand, explain, and predict the reality, and also as the guide for us to action. As what Boeree stated that, theory is a little like a map but it is not the same as the countryside. It certainly does not give us every detail, it may not even be terribly accurate, but it does provide a guide to action and give us something to correct when it fails (5-6). Therefore, this chapter is about explanation of theory that will conduct this study. Then in this thesis the study present the theory as the way to help in analyzing the character's personality in the novel. The study will focuses on psychoanalytic approach using Freud's psychoanalysis.

Psychoanalysis is the tool to understand human personality and behavior through the character in the literary texts. As what Tyson stated that, psychoanalysis can help us to understand human behavior better, and also it must certainly be able to help us understand literary texts, which are about human behavior (11). From statements above we can say that, the psychoanalysis concerns with the aspect of behavior and human personality. Besides, it is also one of the way to understanding about our self and human being better through literary works.

Sigmund Freud's psychoanalytic theory is one of the great intellectual contributions of modern times, and it continues to influence western thought today (Passer and Smith 443). The term "psychoanalysis", has three different meanings. It is, first, a school psychology that emphasizes the dynamic, psyche determinants of human behavior, and the importance of childhood experiences in molding the adult personality. Secondly, psychoanalysis brewers to a specialized technique for investigating a conscious mental activities. The last, psychoanalysis, as a method of interpreting and treating mental disorders (Saccuzzo in Khotimah 12).

Actually, there is little doubt that psychoanalysis had a profound influence on personality theory during the 20th century. It turned attention from mere description of types of people to an interest in how people become what they are. Holzman stated that, psychoanalytic theory emphasizes that the human organism is constantly, though slowly, changing through perpetual interactions (Encyclopedia Britannica 1893). Therefore, the human personality can be conceived of as a locus of change with fragile and indefinite boundaries. However, personality characteristics are relatively stable over time and across situations, so that a person remains recognizable despite change (1893). In other opinion Samuels stated that, psychological theories also engage within the phenomenon exploring how the various parts of the personality relate to the psyche as a whole without losing their distinctiveness (11).

Therefore, before we understand about the structure of personality, it is necessary first to understand Freud's view of the three levels of the mind. Mind according to Freud consists of three levels; they are the conscious, the subconscious, and the unconscious (Saccuzzo in Khotimah 12). The foundation of Freud's contribution to modern psychology is his emphasize on the unconscious aspects of the human psyche (Guerin, et. al, 154). The conscious according to Freud is the repository of the fears, wish, thoughts, desires, and other mental processes of which the person unaware, but which still affect behavior (Saccuzzo in Khotimah 13). Further, Freud provided convincing evidence, through his many carefully recorded case studies that most of human actions are motivated by psychological force over which one has very limited control. He demonstrated that, that like the iceberg, the human mind is structured so that its great weight and density lie beneath the surface (below the level of consciousness) (Guerin, et al, 154).

Subconscious according to Freud was contains memories, feelings, thoughts, and images that we are unaware of at a moment but that can be recalled (Passer and Smith 444). So, the subconscious operates below the level of active awareness, but can rise to the conscious level by choice, without distortion ( Saccuzzo in Khotimah 13). Then unconscious mind was a dynamic realm of wishes, feelings, and impulses that lies beyond our awareness (Passer and Smith 444).

The field of psychology is called personality. Personality is one attempt to draw together formal areas of psychology which is needed to build a theory to interpret and predict the behavior as unique human being (North in Rohmah 10-11).

### 1. Personality

Personality is a thing that distinguishes people from other. It was built within human body, and it shows us what we are. According to Child personality refers to 'more or less stable, internal factors that make one person's behavior consistent from one time to another and different from the behavior of other people would manifest in comparable situations (Eliasz and Hampson 10).

A personality is essentially an attempt to describe and formulate these consistencies in ways that enable psychological researcher and practitioners to identify major causal factors and to make predictions about future behavior. One of the most influential theoretical systems about different aspect of personality is the psychoanalytic theory of Sigmund Freud. Freud developed the dynamic concepts that underlie modern personality theory and who has greater impact on the field than any other person (Lindgren and Fisk 34-35).

Moreover, Allport stated that, personality is dynamic organization within the individual of those psychophysical systems that determine the characteristic behavior and thought (Morgan and King 364). Another

definition of personality also given by Mischel, as quoted in *Introduction to Psychology*, he stated that, personality usually refers to the distinctive pattern of behavior (including thoughts and emotions) that emphasizes each individual's adaptation to the situation of his or her life (Morgan and King 512). To know more about the interaction in human mind, it is better to understand the structure of personality.

## 2. The Structure of Personality

Freud divided personality into three separate but interacting structures: id, ego, and superego.

### a. Id

The id is the innermost core of the personality, the only structure present at birth, and the source of all psychic energy. It exists totally within the unconscious mind. The id has no direct contact with reality and functions in totally irrational manner (Passer and Smith 444). It means that id is the fundamental component of human personality. It exists from birth. It was like the store house of the aggressive drives in the human mind and also it was the source of all human psychical needs.

Psychical needs for example people need to sleep, need to eat, and also the simple psychological need such as need for comfort. Those needs need to express constantly. As what Kosslyn and Rosenberg said that id lives by the pleasure principle, wanting immediate gratification of its needs by a reduction in pain (309). The id sometimes compared with a demanding infant. For example hungry infant, screaming itself. It does not

know what it screaming about. It just knows it wants it and wants it now, which unable to understand by the adult sense. The infant in Freudian view is pure or nearly pure id, and the id is nothing if not the psychic representative of biology (Boeree 19).

Furthermore, Freud proposed that, when the id's instincts threaten to erupt, anxiety can develop. When that anxiety reaches a sufficiently high level, abnormal behavior and mental illness can result (Kosslyn and Rosenberg 309). Like the unconscious, id is unorganized, timeless and out of contact with reality. Logic has no place in id. The id is lacking in moral and ethical judgments, and it has no sense of social values (qtd in Alfa 16).

