SHEILA’S AGGRESSIVE BEHAVIOR
AS SEEN IN TOREY HAYDEN’S ONE CHILD

A Thesis

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

By
Debora Ayu Hendrawardani
Student Number: 041214137

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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23 March 2010
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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, 23 March 2010

The Writer

Debora Ayu Hendrawardan

041214137
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Debora Ayu Hendrawardani
ABSTRACT


*One Child* is a novel written by Torey Hayden. This novel is published by Happer Collins in New York in 1980. This is a novel that tells about child’s behavior named Sheila. The novel was written based on the experience of Torey Hayden when she was teaching Sheila in the “garbage” class.

The aim of this study is to answer the three questions which are formulated in the problem formulation. The first is how Sheila’s character is portrayed in the novel? The second is what types of aggression Sheila performs? The last is what the factors are influencing Sheila’s aggressive behaviors and the impacts of her behavior?

This study is a library research. The primary source of this study is the novel *One Child*. The secondary sources are taken from the books of psychology and literature. The approach of this study is psychological approach. Psychological approach is used to answer the problem formulations because the primary concern of this study is related to the aggressive behavior of a child.

From the analysis, Sheila was a brilliant child and did not suffer from the crippling. Sheila, on the other hand, Sheila’s behavior was aggressive. The aggressive behaviors that Sheila performed were instrumental aggression and emotional aggression. Sheila grew up in a family background that did not support her emotionally. Sheila became a depressed and frustrated child because of negative emotion from her childhood experience. Sheila got the impact of her aggressive behavior. Sheila got physical assault, humiliation and social rebuffs.

This study also presents suggestions for the future researchers to analyze the novel *One Child* from other perspectives and to apply the material for teaching Intensive Reading II for the students of English Language Education Study Program, Sanata Dharma University Yogyakarta.
ABSTRAK


Tujuan dari skripsi ini adalah untuk menjawab tiga pertanyaan yang telah diformulasikan dalam rumusan masalah. Pertama adalah bagaimanakah watak Sheila yang di gambarkan dalam novel? Kedua adalah jenis-jenis agresi apa saja yang dilakukan oleh Sheila? Terakhir adalah faktor-faktor apakah yang mempengaruhi perilaku agresif Sheila dan dampak dari perilaku tersebut?


Skripsi ini mempersembahkan saran-saran untuk peneliti-peneliti selanjutnya untuk menganalisa novel One Child dari aspek lain dan materi yang bisa diaplikasikan untuk mengajar Intensive Reading II di program studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma Yogyakarta.
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Debora Ayu Hendrawardani
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CHAPTER I

INTRODUCTION

This chapter consists of six parts. The first part presents the background of the study. The second part consists of the problem formulations. The third part is the problem limitation. The fourth part explains the objectives of the study. The fifth part describes the benefits of the study. Finally, the last part defines the terms which might help the readers to understand this study better.

A. Background of the Study

Murphy (127) says that a novel is a kind of literary work text that is most widely read in the world today. According to Kennedy and Gioia (1947), literature reflects life. The story in the novel is reflection of a real life. Readers are able to learn many things through a novel. Through reading a novel, the readers are able to develop their knowledge and they are able to learn many things through the characters from the novel.

The novel *One Child* is a literary work that reflects a real life. In this study, the writer uses a novel based on a true story written by Torey Hayden. Torey Hayden was a teacher in a class for emotionally and behaviorally disturbed children. The novel was written based on her experience teaching disturbed and disadvantaged children. In this school there was a “garbage class”. It was the one class in that school for the physically handicapped, the behaviorally disordered,
the learning disabled and the defied classification of children. Here, Torey Hayden taught a six-year-old girl, Sheila.

A novel is a reflection of real life, the novel One Child is a true story that presents experience of the author. Torey Hayden wrote a story of her student, Sheila, in emotionally and behaviorally disturbed class. Sheila’s life was bitter. She lived in a migrant camp. She did not only suffer from malnutrition because of living under the poverty line, but also grow up without love. Her mother left her in a street. Sheila’s father never admitted Sheila was his daughter. Sheila’s father called her a crazy girl. Sheila had often been spanked. She also experienced sexual abuse. Sheila grew up in depth sorrow. Sheila’s family condition was not really comfortable for her to grow up.

Sheila often committed crimes. Sheila even kidnapped her neighbor’s child. She tied him to a tree in a nearby woodlot then burned him. Sheila also had set fires in the migrant camp and smeared feces in the restroom of a bus station. Sheila often expressed her anger by committing acts of terror, screaming, or damaging something. The government in that country could not put Sheila in jail because she was too young. Because of this Sheila would be educated at the emotionally and behaviorally disturbed class until the children’s unit of the state hospital was opened.

As a teacher, Torey observed that Sheila was in good control of her behavior, more than most of the children in the “garbage class”. Sheila did not suffer from any crippling, neurological illness, brain damage, or autism. Sheila’s eyes were full of hostility. According to Torey, Sheila was an intelligent little girl.
The psychiatrist of the country stated that Sheila suffered from Chronic Maladjustment to Childhood. The only normal reaction to a childhood like Sheila’s would be Chronic Maladjustment. Sheila’s bad behavior was a testimony of adjustment to cruel life.

Sheila had dealt with the police. Sheila also dropped out from school three times. Sheila’s behavior resulted in consequences such as punishment from her father. No school received her and no teacher wanted to cooperate with her. As a result, she had to go to the disadvantaged and disturbed school until the unit for mischievous children in the state hospital had been opened. Sheila was not going to be an easy child to love and to teach. Sheila’s psychological test results were obscure.

This novel is interesting to be read because it represents a little girl named Sheila that was a “normal” child of uncontrolled behavior. Sheila was the “normal” child among children in her class. Her abilities were better than the average children in her age. Sheila did math and reading well. Sheila was just a little girl who learnt that life really was not fun for anybody. The best way to avoid further rejection was to make her as objectionable as possible. This reason makes the writer interested in reading and analyzing the novel from the psychological perspective because it is concerned with Sheila’s behavior which is harmful and destructive.

The novel *One Child* informs the readers about a real situation which may happen to children. The novel tells the reader about Sheila’s naughtiness. The
novel is able to inform the reader about a child who was raised without love that grew up as a destructive girl.

The novel *One Child* gives knowledge to the reader about a child’s behavior. Hopefully, this study is able to inform the readers in general to know and understand deeply about a child’s behavior that may harm others. Ormond says (89) “Teachers are in excellent position to assess how students think about and behave in social situations and to help them interact more effectively with other.” Through reading this novel, the educators and the teacher candidates of the English Language Education Study Program hopefully are able to help children to manage, monitor and develop their behavior when interacting with each other or in society.

In this study, the writer would like to analyze Sheila’s character as it is implied in the novel *One Child*. The writer is also interested to analyze Sheila’s aggression. Lastly, the writer would like to analyze the factors influencing Sheila aggressive behavior and the impacts of her aggression.

**B. Problem Formulations**

The problem formulations in this study are:

1. How is Sheila’s character portrayed in the novel?
2. What types of aggression does Sheila perform?
3. What are the factors influencing Sheila’s aggressive behaviors and what are the impacts of her behavior?
C. Problem Limitation

The writer limits the study of the novel only on the questions as formulated in the problem formulation. The focuses are on the character of Sheila, the types of aggression and the factors influencing Sheila’s aggressive behavior, and the impact of her behavior.

D. Objective of the Study

The purpose of this study is to analyze Sheila’s character in the novel One Child. The writer is going to analyze the types of Sheila’s aggression and the factors influencing Sheila’s aggressive behavior and the impact of her behavior.

E. Benefits of the Study

The benefits of this study are to fulfill the requirement to obtain the Sarjana Pendidikan degree. The writer expects that this study is able to provide information for people in general and for the students of the English Language Education Study Program who will become teachers.

The first benefit from this study provides the readers in general and the students of English Language Education Study Program the opportunity to enrich their knowledge on aggressive behavior of children, the factors influencing aggressive behavior, and the impact of these behaviors.

Secondly, the novel can be used to teach Intensive Reading II for the second semester at the English Language Education Study Program.
F. Definition of Terms

In order to avoid misunderstanding, there are some terms that might need to be defined. These terms are behavior, aggressive behavior, emotion, and a child. The definitions are explained as follows:

1. Behavior

Behavior according to Kalish (53) is any observable action such as thinking, and expressing an attitude or a need. In this study, behavior refers to Sheila’s actions such as her thoughts, expressions of her attitude and her needs which can be observed.

