THE MEANINGS OF SHEILA’S ATTITUDE TOWARD HER FAMILY
IN HER EARLY AGE AS SEEN IN TOREY HAYDEN’S *ONE CHILD*

*A SARJANA PENDIDIKAN THESIS*

Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree
in English Language Education

By
Catherina Apriliana Rosita Kumala
Student Number: 111214007

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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Dr. Antonius Heruiiyanto, M.A. 17 March 2016
A Sarjana Pendidikan Thesis on

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Rohandi, Ph.D.
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 11 April 2016

The Writer

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ABSTRACT

Kumala, Catherina Apriliana Rosita. (2016). The Meanings of Sheila’s Attitude toward Her Family in Her Early Age as Seen in Torey Hayden’s One Child. English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta.

This research analyzed a novel entitled One Child written by Torey Hayden. This novel was published in the United States by Harper Collins in 1980. One Child is a novel which tells about a six-year-old little girl named Sheila who lives and survives in her life with horrors in her entire life time. The focuses of this research are the description of Sheila’s characteristics and the meaning of Sheila’s attitude.

This research has two formulated problems namely 1). “How is Sheila described in the novel?” and 2). “What is the true meaning of Sheila’s attitude toward her family as seen in her early age in Hayden’s One Child?”. Those two formulated problems are analyzed to answer the aim of the study in this research. The aim of this study is to see the true meaning of Sheila’s attitude toward her family in her early age as seen in Hayden’s One Child.

This study was a library research. There were two kinds of sources used by the researcher. They were primary source and secondary source. The primary source was the novel One Child by Torey Hayden. Meanwhile, the secondary sources were taken from books and electronic sources related to theories used in this research. The researcher used the psychological approach. This study used some theories related to psychological approach to support the study, such as the theory of personality, the theory of motivation, the theory of character and characterization, and the theory of children psychology.

The researcher found two findings in this research. The first finding was the description of Sheila’s characteristics. Sheila was described as a child who is intelligent, destructive, uncontrolled, and sadistic. The second finding was the true meaning of Sheila’s attitude toward her family. Her bad attitude was the response of her adjustment to her cruel life. It was also resulted from the consequences such as the violent actions and the cruel words against her from her father. Sheila is only a little girl who needs love and full affection from her parents.

It is suggested that the future researchers examine the novel from other perspectives. They can examine the influences of Sheila’s emotion on her psyche. Another suggestion is to analyze the method of Hayden’s parenting to Sheila at school. It is also recommended for English teachers to use the novel entitled One Child as the material to teach Book Report subject.

Keywords: attitude, child, characteristics, true meaning
ABSTRAK


Kata kunci: attitude, child, characteristics, true meaning
ALL THINGS, WHATEVER YOU ASK IN PRAYER, BELIEVING, YOU WILL RECEIVE.

MATTHEW 21:22

HE HAS MADE EVERYTHING BEAUTIFUL IN IT'S TIME.

ECCLESIASTES 3:11

I CAN DO ALL THINGS THROUGH CHRIST WHO STRENGTHENS ME.

PHILIPPIANS 4:13
I dedicate this undergraduate thesis to

My beloved Jesus Christ

My beloved father and mother

My beloved little sister
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I would like to give my greatest gratitude to my parents, Thomas Kalil and Elisabeth Endah Wahyuni, and also my sister, Marry Grace Viviananda Dwi Candra. I thank them for their love, support, care, and guidance in my whole life. They always make me believe that I can face and pass every situation that happens in my life.

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Sincerely,

Catherina Apriliana Rosita Kumala
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CHAPTER I

INTRODUCTION

This chapter consists of four parts which are the background of the study, the objective of the study, the formulated problems, and the definition of terms. The background of the study covers the reason why the researcher chooses this study and the primary data as the sources. The objective of the study points out the aim of the study. The formulated problems state the problems which are discussed in this study. The definition of terms can help the readers to understand the keywords used in this study better and to avoid misunderstanding.

A. Background of the Study

Literature represents the culture and tradition of a language or a group of people. According to Hudson (1958), literature is a vital record of what humans have seen in life. It has the most immediate and enduring interest for all of us, such as experience, think, and feel. Thus, it is fundamentally an expression of life through the medium of language (p. 10).

A literary work can be defined as a branch of literature dealing with words as a raw material to create a picture, an idea or a story in a meaningful pattern. “The various forms of literary expressions fall into their places as natural results of common human impulses working themselves out under the condition of arts”
(Hudson, 1958, p. 13). The literary work, as a work of art, can be divided into drama, novel, and poetry.

In a novel, one can be the invented prose narrative of considerable length and a certain complexity that deals imaginatively with human experiences, usually through a connected sequence of event involving a group of persons in a specific setting. Through reading a novel, the readers can have an imaginary world about someone’s life and can learn more about the meaning of life from the plot, the characters, or the problems. “A great book grows directly out of life, in reading it, we are brought into large, close, and fresh relations with life; and it lies the final explanation of its power” (Hudson, 1958, p. 10).

The researcher chooses the novel entitled *One Child* by Torey Hayden as the primary data of this study. This novel is chosen because the researcher is interested in one of the characters of the novel named Sheila and all of the stories within her life. *One Child* is a novel which tells how a little girl survives in her life with all horrors in her lifetime. Sheila is six years old. Sheila has been forgotten by the system, her family, and society itself. She endures a lifetime of horrors. At the age of four, Sheila's eighteen-year-old mother takes Sheila and her two-year-old brother, Jimmie. However, on the highway, Sheila's mother opens the door and pushes Sheila out, leaves and abandons her, and takes Jimmie with her to California.

It was earliest when Sheila shifted around among relatives and friends of the family, mostly on the mother's side before finally being abandoned on the highway. Her mother and her younger brother move to California and leave her with her father. Since then, Sheila has lived in poverty with her neglectful and
verbally abusive father. Her alcoholic father traumatizes her, but Sheila believes that the truculent behavior of her father makes her become a better child. Her father has spent most of Sheila’s early years in prison and also has stayed at the state hospital for alcoholism and drug addiction.

Sheila comes into Hayden’s class for “special children” at the age of six. She is there because, in horrific response to her appalling situation, she ties a three-year-old child to a tree and critically burns him. The authorities make some arrangements to send her to the state hospital. But there has not been an opening in the children’s unit yet. Sheila joins Hayden’s class for children with severe emotional and behavioral problems ostensibly because she suffers from elective autism (i.e. she actually can talk but at the fact, she does not talk), a psychological disorder that is Hayden’s field. Over the course of five months, Hayden gets Sheila to speak again, curbs her atavistic behaviors and finally, astonishingly, discovers that Sheila, this impossibly deprived child, has a genius-level of IQ.

Sheila’s lifetime, which is full of the horrors, makes the researcher curious and wants to analyze it. Through the novel entitled One Child by Torey Hayden, the researcher would like to know deeper about the story within Sheila’s lifetime and what is the meaning of all the incidents in her life which give effect toward her character. In order to solve the problem, this study uses the psychological approach.

B. Objective of the Study

The aim of this study is to see the true meaning of the attitude of Sheila, the main character in Torey Hayden’s One Child, toward her family in her early age.
C. **Problem Formulation**

There are two problems which are going to be discussed in this study:

1. How is Sheila described in the novel?
2. What is the true meaning of Sheila’s attitude toward her family in her early age as seen in Hayden’s *One Child*?

D. **Definition of Term**

These are some keywords which are used in this study in order to avoid misunderstanding of the readers. The keywords are child, attitude, abuse, autism, and chronic maladjustment to childhood. The five of them will be discussed one by one in the explanations below.

1. **Child**

Biologically, a child is a human between the stages of birth and puberty. The legal definition of *child* generally refers to a minor, otherwise known as a person younger than the age of majority. Etymologically, the term *child* comes from the Latin *infans* which means “the one who does not speak”. For the Roman, this term designates the child from its birth, up to the age of seven years. In this study, the child refers to Sheila because her age is six years old.

2. **Attitude**

An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg & Vaughan, 2005, p. 150). Attitudes are often the results of experience or upbringing. They can have a powerful influence over behavior. While
attitudes are enduring, they can also change. An attitude in this study is focused on Sheila’s attitude during her lifetime.