#### b. Ego

According to Freud, much of the ego is conscious or can readily become conscious. The ego is sometimes called the executive agency of the personality because it controls action, select the features of the environment to which a person will respond, and decides how the person's needs can safely be satisfied. As Freud points out in popular language that the ego stands for reason and circumspection while the id stands for the untamed passion. Whereas the id is governed solely by the pleasure principle, the ego is governed by the reality principle. Consequently, the ego serves as intermediary between the world within and the world without (157).

The ego is guided by the reality principle, which leads it to access what is realistically possible in the world (Kosslyn and Rosenberg 309).

Hartono in Andriani stated that, ego is personality side that must submit to the id and must look for reality that is needed by id as necessity satisfier and suspense palliative. So, ego is personality that can differ between imagination and fact. Ego works as reality principle and ego does secondary process. Reality principle can tow self expansion or look for other expansion as well as the environment and heart inner. Ego also served secondary process, it means that, ego uses thought ability rationally to solve problem (19).

The ego also develops in childhood, before the superego, and works very hard to balance between the id and the superego. The ego tries to give the id enough gratification to prevent it from making too much trouble, while at the same time making sure that no major moral lapses lead the superego to become too punishing. The ego must also make sure that the actions of the id and superego, as well as its own actions (Kosslyn and Rosenberg 309).

### c. Superego

The superego is the conscience or internalization of the demands of society that counter the expression of its impulse (Lindgren and Fisk 36). It serves to repress or inhibit the drives of the id, to block off and thrust back into the unconscious those impulses toward pleasure that society regards as unacceptable, such as overt aggression, sexual passion, and *oedipal instinct* (Guerin, et. al, 158).

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According to Yustinus superego starts to develop when ego internalizes moral and social norms it is an internal realization from the value and ideal of traditional social. Superego is controlled by moralistic and idealistic principle which contrary to pleasure principle from id and reality principle from ego. Superego reflects something ideal (not real), rights from a perfectness (not a pleasure), and decides something true or false in order to act based on the moral norm in society (Wigayanti 33). The superego can cause feelings of guilt, an uncomfortable sensation of having done something wrong, which results in feelings of inadequacy (Kosslyn and Rosenberg 309).

Therefore, by explanation above we might say that the id would make us as devils, the superego would make us as angels, and then the ego, it was balance between the id and superego, and it will keep us as human who has a good and bad behavior.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id Furthermore, to support the analysis, then the study also uses the anxiety theory, this theory uses to analyze the character's inner emotional conflict. Anxiety is a feeling of dread, fear, or apprehension, often with no clear justification. Anxiety is distinguished from fear because the latter arises in response to a clear and actual danger, such as one affecting a person's physical safety. Anxiety, by contrast, arises in response to apparently innocuous situations or is the product of subjective, internal emotional conflicts the causes of which may not be apparent to the person himself (Encyclopedia Britannica 475).

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According to Sigmund Freud, anxiety as the symptomatic expression of the inner emotional conflict caused when a person suppresses (from conscious awareness) experiences, feelings, or impulses that are too threatening or disturbing to live with (475).

Freud mentions three different kinds of anxieties: The first is realistic anxiety, which we would call, fear. Actually Freud did, too, in German, but his translators thought "fear" too mundane (Boeree 7). Realistic anxiety is the feeling of fear, dread within the human mind which caused by trauma, but it was comes from the outer of the psychical world. For example someone will feels afraid that to be judge by people around when she or he did something wrong in their society.

Moreover, there is one inevitable trauma that renders a reality anxiety to every individual, which is called birth trauma. The disruption between the baby's condition in the mother's womb and in the real world is the traumatic environmental condition. The newly born baby is compelled with the excessive stimulation from the real world. The baby has no ability and is helpless to handle the situation. Thus, when an adult person cannot longer solve his environmental condition that puts him into the state of helplessness, this will touch off the alarm of his anxiety (Hall in Sutanto 19).

The second is moral anxiety. This is what we feel when the threat comes not from the outer, physical world, but from the internalized social world of the superego. It is, in fact, just another word for feelings like

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shame and guilt and the fear of punishment (Boeree 7). Moral anxiety is the feeling fear, dread, it was same feeling like realistic anxiety, but it was does not threat from the outer. It was threat within human mind or internalized of the superego.

For example after we did something wrong then judge by people around us, of course for long time those incident remind in our mind. It is created bad feeling in our mind. For sometimes, it will stop us to do anything that we are usually did. It is like trauma. We thought that all of our friends will keep away from us because of what we did in the past. This sentiment was natural feeling within individual when did something wrong or something that did not require by their mind.

The last is neurotic anxiety. This is the fear of being overwhelmed by impulses from the id. If someone has ever felt like she or he were about to "lose it," lose control, temper, rationality, or even her or his mind, then for nervous, so this is nervous anxiety. It is this kind of anxiety that intrigued Freud most, and we usually just call it anxiety (7). In neurotic anxiety, the threat resides in one's id. Neurotic anxiety can be displayed into three different forms, which are free-floating, phobia, and panic reaction (Sutanto 20).

The free-floating type happens when one expects that something dreadful might occur. For instance, when someone is asked to perform in front of a lot of people he feels anxious and thinks that there must be

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something wrong will happen. She or he afraid that unable to control his or her actions when performs in front of the people. Then in this situation where the people may experience some negative though, thinks how bad her or his performance could be. It is known as free-floating. Second, phobia is the irrational intensified fear for certain objects. A person who is afraid of high places may have hidden wish to feel free by jumping off from the high place. The object of phobia represents a temptation to instinctual gratification. Therefore, the person does not really fear the object, but he fears his own id to conduct an impulsive action toward the object (20).