2. Aggressive Behavior

Aggressive behavior according to Bandura (2) is the behavior to dominate by hurting others or destroying objects. The purpose of this behavior is to obtain valued resources, change rules to fit their own wishes, gain control over and extract subservience from others, eliminate condition that adversely affect their well-being, and remove barriers that block or delay attainment of desired goals.

In this study, aggressive behavior is the behavior of Sheila to dominate by hurting others or destroying objects, to change the rules to fit her own wishes, to gain control over and to be subservient others, to eliminate the conditions that adversely affect her, and to remove the barriers that block or delay the attainment of her desired goals.
3. **Emotion**

Emotion according to Santrock (332) is the feeling that occurs when a person is in a state or interaction that is important to him or her. Emotion is characterized by behavior that reflects the pleasantness or unpleasantness of the state he or she is in, or the transaction he or she is experiencing.

In this study, emotion is Sheila’s behavior that reflects her feelings of unpleasantness to deal with what she is experiencing.

4. **Child**

According to Carmichael (3) child is “a growing organism who moves by infinitesimal changes from a single cell to a complex organization of structure and function at an adult level.” Child is engaged in an ongoing process of development that is not reversible. Behavior of a child results from the child’s history and the stimulation present. In this study, child refers to a six-year-old girl named Sheila. Sheila is a growing organism who changes at an adult level. Her behavior results from her history.
CHAPTER II

REVIEW OF RELATED LITERATURE

This study employs some theories to support the analysis. This chapter consists of two main parts, namely a review of related theories and the theoretical framework.

A. Review of Related Theories

1. Critical Approach

Critical approaches enable the readers to know, to judge, and to appreciate a literary work. A work of literature can be appreciated by its readers in many ways. Guerin (7) says that the way of understanding a literary work is known as a critical approach.

Literary criticism will help people to consider, to discuss and to analyze the literary work that interests them (Kennedy and Gioia 1931). Kennedy and Gioia (1931) state that "Aristotle has tried to create more precise and discipline ways of discussing literature". The discipline concepts which are used to analyze literary are linguistics, psychology, and anthropology.

One of the approaches previously stated will be used in the analysis of Sheila. It is Psychological Approach. The Psychological Approach uses for understanding the subject’s motivation and behavior (Kennedy and Gioia 1947).

2. Theory of Character and Characterization

The theory of Character consists of some parts to help the readers understand the people in the novel. Therefore it is useful for the readers to know the theory of the character and characterization. The writer would like to propose the theory of character by Abrams, Stanton, Kalish, Murphy, and Holman and Harmon.

Abrams (23) explains that the character is a person presented in a narration. The characters are interpreted by the reader as a person that is presented by moral, dispositional, and emotional qualities that are expressed in the dialogue and the action. Kalish (53) explains that any observable action is defined as behavior.

According to Stanton (17), the character is the individual who appears in the story. The character refers to the mixture of interests, desires, emotions, and moral principles that makes up each of the individual. Furthermore, Stanton (18), also explains that dialogue and behavior are the most important evidence to understand the character. In good fiction, every speech, every action is not only a step in the plot is a manifestation of character. Stanton says (18), “Through our knowledge of the characters, we understand their actions; through their actions, we understand the characters.”.
Holman and Harmon (82) categorize character into two types. First, major character is the character that plays the most important role in a story. A major character becomes the focus of the story. On the other hand, a minor character takes a less important role in the story. He or she does not always appear in the story.

Murphy (161-173) mentions nine methods of characterization that are used to understand the character: personal description, character as seen by another, speech, past life, conversation between others, reactions, direct comment, thoughts, and mannerisms.

The first method is personal description. In this method, the author describes a person’s appearance and clothes. Then, the readers can imagine what kind of person the character is.

The second method is the character as seen by another. Through this method, the author describes a character from the point of view of other people in the novel.

The third method is speech. Speech is a way in which the author can give insight into the character of one of the people in the story. This is done through what the person says. The character is directly presenting the clues of his or her character to the readers.

The fourth method is past life. Using this method the author describes the character by letting the reader learn something about the person’s past life. The author can give the reader a clue to events that have helped to shape a person’s character. This can be done by direct comment by the author, through the person’s
thoughts, through his or her conversations with others or through the medium of another person.

The fifth method is conversations between others. Conversation between other people and the things people say about the character in the story is used by the author to give the readers clues about the person’s character.

The sixth method is reaction. The author can give the readers a clue to a person’s character by letting us know how the character reacts to various situations and events.

The seventh method is direct comment. Through this method the author describes or comments on a person’s character directly.

The eighth method is thoughts. Using this method the author gives the readers direct knowledge of what a person is thinking about. The author is able to do what we cannot do in real life. The author tells us what different people are thinking.

The last method is mannerism. The author can describe a person’s mannerisms, habits, or idiosyncrasies which may also tell the readers something about his character.

In conclusion, a character is a person presented in the novel. Knowing about the character that acts in the novel helps the reader to figure out why the character behaves or acts in a certain way. Every character in the novel is able to convey a message of life values.
3. Theory of Aggression

In this study, the writer uses the Theory of Aggression in order to analyze Sheila’s aggressive behavior. The writer presents the definition of aggression that is proposed by Freud, Vanden Bos, Berkowitz, Taylor et al and Fromm.

According to Freud as cited in Bandura (13) mentions that aggression is a result of the antagonistic influence of the life instincts. Freud also explains that people are forced to behave destructively in order to protect themselves from destruction. Furthermore, according to Fromm (189) “To be aggressive, in its original meaning of “aggressing” can be defined as moving forward toward a goal without undue hesitation, doubt, or fear.” Fromm (185) also explains that aggression is a form of animal instinct to defend against threats. The simplest definition of aggression is any behavior that hurts another (Taylor et al 385).

This study will not simply focus on aggression with the of hurting others or destroying objects because Taylor et al (385), says that definition is difficult to be applied. It is difficult because this definition ignores the intention of the person who behaves aggressively.

Aggressive behavior according to Bandura (2) is behavior to dominate by hurting others or destroying objects. The purposes are to obtain earn basic necessities, change the rules to fit their own wishes, gain control over and conquer others, reduce pressure that adversely affect their well-being, and remove obstacles that block or delay their goal.

“Aggression is behavior, motivated by competitiveness, anger, or hostility, that result in harm to or destruction or defeat of others or, in some cases,
oneself” (Vanden Bos, 30). Berkowitz (4) says that aggression is the behavior that is aimed to physically and mentally injure of someone to achieve their own goals or desires. Furthermore, Bandura views (5) Aggression as “behavior that is likely to produce aversive consequences, such as physical assaults, humiliation, and social rebuffs.”

Berkowitz (14) mentions two types of aggression where the intention is not aimed to hurt others. They are Instrumental Aggression and Emotional Aggression.

a. Instrumental Aggression

Berkowitz (15) explains that instrumental aggression is behavior that is intended to achieve the aggressor’s goal or desire not to injure the target. The aims are to defense power, domination and social status of the aggressors.

Similar to Berkowitz, Vanden Bos (30) defines that Instrumental aggression is the aggression when the primary goal of intentional injury or destruction of the target in which the attack is carried out principally to achieve a goal other than target’s injury, such as acquiring a desired resource.

According to Taylor et al (394), instrumental aggression is the aggression that is aimed at some practical goal by hurting others or destructing objects as a defensive power. Instrumental aggression is not always committed with angry feelings.
b. Emotional Aggression

According to Fesbach in Berkowitz (15) Emotional Aggression is known as “Hostile Aggression”, it is considered as a type of “anger” because it happens when someone is offended and intends to hurt other. Most of the aggressors intend to attack other when they are unpleasant. The attack can reduce the feeling of unpleasantness. According to Berkowitz, (15) aggression is a natural emotion. Aggressors have the desire to attack others when they feel unpleasant in a certain situation.

Vanden Bos (30) states that

Most instances of hostile aggression can also be regarded as affective aggression in that they are emotional reactions to an aversive state of affairs, which tend to be targeted toward the perceived source of the distress but may be displaced onto other people or objects if disturbing agent cannot be attacked.