3. Abuse

Abuse is an attempt to control the behavior of another person. It is a misuse of power which uses the bonds of intimacy, trust, and dependency to make the victim vulnerable (Edmonton, 2014). Abuse can be physical, sexual, emotional, verbal, or a combination of any or all of these. During her life, Sheila always receives verbal abuse from her father in order to make her a better child.

4. Autism

Nordqvist (2015) states that people usually call it autism, but the official name is Autism Spectrum Disorders (ASD). ASDs are any developmental disabilities that have been caused by a brain abnormality. A person with an ASD typically has difficulty with social and communication skills. Autism is a lifelong developmental disability that affects how a person communicates with, and relates to, other people (Article, n.d). It also affects how they make sense of the world around them. In this study, autism is referred to people’s stigma about Sheila’s attitude which is sometimes out of control.

5. Chronic Maladjustment to Childhood

Chronic Maladjustment is the continuous condition of being unable to adapt properly to your environment with resulting emotional instability (Article, n.d). In this study, Chronic Maladjustment to Childhood is concluded by the county’s consulting psychiatrist as the point of view of Sheila’s bad behavior. In their point
of view, they conclude that Sheila was a girl who could not accept her childhood and express it through her bad behavior.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of four main parts which are the review of related studies, the review of related theories, the theoretical framework, and the context of the novel. In the review of related studies, the researcher reviews other related studies which are previously done on the same work, topic, and/or author. In the review of related theories, the researcher reviews the theories employed in the study and directly relevant to the study. The theoretical framework explains the contribution of the theories and reviews in solving the problem of the study and also how the theories are applied in the study. In the context of the novel, the researcher explains about the setting of the author and the setting in the novel.

A. Review of Related Studies

The researcher found a research which discusses and relates to this study. This research has the same novel and the same author of the novel. Hendrawardani (2010) in her research entitled “Sheila’s Aggressive Behavior as Seen in Torey Hayden’s One Child” wants to analyze Sheila’s aggressive character by analyzing the types of aggression, the influencing factors, and the impact of her behavior.

There are three research problems which have been discussed by Hendrawardani. First, Hendrawardani discussed Sheila’s character which is portrayed in the novel. Second, she analyzed the types of Sheila’s aggression. Third,
she analyzed the factors which influence Sheila’s aggressive behavior and the impacts of her aggression.

In order to solve the problems, the researcher used library study as the method to collect the data. Besides, the researcher also used psychological approach by Kennedy and Gioia (1937-1947). There were also some theories which were used to support this research. They were the theory of aggression by Vanden Bos (2006), Bandura (1973), Berkowitz (1995), Fromm (1900), and Taylor (2000); the theory of emotion by Berkowitz (1995), Crossson (2008), Ferrara (2002), Montgomery (2003), and Santrock (2007); the theory of character which were proposed by Abrams (1981), Kalish (1973), Murphy (1972), and Stanton (1965).

B. Review of Related Theories

This part reviews the theories which are employed in the study. The researcher used some theories in order to solve the problems formulation. The theories used are the psychological approach, the theory of personality, the theory of motivation, the theory of character and characterization, and the theory of children psychology.

1. Psychological Approach

The approach used in this study is the psychoanalytic theory. Psychoanalytic theory is a theory formed by Sigmund Freud (1962) states that the things happen to someone in childhood can contribute to her or his actions and traits when she or he grows adult. This approach is used to see and analyze the personality of Sheila when she must survive in her life with all the horrors in her lifetime. Moreover, this
approach is chosen to help the researcher to understand Sheila’s character easier through all the incidents in her life which bring impact toward her character.

Psychoanalytic theory proposed by Freud. Freud believes that childhood experiences and unconscious desires will influence someone’s behavior. According to Freud's psychoanalytic theory, personality develops through a series of stages. Each stage is characterized by a certain internal psychological conflict. The psychoanalytic theory proposes that personality characteristics are mostly the reflection of the contents of the unconscious part of the mind. Freud's psychoanalytic theory of personality argues that human’s behavior is the result of the interactions among three component parts of the mind: the id, ego, and super ego. This theory, known as Freud's structural theory of personality, places great emphasis on the role of unconscious psychological conflicts in shaping behavior and personality.

2. Theory of Personality

Human beings come in many shapes and sizes, and behave in exceedingly complex ways. “The characteristics or blend of characteristics that make a person unique” (Weinberg & Gould, 1999). From billions of people who presently inhabit on the earth, there are no individuals are exactly alike. Personality is viewed as the individual’s most striking or dominant characteristic. It refers to the overall impression that an individual makes on others. That is a sum total or constellation of characteristics that are typical of the individual and thus observable in various social settings.
Each person can have different personality to the others. According to Allport (1960), personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristics behavior and though" (p. 28). Personality is relatively stable. The meaning of stable itself does not mean that personality is permanent and unchangeable. In human life, from childhood to adulthood, personalities always develop and experience changes. But in a change itself can be seen a certain pattern. The more mature the person, the more obvious the pattern and their stability.

Individuals are unaware of many factors that cause their behavior and emotions. Freud (1962) defines that behavior is controlled by unconscious urges. Freud believes that most behaviors are caused by thoughts, ideas, and wishes that are in a person’s brain, but those are not easily accessible by the conscious part of the mind. While, personality develops as a result of our efforts to resolve conflicts between our biological impulses (id) and social restraints (super ego). There are three personality structures of the mind which are id, ego and super ego as explained below.

a. **Id**

Id is Latin for the term “it”. This division of the mind includes our basic instincts, inborn dispositions, and animalistic urges. Freud says that the id is totally unconscious, that we are unaware of its workings. The id is not rational; it imagines, dreams, and invents the things to get us what we want. Freud says that the id operates according to the pleasure principle—it aims toward pleasurable things and away from painful things. The id aims to
satisfy our biological urges and drives. It includes the feelings of hunger, thirst, sex, aggressive drives, and other natural body desires aimed at deriving pleasure.

b. Ego

Ego is Greek and Latin for “I”. This personality structure begins to develop in childhood and can be interpreted as the “self.” The ego is partly conscious and partly unconscious. The ego operates according to the reality principle; it attempts to help the id get what it wants by judging the difference between real and imaginary. The ego, however, will try to determine how to get some real food. The ego helps a person to satisfy the needs through the reality. The ego functions as the “executive” and mediates the demands of the id and super ego (reality principle). It seeks to gratify the id’s impulses in the realistic ways.

c. Super Ego

This term means “above the ego,” and includes the moral ideas that a person learns within the family and society. The super ego gives people feeling of pride when they do something correct (the ego ideal) and feeling of guilt when they do something they consider to be morally wrong (the conscience). The super ego, just like the ego, is partly conscious and partly unconscious. The super ego is a child’s moral barometer, and it creates feelings of pride and guilt according to the beliefs that have been learned within the family and the culture. The super ego provides some standards
for judgment (the conscience) and for future aspirations. It contains of moral compass and focuses on how a person ought to behave.

3. **Theory of Motivation**

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals (Rabideau, 2005). Motivation is important because it affects our lives every day. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

Motivation is broadly concerned with the contemporary determinants of choice (direction), persistence, and vigor of goal-directed behavior (Beck, 1978, p. 24). When two or more behaviors are equally possible, one is chosen and the organism persists in this behavior with more or less vigor until some anticipated goals are either achieved or some other goals become more dominant.