Last, panic reaction is the discharged behavior of the painful neurotic anxiety by doing what the id wants, in spite of the ego's and the superego's prohibition. A silent and polite student may impulsively utter offensive words when she is bullied by her friends. What she does may be

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demands of her id to attack her bullying friends. In addition, violent action done by someone who is unlikely able to do so is usually also the result of panic reaction. Neurotic anxiety, as a conclusion, is about one's id getting the control instead of the ego (Hall in Sutanto 19-20). Then we can say that, the neurotic anxiety is the human feeling where she or he feels high nervous. It is could be caused by the past experiences from everyday of their life.

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From the explanation above, about Freud personality structures: id, ego, and superego. Then this study intends to apply the theory in analyzing character of Helen Keller especially her personality. The study uses this theory to analyze the influence of personality to the character's behavior. Furthermore, the study also uses the anxiety theory, this theory uses to analyze the character's inner emotional conflict. When the character unable to handle her nervous, stress, fear, and dread within her mind, which caused by psychological trauma based on the novel written by Helen Keller's *The Story of My Life*.

### **B. Review of related Studies**

This presents some related studies which have been done previously. The first literary review was conducted by Setyo Wati (2013), FKIP Universitas Muhammadiyah Surakarta, English Department, under the title *Extraordinary Endeavors of Helen Keller in Helen Keller's The Story of My Life (1903) : An Individual Psychological Approach*. The previous study focuses on psychological side of Helen Keller which influenced by her inferiority feelings of her physical lacks. The thesis explained the extraordinary endeavors of Helen Keller reflected in the novel that is analyzed through individual psychological approach. The analysis results is that the psychological of Helen Keller is influenced by her inferiority feelings of her physical lacks to strive for superiority to limit her boundaries by using her extraordinary endeavors.

Another literary review was conducted by Ellita Permata

Widjayanti (2010), Gajah Mada University Yogyakarta, English

Department, under the title *Helen Keller Dalam Tiga Tradisi: Amerika,*

*India, Dan Indonesia : Sebuah Kajian Transformasi Dan Adaptasi*

*Dengan Perspektif Respon Estetis Pada Autobiografi The Story Of My*

*Life, Film Black, Dan Novel Moga Bunda Disayang Allah.* In this thesis

the study interested to do the analysis through transformation and adaption

based on the autobiography of Helen Keller's *The Story of My Life*. As the

result this autobiography was transformed into three versions. First, in

America it was known as *The Story of My Life*. In India, this

autobiography is transformed and adapted into a film titled *Black*. Then in

Indonesia, *Black* is transformed and adapted to a novel entitled *Moga*

*Bunda Disayang Allah* by Tere Liye. Furthermore, to get the process of

transformation and adaptation then the study used some theories. Such as

the theory of aesthetic response from Wolfgang Iser, ekranisasi theory and

adaptation theory put forward by Linda Hutcheon.

From those studies, it is different of this study since it focuses on

personality as one of the theme in the novel. This study will attempt to

discover the personality as psychological problem of Helen Keller the

author of the novel itself as the major character in Helen Keller's *The*

*Story of My Life.*

## CHAPTER III

### ANALYSIS

In this part the study would like to conduct the discussion based on the problem statements. The discussion focuses on the major character of the novel who is the author of the novel itself. The novel contains of the depiction account of the author's life. Then, in this chapter the study tries to answer in detail some problems under discussion. First is discussing the personality of Helen Keller through psychological approach. Then, the last one, the study would like to discuss the influence of Helen Keller's anxiety to herself.

#### A. Helen Keller's Personality

As what has been explained in previous chapter it can be concluded that personality is a thing that distinguish human from one other, because it is built within human body. Usually, personality will differentiate the pattern of human behavior including the thoughts and emotion. Furthermore, it will affect the way human behaves and their adaptation in the situation of her or his daily life. Therefore, in this part the study will explain about the character's personality which influences the way she behaves to the people around her. Actually, the character that highlight in this study is the author of the novel itself, Helen Keller. Here, personality of Helen Keller will discuss through three structures of personality such as id, ego, and superego.

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**Helen Keller is the major character of the novel. The novel tells that she is the oldest daughter from the second wife of her father. Actually, the illness she suffered at 19 months after her birth left her blind and deaf, this condition forced her to remain physically dependent on her mother. However, it seems the care giving that Helen received from her mother in particular influences for the development of Helen's personality. So that, as the result, Helen's social world and norms was very limited.**

Actually, because of her dependence to her mother it is causing Helen being unresponsive with other except her mother. She has quick temper and willful. The world to her is what her mind is. Helen Keller is little bit anxiety, sensitiveness, and nervous, but curious and optimistic person. Besides she is also the active person. One thing that impresses everybody is Helen's tireless activity. She never quiet even a moment. She is here, there, and everywhere.

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**As what stated above, Helen is curious person, her desire to know something is very strong, she is always curious with everything around her. Actually, Helen is dominates by her aggressive drives which known as id's instinct. Her desires want to know the name of the things around her is very strong. As what Boeree stated that the id sometimes compares with a demanding infant. For example hungry infant, screaming itself. It does not know what it screaming about. It just knows it wants it and wants it now, which unable to understand by the adult sense. The infant in Freudian view is pure or nearly pure id, and the id is nothing if not the**

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physic representative of biology (19). It means that, if Helen's id unfulfilled at the moment it will leading her ego to do bad things as like tempers. As will discuss in the next paragraph

Even in the days before my teacher came I used to feel along the square stiff boxwood hedges, and guided by sense of smell, would find the first violet and lilies (Keller 5).

The meaning from quotation above that, the id's instinct drives Helen into a curios person. She wants to find anything that she wants by her own way, without thinking, the thing that she does may be create bad effect for her ego.

Furthermore, Helen thinks that she need to communicate with other, then she begins to make crude signs. For example, when she wants to eat bread then she will imitate the acts of cutting slices and buttering. At the same time, Helen does not realize that she is different from other people. The other do not use signs as she does when they want anything done, but talking with their mouth. It makes Helen curious, her desire want to know how to communicate arouse greatly at the moment. As quotation below

Sometimes, I stood between two persons who were conversing and touched their lips. I could not gesticulated frantically without result. This made me so angry at times that I kicked and screamed until I was exhausted (10).