Moreover, Taylor et al (400) explains that when someone is angry, frustrated or annoyed by someone and she or he cannot directly express these feelings to the person they angry at, because the person may be too powerful or not available, usually the aggressors expresses their aggression against a substitute target. This is called displaced aggression.

4. Theory of Emotion

Santrock (332) defines emotion as a behavior that reflects the pleasantness or unpleasantness of a person’s state or current transactions of events given by others. Emotion occurs when a person is in interaction that is important to him or her, especially to his or her well being. According to Santrock (333) emotions are
divided into two; they are positive emotions and negative emotions. Santrock (333) says “Positive emotions include enthusiasm, joy, and love. Negative emotions include anxiety, anger, guilt, and sadness.”

The home is the child’s first environment, it forms the pattern for his or her attitudes toward people, things, and life in general. Taylor et al (387) says that family life is a major source of emotion. Parents and children’s interaction in early years is important for building positive emotion. Santrock explains that (344) certain family factors result in depression and frustration. Children who have emotionally unavailable parent, parents who are having a marital conflict, and parents with financial problems are highly risk for developing negative emotion of their children.

“As the child grow older, the emotional reaction lead to “moods”. Moods is emotional states drawn out over a period of time, and expressed slowly rather than in short, abrupt outburst” (Hurlock, 222). Frustration and depression are a result of negative emotions that dissolved for a long time. Santrock (343) says that depressed child behaves aggressively. According to Berkowitz (43) mention aggression is the result of frustration.

a. Depression

“Depression is a mood disorder in which the individual is unhappy, demoralized, self derogatory and bored” (Santrock 342). Furthermore, Santrock (343) says that depression is a helplessness condition when a person is exposed to negative experiences over which they have no control, such as stress and pain. As
a result, she or he tends to become depressed. Davidson and Neale (225) describe that depression is an emotional state marked by great sadness and fear, low self-esteem, and guilt. Santrock (343) mentions that many depressed children display aggression. Similar to Santrock, Davidson and Neale (226) says that depression in children results in their being overly active and aggressive.

1). Children whose Parents are having Marital Problems

The age of parents is influential in determining their attitudes toward the child. Young mother that has difficulties to adjust to marriage usually result in emotional instability and emotional immaturity. (Hurlock 508). Furthermore, Hurlock (501), also explains that when the mother has emotional problem, the child is likely to suffer more from behavior disorder. Montgomery et al (177) says that a mother as a caretaker has the duty to form the emotional attitude of a child in early years. Furthermore, Montgomery et al (177) explains that “A negative emotional attitude, characterized by lack of warmth and involvement increases the risk that the child will later become aggressive and hostile toward others.” John Bowlby as cited in Santrock (343) says parents that give insecure attachment, a lack of love and affection in raising their children built negative effect. The child will easily be depressed.

Joan McCord in Berkowitz (242) says that if the family becomes disarranged because of a divorce or being separation, this may influence children to behave aggressively. Parents’ conflict that can result in divorce will cause the children to act as aggressors.
2). Children that are having Emotionally Unavailable Parents

Having lack of affectional relationships with parents affects in child’s personality unfavorably and interferes with the child’s adjustments (Hurlock 482). Emotionally unavailable in the form of lack of affectional relationship with parents is a rejection behavior of a child. According to Symonds as cited in Hurlock (508) the children that do not covered with affection and pleasant relation with their parents is typed of rejectant attitude of parents.

Furthermore, Baumrid as cited in Berkowitz (234) explains that skeptic and unfriendly parents often raise depressed children. Berkowitz (66) explains that because of pain and anger, a person behaves aggressively as a stimulation of those negative emotion. Berkowitz (228) says parents’ rejection clearly hurts the children. Furthermore, because of having frigid and indifferent parents, children behave aggressively. Hurlock (509) says young children who feels rejected will become antisocial child in the form of aggression.

3). Children that are being Physically Abused

“Children’s behavior often mirrors the atmosphere at home. Abused children exhibit particular behaviors that are indicative of their dysfunctional environment.” (Crosson 104). Berkowitz (230) explains that punishment to threat children is a tendency to show the power of parents. Parents that are compulsive usually results in aggressive behavior from their child. Montgomery et al (146) mention that being smacked is a form of violation against children.
Berkowitz (229) says that adults contribute to children’s depression by torturing them. He also explains that the parents who are harsh and often punish their children usually influence their children to behave aggressively and may result in their children being antisocial. Baumrid as cited in Berkowitz (234) explains that punishing children harshly make children afraid and depressed. Sears as cited in Taylor et al (396) mentions that “The threat of punishment or retaliation, however, is not a simple way of reducing aggression. Children who has frequently punished for being aggressive tend to become more aggressive themselves.”

4). Children that are being Sexually Abused

Ferrara (31) explains that “sexual abuse is viewed as a sexually driven crime.” Furthermore, Ferrara (31) explains that a person being sexually molested by an adult suffers from extended negative emotional reactions. According to Taylor et al (415) the victims of sexual violence suffers from fear and anxiety. When the emotional problem have no ideas for its solution, depression may occur to the children.

b. Frustration

Berkowitz (42) explains that frustration is an emotional reaction as a result of encountering an obstacle in life. Frustration is the failure to achieve pleasure, happiness and comfort. Dollard et al in Berkowitz (43) says that frustration always results in aggression.
“Frustration is the interference with or blocking of the attainment of goal.” (Taylor et al 386). When a person wants to go somewhere, performs some act, or obtains something and is prevented from doing so, that person becomes frustrated. Furthermore, Taylor et al (386) mentions that frustration brings about aggression. Aggression may be able to reduce negative emotion. The child who is not aggressive is calmer and not destructive. Dollard et al in Bandura (3) says that a man is motivated to behave aggressively by a frustration-produce drive.

Poor life may produce negative emotion such as frustration because of an uncomfortable life according to Berkowitz (41). Moreover, Berkowitz (41) mentions the external conditions that make someone behave aggressively such as uncomfortable life, poor life, rules, and failures. Then, Berkowitz (42) says that frustration is the external condition that makes someone unable to reach the pleasure that she or he expects. Dollard and his co-authors in Bandura (31) propose that “man is motivated to behave aggressively by a frustration-produced drive rather than by an innate aggressive force.”

Bandura (31) says:

The frustration-aggression hypothesis contended that interference with the goal-directed activity induces an aggressive drive which, in turn, motivates behavior designed to injure the person toward whom it is directed.

Furthermore, Bandura (32), states that frustration always produces aggression.
B. Theoretical Framework

The writer applies some theories and approaches in order to answer the formulated problems. In order to analyze the main character in the novel from the psychological perspective, literary criticism by Guerin (7) and Kennedy and Gioia (1937-1947), will be proposed.

The writer also uses the theory of character and characterization which is proposed by Abrams (23) in order to gain information about the emotional qualities and disposition of the main character through her action and speech. According to Holman and Harmon (82) a main character is the character that plays the most important role in a story, she or he becomes the focus in the story. Stanton (17-18) says every action of the character in the story is a manifestation of that character. The theory of character and characterization by Forster as cited in Pickering (27), Murphy (161 – 173) and Kalish (52-53) will also be applied in order to get deeper understanding of the character in the literary work.

Sheila's aggressive behavior as it appears in the novel One Child will be analyzed, so the theory of aggression will be presented. The theories of aggression, which are used in this study are presented by Berkowitz (4-43), Vanden Bos (30), Bandura (3-13), Fromm (185-189) and Taylor et al (386-397). The theory of aggression will be used in order to analyze the types of aggression performed by the main character.

Emotion is related to the aggression of the main character in the novel One Child. To answer the third problem formulated, the theory of emotion proposed by Santrock (332-343) will be used. Theory proposed by Berkowitz (66-343),
Montgomery (31-177), Bandura (93), Crosson (106-140), Davidson and Neale (225), Taylor et al (387), Hurlock (222) and Ferrara (31) will also be presented. These theories are used to analyze the factors influencing the main character aggressive behavior and the impact of this behavior.
CHAPTER III

METHODOLOGY

This chapter discusses the methodology used in the study. There are three parts presented in this study. The first part is the object of the study; it describes the work to be studied along with the physical description. The second part is the approach of the study; this part presents the approaches employed in the analysis, the description, and the procedure taken in its application. The third part is the method of the study. This part describes the steps taken in analyzing the work, from reading up to reporting the findings, the library research, the primary and secondary sources and the steps taken in the analysis.