Every human has motivation to do something for his or her life. The motivation supports someone in performing either good or bad attitudes. Maslow (1943) states that the theory of human motivation is only one of many classes that determine behavior. The behavior is always motivated, which can be biologically, culturally, and situationally determined as well. Maslow says that human motivation can be classified in a basic level of needs. Those needs are divided into five parts which are physiological, safety, belongingness and love, esteem, and self-actualization needs.
a. **Physiological Needs**

Physiological needs are basic: the body craves for food, liquid, sleep, oxygen, sex, freedom of movement, and a moderate temperature. This term means to maintain a biological steady state of the body. It has to be fulfilled in minimal level before the individual is motivated by higher-order needs.

b. **Safety Needs**

The safety needs operate mainly on a psychological level. This new set of needs emerges after the physiological needs are fulfilled. The safety needs consist of protection, security, stability, freedom from fear and anxiety, certainty, structure, and predictability. Sometimes, an individual seeks for comfort and avoids pain to fulfill this needs.

c. **Belongingness and Love Needs**

The love or belongingness needs come after the physiological and security drives or safety needs are fulfilled. Satisfaction is a matter of degree rather than an either-or accomplishment. But once a need has been significantly satisfied over a long period of time, it becomes functionally absent. The action switches to the next highest level, in this case, love. Maslow’s concept of belonging combines the twin urges to give and receive love. Giving love is more than the maternal instinct implanted by nature. For Maslow, giving love is seeking to avoid misunderstanding and accepting selected others. Receiving love is a way of staving off the pangs of loneliness and rejection.
d. **Esteem Needs**

The esteem needs are divided into two parts, which are self-respect (self-value) and self-esteem of others (other-value). The self-respect deals with self-confidence, competency, achievement, approval, control, sufficiency, independence, and freedom. On the other hand, the esteem of others deals with prestige, position, good reputation, recognition, and appreciation. In order to get this need, an individual deals with competency, achievements, personal adequacy, and mastery.

e. **Self-actualization Needs**

Self-actualization represents growth of an individual toward fulfillment of the highest needs. Maslow (1943) describes the need for self-actualization as the desire to become more and more what one is, to become everything that one is capable of becoming. Self-actualization can take many forms, it depends on the individual. These variations may include the quest for knowledge, understanding, peace, self-fulfillment, meaning in life, or beauty.

4. **Theory of Character and Characterization**

Character plays a very important element in the story of the novel. It is the center of the story which is written. Through the characters, the readers can get the point what the writer wants to convey in the story. The characters also can help the readers to get the value of the story in the novel.
a. Theory of Character

The character is the individual who appears in the story. The character refers to the mixture of interests, desires, emotions, and moral principles which make up each of the individual (Stanton, 1965, p.17). He also states that dialogue and behavior are the most important evidences to understand the character (p.18). Through our knowledge of the characters, we can understand their actions; and through their actions, we can understand the characters.

A character is a person which is presented in the novel. Knowing about the character which acts in the novel can help the readers to figure out why the characters in the novel act or behave in certain way. Every single character in the novel can convey the message of life values. The character is a person presented in a narration (Abrams, 1981, p. 23). The characters are interpreted by the readers as a person that is presented by moral, dispositional, and emotional qualities which are expressed in the dialogue and the action.

In Reading the Novel: An Introduction to the Techniques of Interpreting Fiction, Henkle (1977) divides characters into major characters and minor characters. The major characters are the most important and the complex characters in the novel. They can be identified as the complex characters in a novel through the complexity of characterization. On the other hand, the minor characters are those who perform more limited functions in the novel. Their responses to the experience are less complex and less interesting.

In the Aspect of the Novel, Forster (1974) divides characters into two types, which are flat characters and round characters. The flat characters are defined as a
single idea or quality. The really flat characters can be expressed in a single phrase or a sentence. The flat characters have two advantages. First, the characters are recognized easily whenever they become in. The characters are recognized by the readers’ emotional eye. It means that by seeing a part of a person’s character, the readers can get the description of the whole character. Second, the characters are easily remembered by the readers afterwards, because from the beginning of the story until the end of the story, the characters stay the same. The characters remain in the readers’ mind as the unalterable, for the reason that they are not changed by the circumstances.

On the other hand, the round characters are complex in temperament and motivation and are represented with subtle particularity. This complex personality is shaped and influenced by the things happen around the characters. Round characters cannot be summed up in a single phrase. They have connection with the great scenes through which they passed and as modified by those scenes.

b. Theory of Characterization

In Literature of Composition, Barnet, Cain, and Burto (2011) define several ways for the writers to introduce the characters aside from direct description of the characters, through what the characters say, what the characters do, what the characters say about their selves, and what others do to them.

There are nine methods of characterization according to Murphy (1972) that are used to understand the character. The methods are personal description, character as seen by another, speech, past life, conversation of others, reaction,
direct comment, thought, and mannerism. Below are the descriptions for the methods of characterization by Murphy (1972).

1) **Personal Description**

   The personal description means that the author can describe the character’s appearance and clothes. The characters’ impression of personality is affected by their appearance. By understanding the physical description of the characters, the readers can imagine what kind of people the character is (p. 161).

2) **Character as Seen by Another**

   In this method, the author describes the character from the point of view of other people in the novel. The other characters have their own judgment to a character. Their judgment can help the readers to know the personality of the character (p. 162).

3) **Speech**

   Speech is the way in which the author can give insight into one of the characters in the novel. This is done through what the character says. The characters are directly presenting the clues of their character to the readers. What is said by the character in any situation in a novel shows what kind of person the character is to the readers (p. 164).

4) **Past Life**

   Through this method, the author describes the character by letting the readers to learn something about the person’s past life. The author can give the readers a clue to the events which are helped to shape a person’s
character. This can be done by direct comment by the author, through the person’s thoughts, their conversations with others and the medium of another person (p. 166).

5) Conversation between Others

Conversation between other people and the things people say about the character in the novel are used by the author to give the readers a clue about the person’s character. In understanding a character’s personality, the readers can also pay attention to what other characters in a novel utter. It is important because the characters’ utterance can help the readers to know a character better (p. 167).

6) Reaction

The author gives the readers a clue to the person’s character by letting the readers to know how the character reacts to various situations and events. The ways a character solves his or her problems will reveal their personality. A character’s reactions show his or her characteristic in facing problems or a situation (p. 168).

7) Direct Comment

Through this method, the author tries to describe or comment on the person’s character directly. The author tells the readers about a character’s personality by himself or herself without using other media (p. 170).

8) Thoughts

In this method, the author gives the readers direct knowledge of what a person is thinking about. The author is able to do what the readers cannot
do in the real life. The author tells the readers what the differences between one person to another are thinking (p. 171).

9) **Mannerism**

Mannerism means the author can describe a person’s mannerisms, habits, or idiosyncrasies (mode of behavior), which may also tell the readers something about the character. Someone can be categorized into a specific personality through the things he or she does. A character’s peculiar behavior tells the readers a lot about his or her personality (p. 173).

5. **Theory of Children Psychology**

Studying and understanding child growth and development are important parts. No two children are alike. Children differ in physical, cognitive, social, and emotional growth patterns. Even identical twins, who have the same genetic, they are not exactly alike. They may differ in the way they respond to play, affection, objects, and people in their environment.

Development refers to a change or growth that occurs in children. The basic patterns of child development are a rather recent area of study. The study of child development is often divided into three main areas, which are physical, cognitive, and social-emotional development. In this research, the researcher only focuses on social-emotional development because the researcher wants to know deeper about the attitudes’ of the main character in the novel.

Children’s social and emotional skills are developing all the time. The skill may develop differently for different children. Children get many benefits from
having many learning and practice opportunities. The social-emotional development is a child’s ability to understand the feelings of others, to control their own feelings and behaviors, and to get along with peers. The children must have the social-emotional skills in order for children to attain the basic skills that they need such as cooperation, following directions, demonstrating self-control, and paying attention. Feelings of trust, confidence, pride, friendship, affection, and humor are all a part of a child’s social-emotional development. A child's positive relationship with trusting and caring adults is the key to successful emotional and social development.

A child’s social-emotional development is as important as their cognitive and physical development. It is important to know that children are not born with social-emotional skills. It is the role of the parents, caregivers, and teachers of children to teach and foster these abilities. The child’s social-emotional development provides them with a sense of who they are in the world, how they learn, and helps them to establish quality relationships with others. It is what drives an individual to communicate, connect with others and more importantly help resolve conflicts, gain confidence and reach goals. Building a strong social-emotional foundation as a child will help the child to thrive and obtain happiness in life. They will be better equipped to handle stress and persevere through difficult times in their lives as an adult.

Children’s personalities’ development in response to their social environment is the same true of their skills for the social interaction. Erikson (1973) proposes a theory of psychosocial development. He believes that the development
occurs throughout the life span. His theory provides new insights into the formation of a healthy personality. It emphasizes the social and emotional aspects of growth. According to Erikson (1973), he believes that in each stage in a person’s life will face a crisis that needs to be resolved in order for the people to develop socially and emotionally. The social-emotional developments are grouped together because they are so interrelated. The emotional development, on the other hand, involves feelings and expression of the feelings. Severe stress or early abuse can damage a child’s emotional development. Trust, fear, confidence, pride, friendship, and humor are all parts of social-emotional development. Other emotional traits include timidity, interest, and pleasure.