The mean by quotation above, it is Helen's id's instinct is dominates herself and affecting her ego to do the bad things at the moment. That she screams, kicking, everything around her, because the

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things that she wants unfulfilled her desire at the moment. Her desire that she want to communicate, even she does not know how to do it but she wants to communicate even the things that she do influences her ego to do bad things that is screams, biting, the things around her.

Meanwhile the desire to express herself grew greatly. The few signs languages that she uses do not enough to help her to communicate in her daily activity with the people around. Then her spirit to know the things grew strongly. Even in the moment she often failed to do it. Sometimes, she falls in tears about her physical condition, but her desire to know how to communicate never disappears. As quotation below

Meanwhile the desire to express myself grew. The few signs I used became less and less adequate, and my failures to make myself understood were invariably followed by outburst of passion. I felt as if invisible hands were holding me, and I made frantic efforts to free myself. I struggled not that struggling helped matters, but the spirit of resistance was strong within me; I generally broke down in tears and physical exhaustion (17).

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Then the day where her teacher comes, she cannot patient wait for the new light to guide her from the bitterness to the sweetness life. She compares herself as like the ship without compass. As quotation below

Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my teacher education began, only I was without compass or sounding-line, and had no way of knowing how near the harbor was. "Light! give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour (22).

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Then in the day after Miss Sullivan comes. Miss Sullivan led Helen to her room and gives Helen the doll. When Helen play with it little while, Miss Sullivan spell the word “d-o-l-l” slowly into Helen’s hand. At the moment it makes Helen interests by the playing fingers on her hand, then she try to imitate it. When she successes in making the letters correctly she is flush into childish pleasure. Actually, Helen does not realize that she spells the word, and she does not know the word that she spells was exist. She just imitates how to spell it, but does not know the meaning of the word, because she does not know that every single thing in the world has a name.

One day, Helen found few flowers in the garden and brink them to her teacher. At the time her teacher try to kiss her, but she does not like to have any one kiss on her except her mother. Then Ms. Sullivan gently spells into Helen’s hand, “I love Helen.” Then at the time the word of “love” getting stuck in her mind. Helen is curious about the meaning of love, because she never knows the abstract word before. As quotation below

“What is love? I asked.

She drew me closer to her and said, “it is here,” pointing to my heart, whose beats I was conscious of for the first time. her words puzzled me very much because I did not then understand anything unless I touched it.

I smelt the violets in her hand and asked, half in words, half in signs, a question which meant,

“is love the sweetness of flowers?”

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“No,” said my teacher.

Again I thought. The warm sun was shining on us.

“Is this not love?” I asked, pointing in the direction from which the heat came, “is this not love?”

I seemed to me that there could be nothing more beautiful than the sun, whose warmth makes all things grow. But Miss Sullivan shook her head and I was greatly puzzled and disappointed. Thought it strange that my teacher could not show me love.

Again I asked my teacher, “is this not love?”

“love is something like the clouds that were in the sky before the sun came out,” she replied. Then in simpler words than these, which at that time I could not have understood, she explained;

“you cannot touch the clouds, you know ; but you feel the rain and know how glad the flowers and the thirsty earth are to have it after a hot day. You cannot touch love either; but you feel the sweetness that it pours into everything. Without love you would not be happy or want to play.” (30-31)

From quotation above it can conclude that Helen is curious person,

her desire to know about the new thing very strong. In this part, her ego succeeded to balance between her id's and her superego's instinct. That,

Helen desiring thing, but reach it by the right way, she try to reach what

she wants by learning and listen carefully to her teacher explanation, as like the other people do in the social world.

Furthermore, as what have been explained in the previous paragraph, Helen, because her dependence to her mother then it influences the development of Helen's personality. Everyone in Helen's family especially her father let Helen to do everything upon her will so that, it is affect to the way Helen behaves. It is before Helen knows about the norms in social world. At the time, Miss Sullivan and Helen's family are in table

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manner. Miss Sullivan is very surprised by the way Helen behaves at the time. Helen is like the person who has no ethics, she takes everything that she wants from the other plate then eats the foods by her fingers. The things that surprises miss Sullivan more are Helen's family especially her parents let Helen to do that bad things, they did not care with Helen as long as Helen feels happy. So, at the time, Miss Sullivan did not let Helen to take everything she wants. It makes Helen tempers immediately scream, she kicks everything around her.

Naturally the family was much disturbed, and left the room. I locked the dining- room door, and proceeded to eat my breakfast, though the food almost choked me. Helen was lying on the floor, kicking and screaming and trying to pull my chair from under me. She kept this up for half an hour, then she got up and see what I was doing. I let her see that I was eating, but did not let her put her hand in the plate. She pinched me and I slapped her every time she did it (307).

Helen's tempers also arouse greatly when she does not find her parents and her brother around the table manner but only her and her teacher there. It makes Helen frightening and anxious at the time. She tries to do what she wants but it is forbidden by Miss Sullivan. Then, at the time she screams, kicks, the things around her over and over again. At that morning, Miss Sullivan and little Helen have a great battle before Helen understands what norms are and how to interact and behave with the people around her.

Then she went all round the table to see who was there, and finding no one but me, she seems bewildered (307).

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After few minutes Helen came back to her chair and eats her breakfast with her fingers again. At the time Miss Sullivan try to gives her spoon but she threw it again and again on the floor. Miss Sullivan forced Helen out from her chair and takes the spoon which she threw. The results Miss Sullivan successes make Helen takes the spoon and continue her breakfast by the good manners.

Finally, I succeeded in getting her back in her chair again, and held the spoon in her hand, compelling her to take up the food with it and put it in her mouth (307).

Helen, after she finishes her breakfast, she threw the napkin on the floor, and immediately run to the door which she finds locked. It makes her panic, then she begins scream and kicked again the things around.