A. Object of the Study

This thesis analyzes the novel titled *One Child* which was published by Harper Collins in New York in 1980. *One Child* is the fascinating story of Torey’s experiences while teaching a “special” class. This novel consists of 318 pages divided into 20 chapters. The author is Torey Hayden. The novel *One Child* is written based on her real life experiences. Torey Hayden is a fine writer and she also became a teacher of children with severe mental handicaps and emotional disorders. Torey Hayden acquired three degrees, she devoted several years to being a teacher’s aide, a teacher, a university instructor and a psychiatric researcher. She has earned many awards for her work, such as *Twilight Children*,...
Beautiful Child, The Triger’s Child, Ghost Girl, Just Another Kid, Murphy’s Boy and Somebody Else’s Kids.

Sheila is the major character in the novel One Child. Sheila was the student of Torey Hayden in the disturbed and disadvantaged class. Sheila was a mischievous young girl because of bitter experiences in her childhood, rejection, and the inability to manage her emotions. Sheila kidnapped a neighborhood child and tied him to a tree in a nearby woodlot and then burned him. Sheila often expressed her emotion by committing acts of terror, screaming, or damaging something. The government in that country could not put Sheila into the jail. As a result Sheila was placed in the “garbage school” where Torey Hayden taught.

B. Approach of the Study

In this study the psychological approach proposed by Kennedy and Gioia (1937-1947) will be applied. This approach has been used because every human behavior in the novel can be observed from the psychological perspective. This approach is suitable to analyze the main character’s behavior. Through the psychological approach, the writer tried to reveal Sheila’s aggressive behavior will be revealed.

The theories of psychology applied in this study are the theory of aggression and the theory of emotion. The theories of aggression are proposed by Vanden Bos (30), Bandura (3-13), Berkowitz (4-43), Fromm (185-189) and Taylor et al (386-397). The theories of emotion are proposed by Santrock (34-
Through this theory the types of Sheila’s aggression as seen in the novel *One Child* and the factors influencing Sheila’s aggressive behavior and the impact of these actions will be analyzed. In addition to this, the theory of character by Stanton (17-18), Abrams (23), Kalish (52-53), and Murphy (161 – 173) have also been introduced to analyze the Sheila’s character.

C. Method of the Study

The method of this study was library research. Books and internet sources has been used to gain insight into the topic. These were applied to support the analysis in this study. The primary sources used for this study is *One Child* by Torey Hayden. The secondary sources include *Literature: An Introduction to Fiction, Poetry and Drama* by Kennedy and Gioia, and *Understanding Unseen* by Murphy. These books were used to understand the theory of character and characterization and to find out the approaches to analyze the novel. The book *Aggression: its Causes, Consequences, and Control* by Berkowitz was used in order to understand the theory of aggression. Books to understand the theory of emotion, such as *Children Development-Eleventh Edition* by Santrock were also used. The complete information on these books is available in the references section of this study.

Several steps were taken to analyze this study. The first step was reading the novel *One Child* many times in order to gain a better understanding of the
idea throughout the story. The major character’s behavior is the main focus of the story. While reading the novel, notes were taken in order to find the topic to be discussed. The topic of Sheila’s aggressive behavior was discovered using the previously stated methods.

The second step was to find some books about the theory of literature, psychology, aggression and emotion.

The third step was observing Sheila’s character through the theory of character and characterization as proposed by Stanton, Abrams, Pickering, Kalish and Murphy.

The fourth step was analyzing the types of Sheila’s aggression proposed by Vanden Bos, Bandura, Berkowitz, Fromm and Taylor.

The fifth step was to analyze the factors influencing Sheila aggressive behavior and the impact of her behavior as proposed by Santrock, Taylor, Crosson, and Montgomery.

The last step consisted of making a conclusion for this study and a suggestion for future researchers and the teachers who want to use the novel One Child. Teachers can use the text to teach Intensive Reading II for the second semester of the English Language Education Study Program.
CHAPTER IV
ANALYSIS

This chapter discusses the answers to the three formulated problems presented in the first chapter. The first analysis deals with the character of Sheila. The second one mentions the aggressive behavior of Sheila. The last one is the analysis of the factors influencing Sheila’s aggressive behavior and the impacts of her behavior.

A. Sheila’s Character

The theory of character and characterization is applied in order to answer the first problem formulation. According to Holman and Harmon (82) the main character is the character that becomes the focus of the story and he or she plays an important role. Sheila is the main character in the story. She appears in the story from the beginning to the end and plays an important role. The theory of character by Abrams (23), Stanton (17-18) and Kalish (53) is also used in order to understand Sheila’s character including her interests, desires and emotion. Through Sheila’s behavior, her speech, actions, and thoughts, her disposition, and emotion are able to be understood. According to Stanton (18) “Through our knowledge of character, we understand their actions; through their actions, we understand the characters.”

Murphy (161-173) mentions that there are nine methods of characterization used to understand the character: personal description, character
as seen by another, speech, past life, conversations of others, reactions, direct comments, thoughts, and mannerisms. Sheila’s character is analyzed as being:

1. Sadist

Sheila was a sadist girl. At the age of six, Sheila almost killed a three-year-old boy. Sheila also committed a crime. She kidnapped and burned a boy. Sheila was punished by the court for her behavior. Sheila was placed in a behavioral and emotional school until the unit for children had been opened in the state hospital.

Sheila’s sadistic character was seen by Torey who read a column in a newspaper about the incident of killing a boy: “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.” (4)

Sheila behaved badly. She had absolute and unrestricted passion to control over a living being, an animal, and a child. Her passion also expressed through things or objects. She burned the migrant camp where she lived and she smeared feces in the restroom of a bus station. Sheila dealt with 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. By six-and-a half, Sheila had encountered the police three times.” (33).

On the first day of school, Sheila did something sadistic. Sheila felt uncomfortable with the new situation, so she started to terrorize the class. Sheila gouged the goldfishes’ eyes. This terror caused the class to become chaotic. A lot of students cried and screamed seeing Sheila hurt the students’ pets.
Sheila stood defiantly on a chair by the aquarium. She had apparently caught the goldfish one by one and poke 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. (37)

In conclusion, Sheila was a sadist. Sheila caused chaos in her neighborhood and school. The terror that she caused was dangerous. She was just a six-year-old but she could injury a three-year-old boy, kill the goldfish and damage public facilities. Sheila was a sadist young girl because she caused lots of terrible problems and terrorized others.

According to the nine methods of characterization proposed by Murphy (161-173), Sheila’s character can be observed through her past life and reactions. Sheila’s past life was known by Torey who read the newspaper article about the incident with the young boy. Torey also read Sheila’s file on the first day Sheila came to school. The reaction of gouging the goldfish eyes was clearly describes Sheila as a sadist.

2. Uncontrolled

Sheila was described as an uncontrolled girl. It was seen by Sheila’s father. Sheila's father answered a questionnaire about Sheila. He filled out the form about Sheila. Her father said that she was an uncontrollable. Sheila spoke erratically at home when she got angry.

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 spoke erratically at home, usually only when she was angry. (32)
Sheila’s uncontrolled character was also seen when Torey, her teacher did not attend the class for two days. Sheila became mad. Furthermore, Sheila expressed her anger by disrupting the class with her behavior. “She 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” (175). This description was seen by Torey.

Mr. Collins, the headmaster of school stated that Sheila was uncontrollable. “In no uncertain terms Mr. Collins wanted Sheila out of the school. The child was violent, uncontrolled, dangerous and destructive.” (127)

To conclude, Sheila was clearly uncontrollable. Sheila’s character was gathered using Murphy’s theory (161-173). Sheila’s character was not only seen through the author’s personal description, but also Mr. Collins description. Her character was also described by Sheila’s father mentioned Sheila was uncontrollable girl in the questionnaire.

3. Antisocial

Sheila was a new comer to the disturbed and disadvantaged school. On the first day, Sheila refused to speak. She did not want to talk nicely to anybody. Torey, her teacher greeted her friendly, but Sheila kept silent. “’Hi, my name’s Torey,’ I said in my friendliest teacher’s voice while reaching for her hand. But she did not respond” (17).