C. Theoretical Framework

This study adopts the psychological approach. Besides, the researcher also uses some theories to support the approach. The theories are the theories of personality which proposed by Weinberg and Gould (1999), Allport (1960) and Freud (1962); the theory of character and characterization which proposed by Stanton (1965), Abrams (1981), Henkle (1977), Forster (1974), Barnet, Cain and Burto (2011) and Murpory (1972); and the theory of children psychology or children development which proposed by Erikson (1973). These theories help the researcher to analyze and explain the characteristics of Sheila.

The theories of motivation are proposed by Rabideau (2005), Erikson (1973), and Maslow (1943) help the researcher to find out the meaning of Sheila’s attitude based on her life which is full of horrors in her lifetime. These theories also
help the researcher to examine the horrors life experiences of Sheila and find out
the meaning of it toward her attitude.

D. Context of the Novel

*One Child* is a non-fiction novel by Torey Hayden. Hayden was born on 21
May, 1951 in Livingston, Montana, USA. She is an American author and also a
psychologist. Hayden is the author of three novels, eight non-fiction books about
her experiences working with troubled children, and two children’s books. In her
writing career that has spanned more than three decades, her books have been
worldwide best-sellers, translated into more than 35 languages and appeared as
films, stage productions, an opera and even Kabuki theatre.

The setting of Hayden’s *One Child* is in Iowa, the United States. Iowa is a
state of United States which is located in Mid-Western of United States. Iowa is the
29th state of United States which joined to Union since December 28, 1846. The
name of this state was taken from the Indian Ioway. *One Child* is Hayden’s first
book which was published in the United States in 1980 by Harper Collins
Publishers.
CHAPTER III

METHODOLOGY

This chapter consists of three parts which are the object of the study, the approach of the study, and the method of the study. In the object of the study, the researcher elaborates the physical description of the literary work studied. The approach of the study states the approach employed in analyzing the work. While in the method of the study, the researcher describes the procedures of the analysis of the work.

A. Object of the Study

The object of the study is the novel entitled *One Child* written by Torey Hayden. *One Child* is an inspiring novel that shared Hayden’s life changing experience in teaching emotionally disturbed children. The researcher is interested in the novel because the novel tells the real story about a little girl named Sheila who survives with all horrors in her lifetime. Hayden’s *One Child* novel was first published in the United States in 1980. This novel consists of 336 pages and 20 chapters.

*One Child* did not start out as a book. Hayden wrote it based on her experience as a personal story to record for herself, her extraordinary time with Sheila. *One Child* is Hayden's first novel and it was the first thing she had ever submitted for publication. It is currently translated into 35 languages and has been adapted in several diverse forms, including an one-act opera, a Japanese puppet
play, and a TV movie. This novel focuses on the subject in child psychopathology and child abuse. Child psychopathology is the manifestation of psychological disorders in children and adolescents. In contrast, child abuse is the physical, sexual, or emotional maltreatment or neglect of a child or children.

B. Approach of the Study

The researcher is using the psychological approach to analyze and answer the problem formulation in this study. The aim of this study is to find out the true meaning of Sheila’s attitude toward her family in her early age. The psychological approach is chosen because it can help the researcher to analyze the attitude of Sheila based on the story in the novel. This approach is appropriate to be used because it is easier to analyze the character on the novel through psychology side. This approach holds the belief that great literature truthfully reflects life and is a realistic representation of human motivation and behavior.

C. Method of the Study

In conducting the research, the researcher is using library study as the method to collect the data. Library study is a method to collect the data by gathering the data from various references, such as books, journals, or online research. There are two kinds of sources used by the researcher. They are primary source and secondary sources. The primary source was the novel *One Child* by Torey Hayden. Meanwhile, the secondary sources are taken from books or journals related to the theories used in this study.
There were several steps used by the researcher to analyze this study. First, the researcher read the novel more than once to understand the story and the characters. Second, the researcher tried to find the interesting and important parts or items which can be discussed. Third, the researcher figured out and made lists of the main problem which is going to be analyzed. In this study, the researcher decided to analyze Sheila’s attitude and find the true meaning of her attitude based on her story in her lifetime which was full of horrors toward her character.

Fourth, the researcher tried to find the theories and the approach which are relevant to this study. It also helps the researcher to analyze and answer the problem formulations which are going to be discussed in this study. In this study, the researcher is using the psychological approach. Furthermore, this study is also using some theories to support the study, such as the theory of personality, the theory of motivation, the theory of character and characterization, and the theory of children psychology.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

There are two parts in this chapter which is aimed to answer the problem formulations in this study. The first part analyses the characteristics of Sheila. The second part analyses the true meaning of Sheila’s attitude toward her family in her early age. The researcher uses the theories presented in Chapter II.

A. Sheila’s Characteristics

The character is the individual who appears in the story. Abrams (1981) states that the character is a person presented in narration. The characters are interpreted by the readers as a person that is presented by moral, dispositional, and emotional qualities that are expressed in the dialogue and the action. In Torey Hayden’s novel One Child, there are some characters presented in the novel. They are Peter, Tyler, Max, Freddie, Sarah, Susannah Joy, William, Guillermo, Anton, Whitney, Torey, Chan, Ed Somers, Mr. Collins, and Sheila’s father. The main character in the novel is Sheila.

According to Henkle (1977), characters are divided into major characters and minor characters. Sheila becomes the major character in the novel. She is the most important and the complex character in the novel. She has an important role in the plot of the story in this novel. The story of Sheila makes the readers curious to read each chapter in this novel.
On the other hand, in the *Aspect of the Novel*, Forster (1974) divides characters into two types. There are flat characters and round characters. In this novel, Sheila has round character. Round characters are the characters who are complex in temperament and motivation and are represented with subtle particularity. The complex personality is shaped and influenced by the things that happen around the characters.

Each person in the novel has different characters. A character is a person which is presented in the novel. According to Stanton (1965), the dialogue and the behavior are the most important evidences to understand the character. Through the knowledge of the characters which are presented in the novel, the characters’ action can be understood; and through their actions, the readers can understand the characters. Sheila, who is the main character in Hayden’s *One Child* is considered as a little girl who is intelligent, destructive, uncontrolled, and sadistic. These characteristics can be identified when the researcher read and analyzed Sheila’s life stories.

1. **Intelligent**

When Sheila enters Hayden’s class for the first time, she does not want to do anything. She remains silent and does not want to interact with others. Hayden tries to ask her to do math, but Sheila does nothing. On the progress of her adaptation in her new class, Sheila shows her progress in this class. One day, when Sheila feels comfortable with the situation around her, she comes to Hayden and
asks Hayden to do math together. Hayden is shocked when she knows that Sheila can do math better than she thinks.

“Show me three blocks.”
Cautiously she picked out three.
“Show me ten.”
Again, ten cubes were line up on the rug before me (p. 70).

Hayden is curious to find out whether Sheila knows the numbers well or not, so she makes difficult questions on adding and subtracting. Hayden does not take a long time to find out Sheila’s ability. Sheila shows Hayden that she can do better in adding and subtracting.

“Show me how many blocks are two plus two.” Four blocks appeared without hesitation. I studied her a moment. “How about three plus five?” She laid out eight cubes (p. 70).

“Do six take away four.”
Again two cubes.
“Hey you’re pretty smart. But I’ve got one for you. I’ll get you this time. Show me twelve take away seven.”
She looked up at me and the very smallest hint of a smile colored her eyes although it did not touch her lips. She stacked one, two, three, four, five blocks on top of one another. She did it without even looking down at the cubes (p. 71).

After the encounter with the math cubes, Hayden is interested to find out the level at which the girl is functioning. Hayden borrows a test from the school psychologist and tried to ask Sheila to do the PPVT (Peabody Picture Vocabulary Test). For her age group, the scale stopped at 99, which is translated into a 170 IQ. Sheila can answer the questions and she got a score of 102 (p. 84). From this test, Hayden also finds out that Sheila can read well.