From the discussion above, it is describes how does Helen's personality effects the way she behaves to the people around her. She does not understand what the norms means, she just do everything that she wants even though that was bad things. As what that has been explained above that Helen, if the thing that she wants does not fulfilled her desires, then her temper arouses she will scream and bit into everything around her.

Besides that, the development of Helen's personality also influences by everybody in her house. Even her father, her mother, the servants, and the little Nigerian who she plays with everyday, nobody against what Helen will, except her brother James, until Miss Sullivan

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came to teach her. Helen's family always let her to do everything she will even though that was bad things as long as Helen happy, especially her father who cannot bear to see her cry. However, if this circumstance let to be continuous, it is will creates the bad things for Helen's personality and it will effects the way she behaves with the people around. However, As Helen grow then the tempest also will grow stronger and become more violent for her. Then her teacher Miss Sullivan, try to teach her the norms and love. Because Miss Sullivan thinks that, it is useless to teach Helen Language if Helen does not know how to interact kindly with other. Therefore, with many difficulties Miss Sullivan try to teach Helen to differentiate the good and bad things. As what Miss Sullivan stated in quotation bellow

I have thought about it a great deal, and the more I think, the more certain I am that obedience is the gateway through which knowledge, yes, and love, too, enter the mind of the child (309).

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Moreover, the family makes difficult for Helen to interact with her teacher. Therefore, Miss Sullivan intends to separate Helen from her family. In order Helen does not depend herself only on her family then she have to know how to interact with the other except her family.

I told her (*Helen's mother*) that in my opinion the child ought to be separated from family for a few weeks at least that she must learn to depend on and obey me before I could make any headway (309).

Then, in the next day, Helen and Miss Sullivan move to the little house but not far from Helen's house. Helen does not allowing to stay near her family because it will makes Helen unable to be herself. Actually, at

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that time Helen does not know where she is, but when she aware that she is does not near her family it is makes her tempers arouses. She kicks and screams again and again. She refuses her teacher to touch her. In the evening when the bed time she jump from her bed when she feel that her teacher get into her bed. For several hours she does not wants to back to her bed again, but her teacher Miss Sullivan try to take her back even she refuses.

She devoted herself to her dolls the first evening, and when it was bedtime she undressed very quietly; but when she felt me get into bed with her, she jumped out on the other side, and nothing that I could do would induce her to get in again (310).

One day in the morning, Helen was little bit submissive with her teacher, but the fact she is homesick. Some time she kept going to the door, as like she expects someone will come to see her. Every movement she touch her cheek which mean she wants her mother and she shake her head sadly. At that day, Helen plays with her dolls more than usual. She seen she caress with her dolls, she dresses and undresses the dolls many times during the day she handle them as like she has seen her mother and the nurse handle her baby sister. She took Nancy her favorite doll, she put it on her lap, then put it on her back and turn over on her knees, she patting her softly all the time. But it is last for several minutes, her mood pass, and then she throw Nancy on the floor strongly, she push it to the other side.

This last for several minutes; then this mood passed, and Nancy was thrown ruthlessly on the floor and pushed to one side, while a

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large, pink-cheeked, fuzzy-haired member of the family received the little mother's undivided attention (310).

The discussion above, describes that, how Helen's personality does influences herself. She unable to handle herself when the tempers arouses. It is also describing us how is the personality take place greatly in human mind. It will take the important role in human mind. So that, why the personality known as like the driver of the way human behaves with the people around.

Moreover, Helen, even thought, with all limitation of her condition she able to learn very fast, but that happen when she is in the good mood. Every day she learns new words. For example when her teacher gives her the objects, and order her to spell the name of the objects that she has learn she will spell the words as fast as possible without hesitant, but at the times, when the lesson over she seems very happy.

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She has learned three new words, and when I give her the objects, the names of which she has learned, she spells them unhesitatingly; but she seems glad when the lesson is over (311).

Day by day, Helen changes from the wild child to the gentle child. She does not makes trouble again when she learn with her teacher. She seems like she obey her teacher. Then Ms. Sullivan is very glad to show the progression of her little student.

My heart is singing for joy this morning. A miracle has happened! The light of understanding has shone upon my little pupil's mind, and behold, all things are change! The wild little creature of two weeks ago has been transformed into a gentle child (311).

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Helen Keller with her curious personality, then she learn everything that has been learn by the normal people. She learns how to sew, she learns how to fold the clothes and put it in the cupboard. One day, she learn two things that is “mug” and “milk” both of the words makes Helen very confuse, she unable to differentiate which is the “mug” and which is “milk.” For example when she spell the word “mug” she will point to the “milk” and when she spell the word “milk” she will point to the “mug.” These words make her trouble more than the other words. Then, at the time, the little Negro comes in when Helen learning the words, the little Negro also comes to learn the words in order he can talk to Helen every time. When Helen realize that there is the other person that takes her teacher attention, she please herself and she seems very jealousy at the moment then she try to take back her teacher attention again by pull her teacher’s hand and clap on her hand, which means that she wants her teacher to spell the words on her own hand. As quotation below

Yesterday I had the little Negro boy come in when Helen was having her lesson, and learn the letters, too. This pleased her very much and stimulated her ambition to excel Percy. She delighted if he made a mistake, and made him form the letter over several times (312).

In another day, Helen is delighting her teacher by her attainment. She learns many new words. Besides, Helen also has a great spirit in learning. Sometimes she learns the idiom, and also she understands when her teacher put the words into the sentences. It is shows that the education

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of little Helen is grows absorbing and interesting every day. As what Miss Sullivan sated in quotation bellow

Helen is a wonderful child, so spontaneous and eager to learn. She knows about 300 words now and a great many idioms and it is not three months yet since she learned her first word (322).

Every day, Helen and her teacher Miss Sullivan have reading lesson. Usually, they like to take one of their favorite places that are up in big tree near the house and spend an hour or more to find the words which Helen already knows. Sometimes, they will make a game with the new words. Then they call it as a contest, they try to see who can find the words most quickly.