The class discussed about things in the morning. The discussion started with a “topic”. Usually the topic explored feelings, situations, and problem
solving. It was time in class to make sure that everyone had a chance to participate. Sheila did not participate in the discussion. Her friend was curious if she was mute. “How’s this make you feel?” I asked her at last. There was a long silence, pregnant with our waiting. The other children became impatient. “Don’t she talk?” Guileramo asked.” (21-22).

Sheila also refused to cooperate with friends and the teacher. Sheila did not want to do any of the tasks.

Our morning routine went as usual. Sheila participated in nothing. Once ensconced upon that small wooden chair, she would not move, but instead drew in upon herself, folding knees up under her chin and wrapping her arms around them. She got off the chair one time to use the bathroom but returned to her seat to resume her contorted position. Even during recess she sat, only this time on the freezing cement. I had never seen such a motionless child. (25)

Sheila was unfriendly when someone wanted to be close with her. “I sat next to Sheila, who inched away from me on the cafeteria bench. Anton came and sat down on the other side of her and she inched back in my direction.” (60). Sheila made no friends in her class. Torey described that Sheila was an uncooperative child: “To see this little kid-who thus far had never spoken to the other children, who came in with a history of uncooperativeness” (93).

Overall, Sheila did not speak, cooperate, or make friends. Sheila was an antisocial child. This description of Sheila is obtained through the methods proposed by Murphy (161-173). Sheila’s character was seen through her reactions, Torey’s personal descriptions, and Guilermo’s comment on Sheila’s behavior.
4. Destructive

Sheila was very destructive. In her previous school, Sheila often destroyed things if her teacher Mrs. Barthuly did not pay attention to her. Sheila was a destructive child. Sheila’s destructive character was seen by Mrs. Barthuly, her previous teacher.

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. (50)

Sheila also destroyed Mrs. Holmes’ room. Mrs. Holmes was one of the teachers in her school. Sheila destroyed Mrs. Holmes’ room because she had warned Sheila. Sheila felt angry and offended. She took revenge by destroying Mrs. Holmes’ room when Mrs. Holmes tried to warn Sheila.

Sheila had gotten into one of the other teacher’ 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, the screen of one of the teaching machines was shattered. (113)

Mr. Collins, the headmaster of the school also evidenced Sheila’s destructive actions. Sheila damage cost $700. The headmaster worried that Sheila would harm her friends in class.

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 damage in said, when society had the right to protect itself from harm. (127)
Once again, Sheila was a destructive child. According to Murphy’s theory of characterization (161-173), Sheila’s character was seen by conversations of other, other’s comment, and the personal descriptions of the author. Here, Sheila’s character was seen by the conversation between Mrs. Barthuly and Torey. The description of Sheila’s character also came from Mr. Collins’ comment about Sheila’s character. Lastly, Sheila’s character was described from the author’s personal description.

5. Smart

Although Sheila’s behavior was bad, Sheila was just a little girl that did not know how to be kind to other people. Sheila was a normal child. Sheila was not categorized as a “crazy” child. Deep inside Sheila’s character, she was a very brilliant girl.

From watching her, it was apparent that she did not suffer from the crippling, unexplainable disturbances such as Max and Susannah displayed. Instead, she was in surprisingly good control of her behavior, more so that most of the children coming into my class. Behind those hate-filled eyes I saw a perceptive and most likely intelligent little girl. (29).

One day, Torey asked Sheila to do math. Sheila was able to do it without any trouble. “I could not tell if she actually knew the answers or was solving them as she went along. Yet she clearly understood the mechanics behind adding.” (69).

Torey felt that she had to know the intelligence level of Sheila. She gave Sheila an IQ test that she borrowed from the school psychologist. Torey found that Sheila was a kind of genius.
Come here, hon. I want you to do something with me.” I beckoned to her. … I had borrowed a test from the school psychologist called a Peabody Picture Vocabulary Test or more affectionately the PPVT. … I had stopped making comments some time back. I had suspected she was above average in intelligence, maybe even bright, but she had long since passed my expectations. (78)

Torey asked a school psychologist to test Sheila’s IQ. Torey was curious about Sheila’s intelligence. Allan was surprised knowing that Sheila was brilliant. “Allan, the school psychologist, gave Sheila an IQ and reading test. The IQ test Sheila topped out, earning the highest possible score. Allan was astonished, coming out of his little room shaking his head.” (96)

Sheila’s IQ score was high. She was not a crazy child as her father labeled her. She was amazing and brilliant.

She topped out the Stanford-Binet as she had done on the other test. An extrapolated score gave her an IQ of 182. As I looked at it, I was affected in a mystical way; 182 is beyond anyone’s comprehension. That is as far in the direction of genius as an IQ of 18 is in the direction of retardation. (158)

Sheila was a six-year-old girl, but she was able to do tasks on the higher level. “I had her working on third grade reading material and fourth grade math. Both were considerably below her ability level.” (184)

Sheila was a genius and a smart girl. She was able to do many tasks on a higher level than average. Having an IQ of 182 was a very surprisingly fact opposite of her bad behavior. Sheila’s character is described through the personal description of the author, and Allan’s opinion about Sheila’s IQ. These methods are proposed by Murphy from the nine methods of characterization (161-173).
B. Sheila’s Aggressive Behavior

In this study, the Theory of Aggression is used in order to analyze the aggressiveness which appears in Sheila’s behavior. The definitions of aggression as proposed by Bandura, Vanden Bos, Berkowitz, Taylor et al, and Fromm will be presented.

Sheila’s behavior is indicated as aggression because she faced her life with an animal instinct. Sheila was able to injure people without fear and hesitation. Sheila also behaved with no doubt or fear. Freud as cited in Bandura (13) explains that aggression is the antagonistic influence of life instincts. Fromm (185) defines aggression as an animal instinct. Furthermore, Fromm (189) describes aggression as action without hesitation, doubt or fear.

Sheila’s behavior reflected animal instinct. Sheila’s animal instinct was evidenced when she gouged the goldfishes’ eyes. Sheila was wild and dangerous. “Sheila glared at me and shook the pencil meaningfully. I had no doubt she would attack if at all provoked. Her eyes had the glazed wildness of a threatened animal” (38).

Sheila used to take everything that she wanted by force. On the first day she came to school, Sheila terrorized the class. Torey felt that Sheila could harm others and herself. “I had to catch her. Her eyes mirrored her uncontrolled panic. She had gone beyond the limits she could comprehend in the situation and was reacting from animal instinct alone now. At this point she was far more dangerous to herself and for others “(42).
Torey directly mentions that Sheila used an animal instinct in every action. Sheila had never learned to be polite. Sheila did not know how to cooperate with friends. Sheila felt that everything was about survival. “In many ways she was much cruder and more obnoxious in her directness than even Peter, but hers was an animal-like aggressiveness, without malice” (101-102).

In this study, Sheila’s aggression will not simply focus on her behavior to hurt others or destruct objects. Sheila’s aggression was goal oriented. Sheila did not harm, destruct, or injury people and objects without intention.

Sheila’s aggression resulted from the fact that she did not know how to behave nicely. In Sheila’s life, everything was about survival. Sheila’s aggression also resulted from her uncomfortable feelings. Taylor (385) states that aggression always has intention. Sheila had intention to behave aggressively.

Seeing our beloved fish on the floor, their eyes gouged out, I had been livid. I had an intolerance of cruelty to animals. But now the anger had faded and as I watched her, I was awash with pity. She was being so brave. Frightened and tired and uncomfortable, she refused to give in. her world had been a very untrustworthy one and she was confronting it in the only way she knew how. We did not know each other; there was no way of determining that I would not hurt her. There was no reason why she should trust me and she was not going to. Such a courageous little being to face up to all of us, who were so much bigger and stronger and more powerful, to face us unflinchingly, without words of tears. (43)

Sheila showed her power to dominate Torey with her aggression. Sheila wanted to show that she was powerful and strong. Sheila wanted to change the situation in order to make her comfort. Through aggressive behavior, Sheila could reduce the pressure of her situation as a new comer at her new school. According to Bandura (2) aggression is behavior to dominate by hurting others or destroying
objects. The purpose of aggression is to change rules to fit the aggressors own wishes, to gain control over and conquer other people, to reduce pressure that adversely affects their well-being, and to remove obstacle that block or delay someone’s goal. Vanden Bos (30) also mention that aggression is motivated by competitiveness, anger, or hostility, that results in injury or destruction. Sheila’s behavior as quoted above clearly described that Sheila wanted to explain her uncomfortable feeling, so she behaved aggressively. Sheila wanted to change the situation in order to feel more comfortable.