“Can you read, Sheila?”
She nodded.
“Where’d you learn to do that?”
“I dunno. I always read.” (p. 83)

Hayden is curious about Sheila’s intelligence. She asks Allan, the school psychologist, to give Sheila an IQ and reading test. From the IQ test, Sheila topped out, earning the highest possible score. Sheila read and comprehended on a fifth grade level, despite the fact that no one had ever taught her to read (p. 99).

One day, Allan returns with the tests for Sheila, including a Stanford-Binet IQ test. Sheila topped out the Stanford-Binet as she had done on the other tests. An extrapolated score gives her an IQ of 182. That is as far in the direction of genius as an IQ of 18 is in the direction of retardation (p. 161).

In conclusion, Sheila is a genius and an intelligent girl. She is not simply above average. She is way beyond the comfortableness that comes with easy learning and mastery. She has been catapulted into that little-known realm of true giftedness. Sheila’s intelligent character is described through personal description from Murphy’s theory (pp. 161-173) as stated in Chapter II. Sheila’s personal description in this novel is described from the author of the novel and also from Allan’s opinion of Sheila’s IQ.

2. Destructive

In her previous school, Sheila was a destructive child. She often destroyed things around her if she was angry or if she did not like something to do. Mrs. Barthuly, her teacher in her previous school, had seen her destructive character when Sheila felt that her teacher gave less attention to her.
“I’ve never seen such a child. Destructive, oh my gosh, every time I took my eyes off her she destroyed something. Her work, the other children’s work, bulletin boards, art displays, anything. One time she took all the other kids’ coats and stuffed them down the toilets in the girls’ lavatory. Flooded the entire basement.” She sighed. “I tried everything to stop her. She always destroyed her work before you could get a look at it.” (pp. 53-54)

Sheila also shows her destructive character in her new school. One day, at lunch time, one of the assistants comes to the teacher’s room to inform Hayden and Anton that Sheila destroyed Mrs. Holmes’s room. Sheila felt angry to Mrs. Holmes. She yelled at Sheila at lunch. Sheila felt offended because Mrs. Holmes yelled at her for something that she did not do.

Sheila had gotten into one of the other teachers’ rooms. In a short period of time, only ten or fifteen minutes, she destroyed the room completely. All the student desks were awry or knocked over, personal belongings strewn about. The window blinds were pulled down, books were out of the bookcase, and the screen of one of the teaching machines was shattered. I could not have dreamed of further destruction in such a short time (p. 117).

Sheila also gives the evidence that she is a destructive child when Hayden left her to go to the conference in West Coast. Anton told Hayden that he could not control Sheila’s emotion when she went to the conference. Sheila destroyed things around her and made the situation worse than she came for the first time.

"Sheila went absolutely berserk. She refused to talk. She pulled all the stuff off the walls, all the books out of the bookcases. She gave Peter a bloody nose on Friday. She wouldn’t do any work at all. I couldn’t even get her to sit in her chair. On Thursday she broke the record player. And on Friday afternoon she tried to break the glass out of the door with her shoe.” (p. 173)

The other evidences of Sheila’s destructive action are proved by Mr. Collins, the headmaster of Sheila’s school. In Mr. Collins’ opinion, Sheila has caused $700 of damage in Mrs. Holmes’ room. Mr. Collins wants Sheila to out of
the school. He also worries that Sheila will hurt her friends, the teachers or the staffs in school.

In no uncertain terms Mr. Collins wanted Sheila out of the school. The child was violent, uncontrolled, dangerous and destructive. She frightened the other children with her behavior, as well as the other teachers and the staff. She had caused $700 worth of damaged in Mrs. Holmes’ room alone. There was a point, he said, when society had the right to protect itself from harm (pp. 129-130).

Sheila is a destructive child. It is seen by Murphy’s theory of characterization (pp. 161-173). Sheila’s destructive actions are seen through personal description of the author, conversation between others, and direct comment. The phone conversation between Mrs. Barthhuly and Hayden also shows Sheila’s destructive action. Mr. Collins’ comment also supports that Sheila is a destructive child.

3. Uncontrolled

Besides the destructive character, Sheila is also an uncontrolled child. It is proven by the Special Services questionnaire which is filled out by her father. In the questionnaire, Sheila’s father mentions that Sheila is an uncontrolled child. At home, she is reported to eat and sleep within the normal limits. The father writes that she is a loner, hostile, and unfriendly even to him.

She had attended three schools in her short education history, not including the one she was in now. All the moves had resulted from her uncontrollable behavior. She had no friends among the migrant workers’ children at the camp; nor did she appear to have any solid relationship with adults. She spoke erratically at home, usually only when she was angry (p. 34).
Sheila’s uncontrollable behavior is also seen when she does not want to be forced to do something. One day, at the first meeting at school, Hayden asked Sheila to do math in a paper. For the first time Sheila gives the response.

She grabbed the paper, wadded it up and threw it at me. I took another. She repeated the action. I took another. Again it was flung in my face (p. 24).

Sheila also gives the response when Hayden tries to ask Sheila to do math with some blocks. Hayden holds Sheila in her lap. She also spills out the counting blocks while waiting for Sheila doing math. Sheila struggles to break Hayden’s holds.

Unexpectedly, she grabbed a block and hurled it across the room. Within a split second had another which hit Tyler squarely in the forehead. Tyler let out a wail (p. 67).

The uncontrollable character of Sheila is also seen by Hayden when she comes back from the conference in West Coast. Anton, Hayden’s assistant, told her that Sheila behaved worse. Hayden tries to ask an explanation from Sheila, and gives her a punishment to not join to the field trip. As a result, Sheila expresses her anger by hurting herself.

Sheila was clearly out of control. Flinging herself on the floor she banged her head violently on the ground. Anton made a flying leap toward her to intercept the self-destruction (p. 177).

Mr. Collins, the headmaster of Sheila’s school, also states that Sheila is an uncontrollable child. When Sheila destroyed Mrs. Holmes’ room because she yelled at Sheila, Mr. Collins gave Sheila a punishment and wanted her to out of school.
Mr. Collins felt angry because Sheila destroyed Mrs. Holmes’ room and damaged $700 of that room.

In no uncertain terms Mr. Collins wanted Sheila out of the school. The child was violent, uncontrolled, dangerous and destructive (pp. 129-130).

Sheila is an uncontrollable child. Sheila’s uncontrolled behavior is seen through Murphy’s theory about the characterization (pp. 161-173). In this novel, Sheila’s uncontrolled action is seen through Mr. Collins’ comment of Sheila behavior, from the questionnaire which filled out by Sheila’s father, and from the author’s personal description by Hayden.

4. Sadistic

Sheila is described as a sadist child. At the age of six, she tied and burned a three-year-old boy. The boy was taken to a local hospital in critical condition. Sheila had been taken into a custody. Sheila was taken out of her school and sent to the state hospital. Sheila’s sadistic character is seen by Hayden who read the article in the newspaper.

It told of a six-year-old girl who had abducted a neighborhood child. On that cold November evening, she had taken the three-year-old boy, tied him to a tree in a nearby woodlot and burned him (p. 5).

Sheila expressed her anger by committing acts of terror, screaming, or damaging something. She set fires in the migrant camp and smeared feces in the restroom of a bus station. She had gone beyond the limits she could comprehend in the situation and was reacting from animal instinct. By six-and-a-half, Sheila had encountered the police three times.
In addition to the burning incident, she had been reprimanded for setting fires in the migrant camp and for smearing feces in the restroom of a bus station (p. 34).

When the first time when Sheila entered the school, she did something sadist. Sheila felt uncomfortable with her new school and the situation around her. Sheila poked the goldfish’s eyes out with a pencil. The situation in the class became chaotic. Most of the students panicked, cried, and also screamed, when seeing Sheila hurt the goldfish.

Sheila stood defiantly on a chair by the aquarium. She had apparently caught the goldfish one by one and poked their eyes out with a pencil. Seven or eight of the fish lay flopping desperately on the floor around the chair, their eyes destroyed. Sheila clutched one tightly in her right fist and stood poised threateningly with the pencil in the other (p. 39).