The most fun things in this case is, Helen will find the words with her fingers, and then Miss Sullivan her teacher will find the words with her eyes. Then she learns many words as long as her teacher can explain with the help of the words that has been known by Helen. Sometimes, when she find that she able to spell the words correctly, she will very glad. As quotation below

When her fingers light upon words she knows, she fairly screams with pleasure and hugs and kisses me for joy, especially if she thinks she has me beaten (322).

Therefore, by the discussion above we can say that, how many words that Helen will learn when she is in the good manner. Then the personality of Helen was really take the great role in the Helen's mind so that influence the way she face the situation around her.

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Moreover, the things that makes her teacher was very afraid about is, Helen's old habits. Helen is strongest and hardest to correct, is a tendency to break a things around. For example if she finds anything in her way, she dashes it on the floor, no matter what it is, even though it was a glass, a pitcher, or a lamp. The other example, that she has many dolls but every one of them has been broken when she is in tempers. Day by day, Miss Sullivan her teacher success to teach her what is norms and how to interact with other and differentiate the good and the bad things.

One day in the morning, all of people in the house were feel trouble with Helen condition. She is very nervous and excitable. She is very afraid at the night and she has no desire to eat anything. The people in the house were very panic, do not know what to do with Helen condition at the time. Then her parent try to call a doctor, then the doctor says that, Helen's mind is too active. But how can the people around to keep her from thinking. Even though, she is unwell condition, she forces herself to talk with her teacher by her fingers. If her teacher refuses to talk with her, she spells the words on her own hand.

At that time, Miss Sullivan gives Helen her Braille slate, thinks that can makes Helen laugh and rest her mind, but it is inverses. Miss Sullivan surprised with what Helen has been doing "she writing the letter." At the time, Miss Sullivan surprise very much, she thinks that, how can the little Helen know what the letter is.

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I gave her my Braille slate to play with, thinking that the mechanical pricking of holes in the paper would amuse her and rest her mind. But what was my astonishment when I found that the little witch was writing letters! I had no idea she knew what a letter was (324).

In the night, when Miss Sullivan going to bed, she find that Helen felt asleep with the big book in her arms which she clasps tightly. It is shows that Helen is felt asleep while reading. In the morning, when Miss Sullivan ask her about the book she answer spontaneously.

When I asked her about it in the morning, she said, "book cry," and completed her meaning by shaking and other signs of fear. I taught her the word afraid, and she said: "Helen is not *afraid*. Book is afraid. Book will sleep with girl." I told her that the book wasn't afraid, and must sleep in its case, and that "girl" mustn't read in bed (324).

This part describing Helen's personality as the optimist person, she is sure with herself that she able to do anything like the normal people around her. For example as like reading, sewing, knitting, dress up, counting, and there is a lot of things that she try to learn to do it as well as possible. One day, her teacher Miss Sullivan teach her how to count, she learn it very fast. The result when she succeeded in counting, she counts everything in her house. It is makes her teacher apprehensive about her mind which too active. As the quotation below

She has a perfect mania for counting. She has counted everything in the house, and is now busy counting the words in her primer. I hope it will not occur to her to count the hairs of her head (326).

As what have been stated in the previous paragraph that everyone in her house was fears about Helen's health because of her brain which is too active. Every movements of her body always try to learn anything

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around, try to satisfying her desire with the knowledge. Helen is the curious person, she always appetite looking for everything that she wants.

Her every waking moment is spent in the endeavor to satisfy her innate desire for knowledge, and her mind works so incessantly that we have feared for her health (327).

Actually, with all the limitation of her physic, she has many unique things in her mind. Besides, she is active, sensitiveness, anxiety, curious person, optimist, bad tempered, but she is also has a good memory in remembering things that she has found. For example, when she meets some people at some places, then she will recognize that people wherever she meet again in another place. Whereas, she is just feels those people using her fingers. Furthermore, her optimistic personality brink her to have a friends everywhere, she can do everything that the normal people do.

She learns every single thing in the society which is impossible by the person who has physical lack like her. She knows how to sew, how to fold

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the clothes, she know how to knit, reading many books, going to every great places, and there are a lot of things that she able reach with all her limitation of her physical condition.

From discussion above it can conclude that, Helen's ego successes balance between her id's instinct and her superego instinct. It is can be seen from the explanation above. When Helen's ego step by step succeeded controlling her id by letting herself learn about the social world and norms, letting her superego to decide something true or false in order to act based on the moral norm in her society.

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Moreover, after her ego succeeded balance between her id's instinct and her superego instinct. Then she able interacts with other people around her. For example, even though she has physical limitation, she able takes a degree in the college. She competes with the people who have ability see and hear, but in other side, Helen is often dominate by her anxious feeling, she often doubt about her own ability. Therefore, in the next part the study will discuss about the influences of Helen's anxiety to herself and how it affects to the way Helen's behaves.

### **B. Helen Keller's Anxiety**

Helen dependence to her mother continues influences herself. As what have been explained in the previous explanation that Helen's dependence to her mother influence the development of her personality. As the result, Helen often feels afraid, fear, sensitive, and anxious when she is far from her mother. Actually, the causes of Helen anxious it is not only about her dependences to her mother but it is also causes by her physical condition. Actually, the person who has physical limitation like Helen, of course it is easy influences her psychological condition by the anxiety feeling and the nervous feeling. Actually, Helen seems to be more nervous then she really is, because she has physical limitation, she express more with her hands than do most English speaking people. Meanwhile, when Helen enters Cambridge school and competes with the people who have ability to see and hear, it is arouse her nervous feeling very much. One day, Helen wrote the little story and send it to her professor, thinks

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that it will gives the comfort for him. The result, it is disappointing Helen. She accuses plagiarist. By the case, it is causes Helen anxiety arouses greatly at the time. Helen afraid that to be judge by people around. For long time she lives in doubt, anxious, and fear. She afraid that all of her friends will keep away from her because of about she does. So that for several times she lost her interest in the books when she though those dreadful days. Therefore, in this part the study will conduct the discussion through Helen Keller's reality anxiety, and neurotic anxiety.