According to Berkowitz (14) there are two types of aggression. They are Instrumental and Emotional aggression. Sheila’s aggressions that had no intention to hurt others will now be analyzed.

c. The Instrumental Aggression of Sheila

Sheila did not want to do math. Everytime Torey asked her to do an assignment, sheila destroyed the paper and threw the pencil to the floor.

Finally, I deposited Sheila on a chair at the table and got out a math paper. This evoked her first 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. I knew I would run out of papers before she would run out of energy. (23)

Everything was a battle. I had to pry a hand free from her body, then uncurl her finger, then place the pencil in it. Suddenly those tightly clenched fingers lost their strength and the pencil slid effortlessly out of them and onto the floor. In the moment I bent to pick up the pencil she had grabbed two blocks with her free hand and flung them across the room. (24)

Sheila’s aggression was to show that nobody could force her to do math or even to talk. This is evidenced from a conversation between Torey and Sheila.
Sheila wanted to show her power over Torey by speaking angrily to Torey. Torey could not force Sheila to talk or to do anything.

After a few moments I rose from my chair and went to collect the math papers from the correction basket.

“You can’t make me talk,” she said.

I continued shuffling through the papers trying to find the marking pen. Three-fourths of being a good teacher is timing.

“I said you can’t make me talk. There don’t be no way you can do that.”

I looked over at her.

“You can’t make me.”

“No, I can’t.” I smiled. “But you will. That’s part of your job in here.”

“I don’t like you.”

“You don’t have to.”

“I hate you.”

I did not respond. That was one of those statements that I find is often best left unanswered. So I continued my search for the pen, wondering who had walked off with it this time.

“You can’t make me do nothing in here. You can’t make me talk.” (27-28)

Sheila gouged out the goldfish’s eyes with a pencil. Sheila intimidated Torey by shaking the pencil and staring at Torey meaningfully. Sheila clearly wanted to dominate Torey.

Sheila stood defiantly on a chair by the aquarium. She had apparently caught the goldfish one by one and poke 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. A lunch aide was near her, dancing nervously about, but too frightened to attempt disarming Sheila. Sarah was wailing, Max was flying about the room flapping his arms wildly and screeching.

“Drop that!” I shouted in my most authoritative voice. Sheila glared at me and shook the pencil meaningfully. (37-38)

Sheila also injured Torey by slamming a pencil into Torey’s arm when Anton wanted to catch her. Anton wanted to stop Sheila’s terror and destruction
because the class became chaotic. “Anton moved after her and I took that moment of surprise to disarm Sheila who was not so off-guard as I had suspected. She slammed the pencil into my arm with such vehemence that for a moment it stuck.” (38). Sheila’s aggression was brave. She could conquer people who were stronger, bigger and more powerful without fear. “Such a courageous little being to face up to all of us, who were so much bigger and stronger and more powerful, to face us unflinchingly, without words or tears.”. (43)

To conclude, Sheila’s aggression can be classified as Instrumental aggression. The reason why Sheila was aggressive was because she wanted to show that she could dominate the class not because she wanted to hurt other on the fish. Sheila also wanted to show that she was more powerful than the other people in the class. According to Vanden Bos (30) instrumental aggression is “aggression, in which the attack is carried out principally to achieve a goal other than the target’s injury, such as acquiring a desired resource.” Similar to Berkowitz (15) instrumental aggression intends to defend power, domination and status social other than the target’s injury. Sheila was not angry. Sheila also did not intend to hurt others. Sheila wanted to say that nobody could force her to do anything. Taylor (394) says that instrumental aggression is not always committed with angry feelings. The aggressors are motivated by power, their intention is not to destroy objects or hurt others.
d. The Emotional Aggression of Sheila

Sheila’s emotions were expressed by aggression. Sheila could not control her anger, frustration or sadness. Sheila’s aggression was emotional aggression because it happened as a result of her emotion. According Berkowitz (15) and Vanden Bos (30), the aggression that happens because of anger or hurt feelings is emotional aggression. Vanden Bos (30) explains that emotional aggression can be displaced in to other objects or others because the source of anger cannot be achieved. According to Taylor et al (400) when someone is angry, frustrated or annoyed by someone but she or he cannot directly express the feeling because the person may be too powerful or not available, usually the aggressors express their aggression against a substitute target. This is called displaced aggression.

Sheila burned her migrant camp and smeared feces in a restroom. “She had been reprimanded for setting fires in the migrant camp and for smearing feces in the restroom of a bus station. By six-and-a-half, Sheila had encountered the police three times.” (33). Sheila failed to achieve happiness. The emotional aggression was displayed by frustration feeling. She felt unloved. By behaving badly, Sheila wanted to show to everybody that life was hard.

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 her self unloved. (33)

Sheila took revenge when she got angry. She knew how to indulge her anger. Sheila’s emotional aggression appeared because of her feelings. She would destroy valuable object of the target’s. Sheila broke Sarah’s artwork and killed
Anton’s baby gerbil because she was mad at them. The emotional aggression that Sheila performed was displaced aggression.

The second problem Sheila presented was much more serious and much less easily resolved. She had a keenly developed sense of revenge that knew no limits. When crossed or taken advantage of, Sheila retaliated with devastating force. Her intelligence made it all the more frightening because she could perceive quickly what was valuable to a person and that was what she abused to get back for being wronged. When Sarah kicked snow on her at recess, Sheila systematically destroyed all of Sarah’s artwork around the room. For art-loving Sarah this was crushing. Anton got angry with Sheila running in the halls to lunch one day and she returned afterwards and throttled all the baby gerbil. (112-113)

Sheila destroyed Mrs. Holmes’ room at lunch time. Sheila knew that nobody would pay attention to her at lunch time. In a very short time, Sheila could completely destroy the room:

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 students desks were awry or knocked over, personal belongings strewn about. The window blinds were pulled down, books were out of the bookcase, the screen of one of the teaching machines was shattered. I could not have dreamed of further destruction in such a short time. I yanked open the door. “Sheila!” She whirled around, her eyes dark and forbidding. A pointer was clutched in one hand. “Drop that!”(113)

Sheila was mad at Mrs. Holmes, so that Sheila took revenge by destructing her room. Sheila was offended by Mrs. Holmes’. Sheila performed displaced aggression when she destroyed Mrs. Holmes room. The displaced aggression that Sheila performed was also emotional aggression because it was motivated by anger.
“... I just want you to tell me why you did it to begin with. I want to understand that.”
“I dunno. I do be awful mad at her. She yell at me at lunch and it not be my fault. It be Susannah’s fault but she yell at me. I be mad.” Her voice quivered. (122)

After time, Sheila began to change to be a nice girl. Torey payed a lot of attention to Sheila. Sheila started to trust that there was someone who loved her very much. Torey had an intense relationship with every kid in her class, especially with Sheila. Torey’s relationship with Sheila was still fragile. Torey had to go to a seminar for two days. It meant that Torey did not attend the class. It made Sheila sad. Sheila was afraid that Torey would leave her as her mother did.

“You’re upset with me, aren’t you?”
“You never tell me you go away.”
“Yes, I did, Sheil. Both Monday and yesterday in morning discussion.”
“But you didn’t tell me.”
“I told everybody.”
She threw a tin pan down so that it clattered. “It ain’t fair you go leave me. I don’t want you to.”
“I know you don’t and I’m sorry for your sake that I have to. But I am coming back, Sheila. I’ll only be gone for two days.”
“I ain’t never, never gonna like you again. I ain’t never gonna do anything you ask. You do be so mean to me. you tame me so’s I like you and then you leave me. you ain’t supposed to do that, don’t you know? That be what my Mama done and that ain’t a good thing to do to little kids. They put you in jail for leaving little kids. My Pa, he says so.” (163)

Torey’s leaving made Sheila deeply sad. It was clear that Sheila did not want to lose someone who loved her very much. Sheila’s sadness turned to anger. Sheila promised that she would not be nice to anybody if Torey left her.
Her voice was almost inaudible, but pregnant with feeling. “I hate you.”