In conclusion, Sheila is a sadist girl. She had unrestricted passion to control over a living being, an animal, and a child. Her passion also expressed through destroyed things or objects around her. Based on Murphy’s theory about the characterization (pp. 161-173), Sheila’s sadist character is seen through her reaction and past life. Sheila’s reaction of poking the goldfish’s eyes out with a pencil clearly described that Sheila is a sadist girl. The past life of Sheila is seen by Hayden through the article which she read on the newspaper about the incident of Sheila burning a three-year-old boy.
B. True Meanings of Sheila’s Attitude toward Her Family in Her Early Age

There are two parts in this section, which are the surface meaning and the deeper meaning. The first part is the surface meaning of Sheila’s attitude toward her family in her early age. The second part is the deeper meaning of Sheila’s attitude toward her family in her early age. The surface meaning can be found in the novel explicitly. On the other hand, the deeper meaning can be found after reading the novel.

1. Surface Meaning of Sheila’s Attitude toward Her Family in Her Early Age

Sheila was born from a teenage girl who had been only fourteen years old when giving birth to Sheila, while her father was thirty. Sheila spent her early years with her mother and lived without her father’s figure on her early years of her age. Her father spent his life mostly in the prison. Sheila also lived with her mother’s family and had been shifted around among relatives and friends of the family.

The father had spent most of Sheila’s early years in prison on assault-and-battery chargers. Since his release two-and-a-half-years before, he had also had stays at the state hospital for drug dependency. Sheila had been shifted around among relatives and friends of the family, mostly on the mother’s side (pp. 32-33).

Living without her father’s figure and never had a place for living in a long period, Sheila became a girl who cannot adapt with the conditions around her. It proved by a memo from the county’s consulting psychiatrist who wrote that Sheila experienced the Chronic Maladjustment to Childhood (p. 330). It means that it was
the normal reaction to someone’s childhood, like Sheila’s, would be chronic maladjustment.

When Sheila was four years old, the mother abandoned her on the highway. The mother took her son, Jimmie, with her and lived in California. Since her mother left her on the highway, Sheila lived alone with her father in a small, tarpaper shack beside the railroad tracks in the migrant camp. Sheila and her father lived in a poor condition.

Sheila lived alone with her father in a one-room shack in the migrant camp. The house had no heat, no plumbing, and no electricity. Her mother had abandoned Sheila two years earlier but had taken a younger son. She now lived in California (p. 32).

Sheila’s father never admitted Sheila as his daughter and only admitted Jimmie as his son. Sheila’s father blamed Sheila for losing Jimmie. In his perception, if Sheila had not been so impossible perhaps his wife and his son would have stayed. He did not know what to do with Sheila or himself.

“She ain’t really my child,” he explained, offering Anton a beer. “That bitch of a woman who’s her mother, that’s her bastard. She ain’t my child and you can tell it. Just look at her. And the kid don’t have a decent bone in her body. I haven’t in all my born days seen a child like that one for causing trouble.” (p. 135)

“Now Jimmie, he was my boy. Better little boy you never seen than my Jimmie. And that bitch, she took him. Just upped and took him right out from under my nose, she did. And what she do? She leaves this little bastard.” (p. 136)

Living without love and affection from her mother and her father made Sheila grew to be a girl who is destructive, uncontrolled, and sadistic. Freud (1962) states that the things happen to someone in his or her childhood can contribute to
her or his actions and traits when she or he becomes an adult. Besides, Freud also believes that childhood experiences and unconscious desires influence someone’s behavior.

The incident when Sheila’s mother abandoned her on the highway made Sheila think that her bad behavior was the reason of it. Sheila always feels that her mother never loved her. She always thought that if she could have done this thing or that thing better, her mother would never leave her and her father, and her family would still be intact. This was all directly tied to her intense fear of failure.

“I bet if I could have done math problems good, my Mama, she wouldn’t leave me on no highway like she done. If I could have done fifth grade math problems, she’d be proud of me. She left me because she don’t love me no more. If I’d been a gooder girl, she wouldn’t have done that. She might still love me even now, if I could have been gooder.” (p. 190)

Sheila’s father sees her as a wayward child and disciplined her frequently, mostly by whipping or taking away Sheila’s privileges. Sheila’s father who always whips her when she does something wrong makes Sheila thinks that what her father has done to her could make her behavior better. She trusts that by doing that, her father will never leave her like her mother has done.

“My Pa,” she said softly, “he says it be the only way to make me decent. He whips me and I must be betterer, ‘cause he ain’t never leaved me on no highway like my Mama done.” (p. 124)

For all of her six years she had been unwanted, ignored, and rejected. She was pushed out of her families live. Sheila had proved not having much of opportunities to learn how to be considerate by others or how to be kind. She had
been busy surviving and altruism had little place in survival. Consequently, she is used to have a fight for what she wanted.

Sheila has a keenly developed sense of revenge that knew no limits. When she is crossed or taken advantage of, Sheila retaliated with devastating force. Her intelligence makes it all be more frightening; because she could perceive quickly what she is valuable to a person and that is what she abused to get back for being wronged. It is calculated and long-abiding, and often over events which are not intentional.

In the questionnaire which filled out by Sheila’s father, he wrote that she has no friends among the migrant workers’ children at the camp; nor does she appear to have any solid relationships with adults. The father also wrote that she is a loner, hostile, and unfriendly even to him. Erikson (1973) in his theory of children psychology states that children must have social-emotional skills in order for children to attain the basic skills that they need such as cooperation, to follow directions, to demonstrate self-control, and to pay attention. In this case, Sheila does not have a good social-emotional with her environment. Her world has been a very untrustworthy one and she is confronting it in the only way she knows how.

Sheila’s bad attitudes are the response of her adjustment to her cruel life. In this case, response is described as the attitudes which appear as the representations of Sheila’s bad memories in her past. It is the representation of what she has been through, believed, and felt in the past. Her mother abandoned her on the highway and took her brother to move and live with her in California. Her father spent his life mostly in the prison and never admitted Sheila as his daughter. Sheila’s attitudes
are also represent the consequences of the violent actions and the cruel words against her from her father.

According to Freud (1962), the super ego is a child’s barometer. It creates feelings of pride and guilt according to the beliefs that have been learned within the family and the culture. The super ego provides some standards for judgment and for future aspiration. It also contains of moral compass and focuses on how a person ought to behave. In this case, the combination between Sheila’s id, ego, and super ego does not balance. The super ego is higher than the id and the ego, and it results of Sheila’s bad attitudes.

2. **Deeper Meaning of Sheila’s Attitude toward Her Family in Her Early Age**

Sheila’s mother had been only fourteen years old when Sheila was born, two months after a forced wedding. When Sheila was four years old, her mother took her brother, Jimmie, went to California and left her with her father. This incident made Sheila sad and lived without love and affection from her mother.

Her mother had abandoned Sheila two years earlier but had taken a younger son. She now lived in California, the form stated, although no one actually knew her whereabouts. The mother had been only fourteen when Sheila was born, two months after a forced wedding, while her father was thirty. I shook my head in grim amazement. The mother would only be twenty years old now, barely more than a child herself (p. 32).

There is no love between Sheila’s father and his wife. In his comments about his wife, he always called his wife as a bitch. It looks like there was no happiness
in their marriage. The marriage was only a status because his wife was pregnant before married.

“Now Jimmie, he was my boy. Better little boy you never seen than my Jimmie. And that bitch, she took him. Just upped and took him right out from under my nose, she did. And what she do? She leaves this little bastard.” (p. 136)

Sheila grown up as a girl who always feels that she is not valuable for anybody. Her father blamed her as the reason of his wife and his son leaving. He never admitted Sheila as his daughter.

“She ain’t really my child,” he explained, offering Anton a beer. “That bitch of a woman who’s her mother, that’s her bastard. She ain’t my child and you can tell it. Just look at her. And the kid don’t have a decent bone in her body. I haven’t in all my born days seen a child like that one for causing trouble.” (p. 135)

Sheila has low self-esteem for herself. Her mother’s leaving really affected Sheila. She always blames herself as the reason for her mother and her brother’s leaving. She missed her mother and her brother. Living without affection from her mother makes Sheila depressed. Maslow (1943) in his theory of motivation states that giving love is more than the maternal instinct implanted by nature. Giving love is seeking to avoid misunderstanding and accepting selected others.