Then, the feeling of fear, dread appear within the human mind which causes by trauma, but it is comes from the outer of the physical world. For example someone will feels afraid that to be judge by people around when she or he does something wrong in their society, this feeling known as the reality anxiety.

### 1. Helen Keller's Reality anxiety

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Then, the reality anxious of Helen's feeling appear when her emotion is stable after her teacher has taught her. Her feeling appears because of her disability to know the meaning of some abstract words. She feels confuses, disappointing and anxious when her teacher, her close friend cannot explain the abstract words that no real objects able to touch by her hands to identify.

I remember the morning that I first asked the meaning of the word, "love." This was before I knew many words. I had found a few early violets in the garden and brought them to my teacher... But Miss Sullivan shook her head, and I was greatly puzzled and

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disappointed. I thought it strange that my teacher could not show me love (29).

Anxiety feeling that has to face by Helen also appears, when she writes and sends her short story, entitled *The Frost King* to make a gift for Mr. Anagnos and makes him pleasant, on the contrary it is disappointing her. Both them Helen and her teacher are judges as plagiarist. She feels oppresses. The case makes her very sad, worry, and fear.

“The winter of 1892 was darkened by the one cloud in my childhood's bright sky. Joy deserted my heart, and for a long, long time I lived in doubt, anxiety and fear” (63).

Helen throws in to investigation to the court. In fact, she does not know, the story has been read to her, but when she puts in writing the story. It brings her into the deep depression at the time. The investigation continues for next day. Then to make herself more comfortable she try to lay and does not think about the incident again, because she thinks she will die before being investigates the next day.

“As I lay in my bed that night, I wept as I hope few children have wept. I felt so cold, I imagined I should die before morning” (56).

Many kinds of thoughts remain in her mind. From that incident, the feeling of dread, fear, and anxious dominate Helen's mind. Helen afraid that to be judge by people around her. She thinks all of her friends will keep away from her. The one that she really regrets is lose her dearest old friends Mr. Anagnos.

So this sad experience may have done me good and set me thinking on some of the problems of composition. My only regret is that it resulted in the loss of one of my dearest friends, Mr. Anagnos (71).

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After that case, she never plays with the words again. She lost interest in write. Since she thinks about the thing she writes not from her own idea. Dread, fear, and anxious feeling influences Helen personality greatly then affecting the way she behaves. Hence, even she writes the letter for her mother she suddenly feeling of terror. She will spell the sentences over and over to make sure that she does not read them from the book. Helen very afraid because she unable distinguishes the idea from her own thought and the idea that comes from the book she read.

I am afraid I have not yet completed this process. I is certain that I cannot always distinguish my own thoughts from those I read, because what I read become the very substance and texture of my mind (70).

Helen often times dominate by anxious feeling about everything she does. One of the examples is when she put her idea into the paper. She thinks the idea which she writes might not be absolutely her own.

No one knew of these fears except my teacher. A strange sensitiveness prevented me from referring to the "Frost King," and often when an idea flashed out in the course of conversation I would spell softly to her, "I am not sure it is mine" (73).

From quotation above it can say that the *Frost King* incident which experiencing by Helen at that time is really influences her. That incident prevents Helen to do the thing that she commonly does in the past as like reading and writing. In other side, from that incident also causes Helen often doubt and anxious. For example, when she has an idea in her mind she always doubts about herself she has no braveness to put it in to the paper. At the same time, it is makes Helen always ask her teacher again

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and again convincing herself that she does not take the idea from the book that she ever read. She always said to her teacher "I am not sure it is mine", but the teacher always told her not to worry about that incident. As the result, time by time the excessive of anxious feeling of Helen decrease. Then when her feeling is stable she tries to put her idea upon the text again and again even though the anxious feeling often dominates her to do the things that she wants. However, when she think that her desire to change her condition to be better in the future. Then she against her feeling not gives up to trying and trying. For example, when she writes something even for her mother she always doubt and anxious about it but she try to prevent that feeling by convincing herself about her desire to reach her goal for the future. In the end, from the limitation of her physic and the weakness she has, she able get up from that incident and try to reach her goal.

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Actually, the feeling of afraid, dread, fear, and anxious was the natural feeling in the human mind when she or he does something wrong in their society around. Thus, when an adult unable to solve her or his environmental condition, then it is will put them into helplessness, and it will create the alarm of the anxiety.

The last one is the neurotic anxiety. It is known as the nervous system in human mind. Then in this part the study try to discuss Helen inner emotional conflict through her nervous feeling which known as the neurotic anxiety.

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## 2. Helen Keller's Neurotic Anxiety

The neurotic anxiety (nervous) of Helen appears when she learns how to speak with Miss Fuller. It makes her happy but in other side makes her very nervous. Usually, she always uses the signs language which is gesticulating only by her hands. Then now she forces herself to make a voice by her own mouth which she never knows for many years. She does not know how to utter the words with her mouth because she is deaf.

Before I lost my sight and hearing, I was fast learning to talk, but after my illness it was found that I had ceased to speak because I could not hear (58).

Sometime, it creates the nervous in her mind when she tries to gesticulate and utter the words by her lips.

The impulse to utter audible sounds had always been strong within me. I used to make noises, keeping one hand on my throat while the other hand felt the movements of my lips (58).

It continues when she realizes that the people around are different from her. Moreover, the person likes Helen which is always dependent upon the manual alphabet of course, it is the narrowness to interact with others. Then, when she finds the new method of communication she strives to know it even though the nervous feelings often dominates her.

Even though, the nervous feelings comes to her over and over again, but she never gives up learning until she is able to reach what she wants because she thinks that learning to speak is the new delight for her.

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When she learns how to speak, she tries to imitate every motion from every elements of speech. She continues how to utter the words and connect the sentences correctly.