I looked at her. She kept her face averted for the first time since she had come. I saw her bring a finger up to one eye to stop an unfallen tear. In panic she pressed her fingers tight against her temples, willing the tears back. “Look what you make me do,” she muttered accusingly. “You make me cry and I don’t want to. You know I don’t like to cry. I hate you more than anybody and I ain’t never gonna be nice in here again. No matter what.” (164)

Sheila’s anger was expressed by aggression. Sheila destroyed all the stuff in class. She wanted to show that she was really angry with Torey. Sheila’s aggression made everybody afraid of her.

“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.” (170-171)

After Torey came back, Torey realized that Sheila was mad to her. The reason why Sheila was aggressive was because she was unhappy. “My heart sank. A vast cesspool of emotions gurgled unhappily within me.” (171)

It can be concluded that the aggression that Sheila performed was Emotional aggression. The aggression was influenced by her unpleasant feelings. Sheila’s aggression can also be classified as displaced aggression because Sheila’s aggression was taken out on a substitute target.
C. The Factors Influencing Sheila’s Aggressive Behavior and the Impact of this Aggression

1. Sheila’s Emotion

A child’s emotional responses cannot be separated from the situations in which they are evoked. A child’s emotion relates to the situation that happens around her or him. A child lives within the family environment first before she or he has a relationship in society. Parents are needed to help children to manage, monitor and cope with the situations around them.

Sheila’s emotional response always resulted in destruction. At the age of six, Sheila’s aggressive behavior included kidnapping and burning a three-year-old boy. Sheila did not have a care taker who helped her cope with unpleasant situations. Sheila never learned to be a nice girl. Sheila performed aggression as a result of negative feeling. Many of Sheila’s negative emotions came from her family environment. According to Santrock (344) having emotionally unavailable parents, parents who have marital conflicts and parents who have financial problems are highly at risk of developing children with negative emotions.

Sheila’s negative emotions such as anger and sadness caused Sheila to be frustrated and depressed. Frustation and depression is a result of negative emotion. Santrock (343) says that a depressed child behaves aggressively. According to Berkowitz (43) aggression is the result of frustation.
In order to know why Sheila performed aggression, it should be revealed that the family environment resulted in Sheila’s negative emotion. It has been that Sheila’s negative emotion caused Sheila to become depressed and frustrated.

c. Sheila’s Depression

Sheila’s family situation as seen below was the result of Sheila’s unhappy feelings, and desperate and low self esteem. The negative feelings have resulted in Sheila’s depression.

1). Sheila’s Parents’ Marital Problem

Sheila’s mother married at the age of fourteen. The marital life of Sheila’s parents seemed unhappy. According to Hurlock (508), the age of parents influence their attitudes toward child because they may have emotional instability and emotional immaturity to raise their children. Furthermore, the children suffer from behavior disorder.

Sheila’s mother left her and her father. Sheila’s mother only took Jimmie, the youngest son and left Sheila. Sheila lived with insecure affection. This made Sheila grew up a depressed child. John Bowlby as cited in Santrock (343) says that parents that built insecure relationships have a negative affection on the child. The child will easily to became depressed. Hurlock (501) also explains that when the mother has emotional problem, the child is likely to suffer more from behavior disorder.

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
actualy 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 head in grim amazement. The mother would only be twenty years old now, barely more than a child herself. (30)

Sheila’s father did not love his wife. He called his wife a bitch. Sheila’s father had no respect for his wife. It seemed that he was not happy with his marriage. “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 did she do? She leaves this little bastard.” (133). Sheila’s father blamed Sheila as the reason for her mother’s leaving.

“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.” (132-133).

Sheila’s mother’s leaving greatly affected Sheila. She felt that she was not valuable for anybody in her family. Sheila felt sad and she missed her mom and her little brother. At the age of six, Sheila clearly needed love. Her mother was needed to build Sheila’s positive feelings. According to Montgomery et al (177) a mother as a caretaker has the duty to form the emotional attitude of a child in the early years.

“You know what my Mama done though?”
“‘No.”
“Here, I’ll show you.” She lifted the other leg up and pointed to a scar. “My Mama she take me out on the road and leave me there. She push me out of the car and I fall down so’s a rock cutted up my leg right here. See.” She fingered a white line.
“My Mama, she don’t love me so good.” (91)
Sheila felt sad and often blamed herself that her mother left her because she was a naughty girl. Sheila has low self-esteem for herself. Her mother's leaving resulted in Sheila’s deep sorrow. Sheila was depressed when she faced problems and could not fix them.

She sat for a few moments covering her face. Then slowly her hands slid away and she uncrumpled the paper which she had mashed. “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.” (188)

A life of insecurity, lack of love and parental conflict clearly made Sheila sad. The depth sadness affected Sheila. She grew as a depressed child. Sheila felt that her mother did not love her. Sheila also blamed herself because she could not do everything perfectly. Joan Mc. Cord as cited in Berkowitz (242) says that having a disarranged family because of separation may cause emotional problems in a child. Furthermore Joan Mc Cord as cited in Berkowitz (242) and Montgomery et al (177) explains that emotional problems that are caused by a lack of warmth and involvement produce an aggressive child. Sheila grew up as an aggressive child, because of her parents marital conflicts.

2). Sheila’s Emotionally Unavailable Parents

Sheila lived without love. Sheila did not have a close emotional relationship with her parents. Sheila’s mother left Sheila on the street. Sheila’s father did not admit she was his daughter. Sheila lived as an unwanted child. “For all her six years she had been unwanted, ignored, rejected. Pushed out of cars, pushed out of people’s lives.” (101).
Sydmonds as cited in Hurlock (508) says the children that do not covered with affection and pleasant relation with their parents is typed of rejectant attitude of parents. According to Baumrid as cited in Berkowitz (234) skeptic and unfriendly parents often raised their children to be depressed. Sheila felt sad that her mother ignored her. Sheila’s mother pushed Sheila out of the car and left her in the street. Sheila’s mother never came back. It was the kind of rejection that lead Sheila to think that nobody loved her. “‘My Mama she take me out on the road and leave me there. She push me out of the car and I fall down so’s a rock cutted up my leg right here. See.” She fingered a white line.’” (91).

Sheila was depressed with her mother’s leaving. Sheila missed her mother and her little brother. “She left because she don’t love me no more. You don’t go leaving kids you love on the highway. And cut my leg. See?” For hundredth time the scar was displayed to me.” (188).

Sheila also told Torey that she was sad because of her mother’s leaving. Sheila was clearly hurt. Sheila was depressed and told Torey hundreds of times about what her mother did. “Sheila looked over at me. That haunted, hurt expression was in her eyes. God, I thought, would I never fill that emptiness? Absently she twisted one pigtail. ‘I miss Jimmie.’” (189).

Sheila’s experience was too hard to handle at her. Sheila blamed herself for her mother’s leaving. “‘Why did it happen, Torey? Why did she tooked him and leaved me behind?’ What made me such a bad girl?” The tears shimmered momerentarily in her eyes. But as always they never escaped. (190)

Torey visited Sheila’s father to talk about Sheila’s development at school. Unfortunately, Torey found that Sheila’s father was drunk. The conversation went bad. Sheila’s father said that Sheila was not 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 really my dchild and you can tell it. Just look at he. 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.’” (132-133).

Sheila’s father did not admit Sheila was his daughter. He always blamed Sheila as the cause of her mother’s leaving. Sheila’s father negatively labeled Sheila. Sheila’s father clearly did not love Sheila. Sheila’s father humiliated Sheila in front of Torey and Anton.

“‘Now, Jimmie, he was my boy. Better little boy you never seen that my Jimmie, and that bitch, she took him. Just upped and took him right out from under my nose, she did, and what did she do? She leaves this little bastard.’” (133)

Rejection resulted in Sheila’s negative emotion. She felt that she was unlovable and she lived in deep pain. Sheila’s aggression was the way that she showed everyone that she did not know how to love. Sheila does not know how to be kind to other.