Sheila lives without love and affection from her parents. Her mother abandoned her on the highway when she was four years old. Her father never admitted her as his daughter and blamed her as the reason for his wife and his son’s leaving. Sheila feels that she only an unwanted child for her parents.

For all of her six years she had been unwanted, ignored, and rejected. Pushed out of cars, pushed out of people’s lives (p. 103).
Sheila needs love and affection in her life. Rejection from her parents gives some big impacts to her attitudes. Sheila’s bad attitudes which are destructive, uncontrolled, and sadistic; are only the way to show to others that she does not know how to love. Maslow (1943) states that receiving love is a way of staving off the pangs of loneliness and rejection.

Deep down behind those hostile eyes was a very little girl who had already learned that life really isn’t much fun for anybody; and the best way to avoid further rejection was to make herself as objectionable as possible. Then it would never come as a surprise to find herself unloved (p. 35).

In her life, Sheila never cried. Sheila always recalled about her mother and her brother’s leaving. She always missed both of them and always blamed herself for that incident. Sheila never wanted anyone know if she feels hurt, so she never wanted to cry. She never showed to others if she is sad. According to Murphy (1972), an individual needs to feel safety in his or her life. Sometimes, an individual seeks for comfort and avoids pain to fulfil safety needs.

“I don’t never cry.”
“What?”
“Ain’t nobody can hurt me that ways.”
“What do you mean?”
“Ain’t nobody can hurt me. They don’t know I hurt if I don’t cry. So they can’t hurt me. Ain’t nobody can make me cry neither. Not even my Pa when he whips me.
“But don’t you want to cry?”
“Sometimes I do cry a little, at night sometimes. My Pa, he doesn’t come home ‘til it be real late sometimes and I have to be by myself and I get scared. Sometimes I cry a little bit; it get wet right on my face. But I make it go away. Crying don’t do no good, and it makes me think of Jimmie and my Mama if I cry. It makes me miss them (pp. 126-127).

Sheila also has fear of losing someone who loved and gave attention to her.

“It ain’t fair you go leave me. I don’t want you to (p. 166).” On the day, when
Hayden left her to go to the conference in West Coast, she was sad and her sadness became anger. She expressed her anger by destroying all the stuffs in the class. Sheila expressed her anger because she felt that no one could love and gave attention to her like Hayden had done to her. Sheila was afraid that Hayden would leave her as her mother did. Hayden promised Sheila that she would come back, but Sheila did not want to believe it. In this case showed about the belongingness and love needs by Maslow (1943).

“How come you come back?” she asked softly.
“I just went away to give a speech. I never intended to stay away. This is my job here with you kids.”
“But how you come back?”
“Because I said I would. I like it here.”
Slowly she approached the table where I was sitting. The hurt was clear in her eyes now.
“You really didn’t think I was coming back, did you?”
She shook her head (p. 181).

During her life living with her father, she never gets the full affection and love from her father. Her father always whips her when she does something wrong, he never gives attention about Sheila’s health and education. Her father never admitted Sheila as his daughter. He only admitted his son, Jimmie. Moreover, Sheila had such a low opinion of herself (p. 135).

Individuals are unaware of many factors that cause their behavior and emotions. Freud (1962) defines that behavior is controlled by unconscious urges. Since his wife left him and Sheila, Sheila’s father does not know what to do with Sheila or himself. He lost himself in a couple of six-packs of beer and tried to never believe in anybody (p. 137).
In her life, Sheila experienced not only the psychical abuse from her father. She also experienced the sexual abuse from her uncle, Jerry. Sheila seemed quite excited about this new member of her family. Through the presence of Uncle Jerry, Sheila feels that there is a person who will love and give attention to her. Uncle Jerry takes the reason that he is going to love Sheila. He says he is going to show her how people loved each other. However, he uses the wrong way and not in appropriate way.

“Uncle Jerry,” she began softly, “he tried to put his pecker in me this morning. But it wouldn’t fit. So he took a knife. He said I was keeping him out, so he put the knife inside me to make me stop.”

I went numb. “He put a knife in your vagina?”

She nodded. “One of the silverware knives. He said I’d be sorry for not letting him put his pecker in me. He said this’d hurt a whole lot more and I’d be sorry.” (pp. 242-243)

Through this incident, Sheila assumed that the way to get a love is only through having a sex. She does not want to love anybody if she must do it. “I ain’t never gonna love anybody if I have to do that” (p. 269). Sheila even believes that there is no one who will love her perfectly and she will only get hurts rather than to feel love in her life.

Motivation is based on someone’s emotions and achievement-related goals. According to Rabideau (2005), motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual’s needs and desires both have a strong impact on the direction of their behavior. In this case, Sheila wants to be loved and feels the full affection from her parents. Rejection which she gets from her parents made her grows as a child who has already learned
that life isn’t much fun for anybody; and the best way to avoid further rejection is to make herself as objectionable as possible.

All of the experiences happened in her life had not been voluntary and she had no choice but let it happen and tried to survive in the aftermath. She lived strictly by the law of survival of the fittest. Through all the incidents that she had been through, she becomes a girl who had the ability to keep her from crying. She has sublimated this misery, making it seemed as if it had never happened. Sheila always talks not using the past tense. She is trying to keep everything depended on the present where she could keep better control of things.

The psychoanalytic theory proposes that personality characteristics are mostly a reflection of the contents of the unconscious part of the mind. The unconscious part of the mind we called as Id (Freud, 1962). Freud says that the id is totally unconscious, that people are unaware of its working. In this case, Sheila’s father has his own way to show his love and affection to Sheila. He needs as much affection and love as Sheila needs. During his life, people always chased him. Things has always gone wrong. He has been in trouble. He had learned to trust nobody.

Sheila is not the lone victim. Her father undoubtedly needs and deserves as much affection as she needs. Once, he had been a little boy whose pain and suffering were never been relieved. Then, there is a man who is lonely and forgotten. A man who needs love and affection from others, if only there could be enough people to care, and enough people to love without reservations.
In conclusion, Sheila’s attitudes and actions in her age cannot be accepted well by some people in general. Each person has her or his own perspective and measurement to label someone’s attitudes and actions. There are some reasons behind Sheila’s attitudes and actions. Sheila only wants to be loved and feels the full affection from her parents. In her age, she needs to feel safety and to be loved. Based on Maslow’s level on needs in his theory of motivation, Sheila has already done in the basic level, physiological needs. Sheila is already in the level of safety needs in her age. She wants to give safety for her own life. It is because she realized that no one who are aware to her. Besides, there is a rule which cannot be reached and followed by Sheila. According to Maslow’s safety needs, an individual seeks for comfort and avoids pain to fulfil the safety needs. In this case, Sheila cannot avoid pain from her past to fulfil her safety needs. Sheila’s attitude is also caused by her father’s parenting way. He does not educate and take care of her in proper way. Throughout his life, the father is also gets lack of love and affection from the people around him, so that his disappointment is unleashed toward Sheila.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of three parts, which are the conclusions, the suggestions, and the reflections. The first part is the conclusion of this study. The second part is the suggestions for future researchers and the readers. The third part is the reflections of the researcher related to this study.

A. Conclusions

There are two formulated problems which are discussed in this study. The first one is about the character of Sheila as the main character in the novel. The second one is about the meaning of her attitude during her life.

Sheila is the major character in the novel. She is the most important and the complex character in the novel. She has an important role in the plot of the story in this novel. On the other hand, Sheila also has round character in the novel.

The character of Sheila in the novel One Child is described as a little girl who lives and survives in her life with all the horrors in her lifetime. There are four characteristics of Sheila which are analyzed implicitly through the novel. Those are intelligent, destructive, uncontrolled, and sadistic. In order to solve the problem about the characters of Sheila, the researcher uses the theory of the character and characterization by Murphy (1972).

The intelligent character is shown through her ability when she does math and also reads the book or magazines well. Sheila also can do some tests which are
given by Hayden, her teacher in school, and also Allan, the psychologist of her school. Sheila gets the score above the average of the normal children. The destructive character is described because she often destroys the things around her when she gets angry. She expresses her anger by damaging things around her and makes the situation becomes chaotic.