I shall never forget the surprise and delight I felt when I uttered my first connected sentence, "It is warm." True, they were broken and stammering syllables; but they were human speech. My soul, conscious of new strength, came out of bondage, and was reaching through those broken symbols of speech to all knowledge and all faith (59).

At the time, while she learns how to speak, she cannot far from her first teacher Miss Sullivan because she thinks, Miss Sullivan is the guided of every footstep of her life after her mother. When she thinks that, she will apart from her, then the nervous feelings arouse greatly in her mind.

As quotation below

My teacher is so near to me that I scarily think of myself apart from her (39).

Then from the discussion above, we can conclude that, Helen impulse is overwhelm by her nervous feeling (neurotic anxiety). So, it is, influence the way she behaves to the other people around her. Moreover, the neurotic anxiety of Helen often exhibit through free-floating type. It is happen when she pleases herself by all limitation of her physic. Sometime, this condition flung her into the bitter and then falls with tears if she thinks she is very different from the other people around her.

Sometimes, it is true, a sense of isolation enfolds me like a cold mist as I sit alone and wait at life's shut gate. Beyond there is light, and music, and sweet companionship; but I may not enter (130).

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The free-floating also appear when she thinks how she could compete with the people who have ability to see and hear. It is come when she is entering the Cambridge School for young Ladies, to be preparing for Radcliffe College. At the time, Helen is impelling into the competition for a degree with the seeing and hearing girls. Sometime, it is makes her very nervous, thinks how different herself from other people around her, thinks how could she control herself when interact with other. She thinks that something bad might be happen to her although it is actually only her fear of her id which controlling her ego.

A potent force within me, stronger than the persuasion of my friends, stronger even than the pleadings of my heart, had impelled me to try my strength by the standards of those who see and hear. I knew that there were obstacles in the way; but I was eager to overcome them (96).

Once again the free floating was dominates Helen condition. When she begins enter to the school, many difficulties come close to her. With every physical limitation she tries to learning hardly all of the subjects in the school. This condition forces her into difficultness when she unable mastering the subjects.

I still found more difficulty in mastering problems in mathematics than I did in any other of my studies (93).

It is makes her neurotic anxiety through free floating arouses greatly. Then, Helen thinks that, the feeling of fear, dread, and nervous, will try to dominate her forever.

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Moreover, Helen thinks that the situations in the class are going to trap her and make her helpless. Then at the time she need her teacher Miss Sullivan to stay on her side. Because there is no one helps her to understand what she has written on her paper. It is makes her disappointment then the nervous, panic and fear feelings increase in her mind. As the quotation below

I wish to say here that I have not had this advantage since in any of my examinations. At Radcliffe no one reads the papers to me after they are written, and I have no opportunity to correct errors unless I finish before the time is up. In that case I correct only such mistakes as I can recall in the few minutes allowed, and make notes of these corrections at the end of my paper (88).

Actually, Helen condition of physical lacks is easy to make the anxious feelings come. She feels hopeless to face her days with manual alphabet without voice to speak. Hence, she tries to make voice from her throat as well as her lips. She also usually touches some objects which can produce voice, like her mother's lips when she speaks.

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I used to make noises, keeping one hand on my throat while the other hand felt the movements of my lips. I was pleased with anything that made a noise and liked to feel the cat purr and the dog bark (58).

I could not be despondent while I anticipated the delight of talking to my mother and reading her responses from her lips (61).

However, Helen is a person with her physical lacks who wants to realize her childhood ambition to take degrees at a college. In her hard efforts in realizing her dream, her anxious feelings often appear.

From discussion above, it can concludes, Helen, because she realize her weakness, that she is often influences by her anxious and

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**nervous feeling, then she try to prevent it by her desire to reach everything she wants. Actually, vary obstacles has block her step because of her physical limitation. Nevertheless, her weakness cannot decrease her spirit forward to reach the goal of her dream for the better life in the future. These conditions indirectly influence her personality facing every competition with the people around her in the real world. The impulsive and powerful of Helen's id takes over her ego and overrule her superego. Then, from vary competition in the real world even she compete with the people around who has ability to see and hear, but she never give up to try and try. Her desire to reach everything she wants grew greatly. In the end Helen successes reach her goal, she is the person who has physical lack but has great desire to reach her dream. As the result, with all of her physical limitation she has, Helen able to reach her goal, she is becomes the first scholar in the world.**

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## CHAPTER IV

### CONCLUSION

Based on the discussion in the previous chapter. It can be concluded that Helen's personality is bad temper and willful. The world to her is what her mind is. She is also little bit anxious, nervous, but curious and optimistic. Her desire to know something is very strong, she is always curious with everything around her. Actually, Helen's personality is dominated by her aggressive drive which is known as id's instinct. Id's instinct drives Helen into a curious person. She wants to do anything that she wants by her own without thinking the things that she has done may causes bad effect for her.

Furthermore, the study also found that in Helen's efforts in realizing to reach her dream, the anxiety feeling often appears in her mind so that sometimes will stop her to do anything at the time. However, when Helen realizes her weakness that her mind is dominated by her anxiety feeling but in the end Helen succeed preventing it with her spirit to try even she fails, she never gives up. Then by her great desire, she convinces herself that she is able to reach her dream. She does not care with the social around her. Whether she competes with the people who can see and hear normally. The result, she is able to reach her dream, she succeed to become the first scholar in the world who has physical limitation. Therefore, it can be concluded that Helen's desire to reach her dream is

very strong so that why the impulsive and powerful of her id takes over her ego and overrule her superego.

The last one, the study would like to say that the story is valuable. It inspires us not to give up with every limitation we have. We have to try even we fall for thousands more in a time. Just try it before we really failed or will not get other chances anymore. Just try, because the most important efforts is the process not the result. Just do as well as we can because Creator creates every human in this world with every excesses and limitation in it. He will not burden us out of our ability. As Allah said in Holy Qur'an

The meaning: *Allah does not charge a soul except [with that within] its capacity.* (Al- Baqarah, Juz: 3, Al- Ayah: 286)

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