The third character of Sheila is uncontrolled. The uncontrolled character is stated by her father in the questionnaire which he filled out from the Special Services. When Sheila does not want to be forced to do math, she throws the blocks across the room and hits Tyler squarely in the forehead. The last character of Sheila is sadistic. The sadistic character is shown when Sheila ties and burns a three-year-old boy on the tree. The boy is in a critical condition. Sheila also shows her sadistic character when she enters her school for the first time. She feels uncomfortable with the new situation around her. Sheila pokes the goldfish’s eyes out with a pencil.

The meaning of Sheila’s attitude is divided into two meanings, which are the surface meaning and the deeper meaning. The surface meaning of her attitude is the response of the adjustment to her cruel life. In this case, response is described as the attitudes which appear as the representations of Sheila’s bad memories in her past. When she was four years old, her mother abandoned her on the highway, and took her brother, Jimmy to move and live in California. Since her mother left her, Sheila lives in poverty with her father in the migrant camp. Her father never admitted her as his daughter. He always whips Sheila when Sheila does something wrong. Sheila always considers that her father wants her to be a better child. Besides, the deeper meaning of Sheila’s attitude is Sheila wants to be loved and to
feels the full affections from her parents and people around her. According to Maslow’s level needs, Sheila has already done with her basic level and is on the next level. In her age, Sheila needs to feel safety for herself because she realizes that no one who are aware to her. When Sheila lived with her mother, she missed the figure of her father. Sheila also missed the figure of her mother when she lived with her father. Sheila is not the only victim who needs love and affection in life. Sheila’s father also needs love and affection as much as Sheila’s needs. In his lifetime, he is chased and never have been trusted by many people. He needs people who could love and care to him without reservation.

B. Suggestions and Recommendations

This part consists of two parts, namely suggestions to future researchers and recommendations to English teachers. The first part is suggestions to future researchers. This study only focuses on the characteristics of Sheila and the meaning of her attitude. There are many aspects which can be analyzed for this study. The future researchers can analyze the influence of Sheila’s emotion on her psyche. Besides, they can analyze the method of Hayden’s parenting to Sheila at school.

The second part is recommendations to English teachers. The novel entitled One Child written by Torey Hayden can be used as the material to teach Book Report subject. The students can develop their basic understanding of reading English novel and increase their interest and enjoyment of reading literary works.
REFERENCES


Appendices
Appendix 1

The Summary of Torey Hayden’s *One Child*

One Child is a story of a lost little girl and an extraordinary teacher who works to find her. Sheila has been forgotten by the system, her family, and society itself. She has been shuffled between relatives and institutions before landing in Hayden's secluded annex classroom. Even the school does not pose the potential for a “home”, since Sheila is only waiting to be transferred to the state hospital. Over the course of five months, Sheila transforms under Hayden's care into a more self-assured and happier child, headed for the second grade instead moving to the state hospital.

Torey Hayden is a special educational teacher who seems to have a special knack for working with the children who are unclassifiable. The children in Hayden's class have disabilities that prevent them from being placed in the regular special education classrooms and so Hayden teaches the "garbage class". Most of her students are severely below grade level for their age and several hold no real hope of advancing far academically. Sheila appears to be the worst case of the bunch. At six years old, she is being shuffled to Hayden's room because she has just burned a three-year-old boy after tying him to a tree. Through the newspaper which
she read, Hayden felt an odd connection to the little girl. When Sheila first arrives in Hayden's room, she refuses to speak or to move. She brings a whole new level of chaos to a room that Hayden has worked extremely hard to civilize. On her first day Sheila plucks the eyes out of all the goldfish. The other students are appalled by Sheila's behavior and spun out of control. From this point on each day will be a struggle of trying to break through Sheila's tough exterior.

Hayden remains astonishingly patient as she continues to work with Sheila. Hayden does not place demands on Sheila and allows the little girl become comfortable in her new surroundings. Hayden works first on getting Sheila to sit with the group, then to work on a few basic academic tasks, and then on her hygiene. No matter what Sheila does, Hayden remains consistently and calmly. Even so slowly, Sheila begins to open up. Hayden is surprised to learn that the little girl is brilliant and functions on the level of a fifth grader. Sheila delights in having her hair brushed and made pretty with clips. Sheila even begins to make friends with other students.

Hayden also learns more about Sheila's personal life. One day, Sheila comes to school with blood all over the front of her. Sheila tells Hayden that her uncle, Jerry, cut her vagina with a knife while molesting her. Hayden takes Sheila to the hospital for treatment. While Sheila heals physically, Hayden worried that the little girl still needs emotional counseling. Sheila continues to grow under Hayden's care. By the end of the year, Sheila is no longer headed for the state hospital. Instead, she is taking part in a class play, and is cautiously eager to move on to the second grade. Hayden also has grown. She loves working with special needs children and has
decided to pursue more education in order to increase her potential to help disabled students. Hayden is nervous about moving on and leaving the school behind but she feels ready. Both of them learn a great deal and develop strengths they did not know they possessed.

Source:

Appendix 2

The Biography of Torey Hayden

Victoria Lynn Hayden, known as Torey L. Hayden was born May 21, 1951 in Livingston, Montana. She is a child of a psychologist, special educational teacher, university lecturer, and writer of non-fiction books. Hayden wrote the novels based on her real-life experiences with teaching and counselling children with special needs.

Subjects covered in her books include autism, Tourette syndrome, sexual abuse, fetal alcohol syndrome, and elective mutism (now called selective mutism), are her specialty. In a writing career that has spanned more than three decades, her books have been worldwide best-sellers, translated into more than 35 languages and appearing as films, stage productions, an opera and even Kabuki theatre.
Hayden attended high school in Billings, Montana, and graduated in 1969. Then, she attended Whitman College in Walla Walla, Washington. A little time after having written her most famous book *One Child*, Hayden moved to Wales in 1980 and got married to a Scot called Ken two years later. In 1985, she gave birth to her daughter Sheena. Hayden is divorced now.

Source:

Appendix 3

Reflection

Sheila is a six years old girl who lives and survives with full of horrors in her life. She feels that life seems not fair to her. Sheila lives without love and affection from her parents. It makes Sheila grow up as a girl who is destructive, uncontrolled, and sadistic. All of her bad behaviors which described in the novel, become the evidences of her cruel life.

According to Rabideau (2005), motivation is based on your emotions and achievement-related goals. Sheila’s bad behaviors are only the way to express that she does not know how to express her anger and disappointment of her cruel life. Sheila is only a girl who needs the figure of her parents in order to accompany her in the process of growing. Her bad behaviors are also the way to express her needs of love and full affection from people, particularly from her parents. She needs people who want to give their time to take care and help her to learn anything around her. She only wants to spend her time of growing around people who love her.

The story which is written by Torey Hayden is a true story of Sheila. It teaches the researcher that, what people want in their life, sometimes cannot be accepted easily. People need big effort to have anything that they want in their life. Life is not as easy as people think. If people can accept anything that happen in their life, they will not endure their life with regret.

This study gives some benefits to the researcher. The first benefit is to the researcher as a future parents. The figure of parents is really important for children. Family becomes the first place for children to learn and know everything. Children
will learn from what parents do and talk to them and their environment. Freud (2014) states that the things happen to someone in childhood can contribute to their actions and traits when they grow become adult. However, the researcher realizes that becoming good parents is all about the responsibility, love, and care. Being good parents is also not only about love and care, but also the presence for the children. Parents should concern on children’s growth and concern about their future.

The second benefit is to the researcher as a future teacher. At school, teachers will teach students with different backgrounds. All students are good, but their actions or attitude is shaped from their family and their social environment. Sometimes, the students behave not properly, so they can get attention from other students or teachers. Such as Sheila, she does not behave properly when she is at school. It is because no one can accompany her to learn how to be kind with people. Teachers must have a right strategy to divide their affection and attention for every student. To be good teachers, is not only about how they transfer the knowledge, but also how teachers can help the students to apply the knowledge in the real life. Besides, teachers also become a role model for students. A school is a second place for children to learn. So, teachers must behave and act properly.

From this study, the researcher understands that every action has the reason. Such as Sheila, she behaves and acts in order to show that she does not know how to be loved and to be kind. Sometimes people do the action without knowing the reason well. Life also has ups and downs. Life has good and bad times. Even life is not as easy as people think, but life is so precious.