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. It was only a simple fact. (33)

Sheila lived in a lack of affectional relationship with her parents. Sheila did not know how to be a nice girl because she experienced that she did not get love as an affection. It is type of rejection to Sheila. According to Hurlock (482) Having lack of affectional relationships with parents affects in child’s personality unfavorably and interferes with the child’s adjusments.
Loose behind these two assessments was a memo from the county’s consulting psychiatrist with the single statement: Chronic Maladjustment to Childhood. I smiled at it in spite of myself; what an astute conclusion this man had drawn. How helpful to us all. The only normal reaction to a childhood like Sheila’s would be chronic maladjustment. (31)

In conclusion, Sheila was ignored. Both her father and her mother did not love her. Sheila did not have a close and warm emotional relationship with her caretaker. Sheila became a depressed child. It was seen by her blaming herself, having low self-respect and saying that her mother did not love her. Berkowitz (66) says that negative emotion stimulates children to behave aggressively. Moreover, Berkowitz (288) says parents’ rejection influences children to behave aggressively. Sheila grew up an aggressive child because she had emotionally unavailable parents. Hurlock (509) says young children who feels rejected will become antisocial child in the form of aggression.

3). Sheila’s Physical Abuse

Sheila was physically abused her father. Sheila’s father often whipped her to discipline her. Sheila’s father whipped Sheila to reduce Sheila’s aggressive behavior. “’My Pa, he gonna whip me fierce when he sees I do this.” (45).

Torey asked Sheila after she was spanked by Mr. Collins if Mr. Collins spanked her because she destructed Mrs. Holmes’ room. Sheila told to Torey that being spanked would make Sheila better. Baumrid as cited in Berkowitz (234) explains that punishing children harshly makes children afraid and depressed. Deep inside Sheila’s heart, Sheila felt afraid and sad. When Sheila cried, she would recall the negative experience of her mother’s leaving. After she was
punished, she did not want to express that she was sad. Berkowitz (230) and Montgomery et al (146) say that punishment in order to educate children is the tendency to show parent’s power. Being smacked is a form of violation against children.

“I don’t never cry.”
“Why not?”
“Ain’t nobody can hurt me that ways.”
I looked down at her. “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. Not even Mr. Collins. You seen that. I don’t cry even when he hits me with the stick. You seen that, didn’t you?”
“Yes, I saw it. But don’t you want to cry? Didn’t it hurt?”
For a very long moment she did not respond. She took hold of one of my hands in both of hers. “It sort of hurts.” She looked up, her eyes unreadable.”Sometimes I do cry a little, at night sometimes. My Pa, he don’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 here on my eyes. 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.” (123).

The physical abuse resulted in Sheila begin an antisocial child. Sheila’s antisocial character as related to Sheila’s character and characterization has already been mentioned. According to Berkowitz (229) parents who are harsh and often punish their children usually influence their children to behave aggressively and may cause their child to be antisocial.

Physical abuse was the transmitter of Sheila’s negative emotion. Sheila felt afraid and sad. Sheila’s feelings brought depression because Sheila always recalled her memories of her mother if she was sad. Moreover, Sheila grew an antisocial and aggressive child. Sears et al as cited in Taylor et al (396) said that reducing child’s aggression by torturing them produces a more aggressive child. Sheila grew up an aggressive child because of her background of physical abuse.
4). Sheila’s Sexual Abuse

Sheila had an uncle named Jerry. When her uncle got out from jail, he lived with Sheila. Her uncle Jerry wanted to show Sheila how to be loved. Her uncle Jerry sexually abused her.

“Sheila, what happened? You have to tell me. You can’t play games now. What happened to you?”

She blinked like one coming out of a heavy sleep. She was paying a great price to cut off the pain and the emotion. “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.” (239-240)

Torey took Sheila to the hospital. When she was placed on the stretcher, Sheila began crying. Sheila was afraid. Sheila expressed her pain by holding Torey. Sheila did not want to be left alone. Sheila was deeply frightened. Sheila cried was depressed.

As I placed Sheila on the stretcher for the first time she appeared to register pain and alarm. Moaning she began to cry laudly but tearlessly. She refused to let go of my shirt and struggled fiercely as the men tried to pry her fingers loose.

“Don’t leave me!” she wailed.

“I’m coming right along with you, Sheila. But lie down. Come on now, let go of me.”

“Don’t leave me! don’t let them take me away! I want you to hold me!” in a contorted mass the door. Sheila retained her terror-wrought grasp on my shirt, ripping the pocket. I did not know what brought her to life so fully. Perhaps she was frightened that I would leave her with these strangers; perhaps she could finally feel the extent of the pain. Whatever it was, she fought so valiantly that in the end it was easier for me to pick her up and hold her again than to pry her off and listen to her scream. (242-243)
Sheila was in a very traumatic state after being sexually abused. She was deeply afraid. Sheila grew more depressed. Sheila was molested when she was wearing a dress. When Chad, Torey’s boyfriend gave her a dress as a gift, Sheila was frightened. “Then she let it drop back into the box and lowered her head. “I ain’t wearing dresses no more,” she wishpered hoarsely.” (274). Sheila began to be frightened. Sheila expressed her depression by crying.

Her face contorted into a teary-eyed grimace by the time I had her behind the cages. She pressed her finger to her temples in an effort to keep the tears back, but for the first time since she had come to my class she was unable to. Over her cheeks coused rivulets and she dissolved into sobs.

The time had finally come. The time I had been waiting for through all these long monts that I knew sooner or later had to occur. Now it was here.

For several minutes I sat with her behind the cages. She had surprised me so much by actually crying that for a moment I did nothing but look at her. Then I gathered into my arms, hugging her tightly. She clutched onto my shirt so that I could feel the dull pain in her fingers digging into my skin. When it became apparent that she had lost all control and was not going to regain it, I picked her up and came out of hiding. (274-275)

To conclude, Sheila was frightened. Sheila became depressed because of the traumatic experiences of her sexual abuse. Ferrara (31) explains that a person who is sexually molested by an adult suffers from extended negative emotional reactions. Sheila suffered in deep anxiety. The experience of being sexually abused clearly hurts children. According to Taylor et al (415) the victims of sexual violence experience suffers fear, anxiety, and depression. Being sexually abused produces depression. “Depression displays aggression.” (Santrock 343)
d. Sheila’s Frustration

Obstacles in life and failures result in frustration. Sheila had a poor life. Sheila could not achieve happiness and pleasure like normal people could. Sheila felt deeply sad and mad because of her failures and obstacle in life. Dollard et al in Berkowitz (43) says that frustration always results in aggression. Sheila’s frustration resulted in her aggressive behavior.

Sheila’s family was poor. This made Sheila’s life uncomfortable. Sheila lived in migrant camp with her father. “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.” (30)

Sheila suffered from malnutrition. Her father had never taken care of Sheila’s health. “A country-appointed physician had scrawled across the bottom that her small size probably resulted from malnutrition, but otherwise she was a healthy Caucasian female with well-healed scars and fractures.” (31)

Sheila never took a bath. It made her stinky and she smelled like pee. Her friends in school were not comfortable with Sheila’s smell, so she was ignored by her friends. Sheila was poor and that made her frustrated because it made it difficult to be accepted in society.

Suddenly Petter leaped to his feet. “She stinks, teacher.” He backed away from Sheila. “She stinks terrible and I don’t want her sitting with us. She’ll stink me up.”

Sheila regarded him blackly but did not speak or move. She had folded herself up into a little lump her arms wrapped tightly around her eyes.

Sarah stood up and moved around to where Petter had reseated himself. “She does stink, Torey. She smells like pee.” (20)
Sheila did not live a normal life. Sheila’s condition inhibited her from making friends. Berkowitz (42) says that frustration is the external condition that makes someone unable to reach the pleasure that she or he expects.

One day, Sheila wrote a letter to Torey. There, Sheila told her feelings. Sheila wanted to have a gown as her friend had. Sheila expressed her frustrated feeling in her writing. Torey felt that Sheila was frustrated because she wanted a gown. “It seemed one of the saddest things she had ever written. But Sheila went on, knowing she could not have a dress, accepting it and continuing to dream.” (226).

I do my best writing for you Torey from now on I do be a gooder girl and do my best work I promise. I want to tell you what I do last night. I go down and wait for my father he be at the opptomrix who fist eye glasses. So I got to walk around for a while and I took in them windows sometimes. Some times I wish I could by the things in them windows. Some times they be so prety. I seen a dress that be red and blue and be white too and it gots lace on it and be long and beautiful. I ain’t never had a dress like that and it was prety torey. I sort of wish I could have it. It be my size to I think. I ask my pa if I could by it but he sad “no”. That be too bad cos it be so nice and I aint never had a real dress. And I could a wored it to school like Susannah Joy do. She gots lots of dresses but I couldn’t so we went home and my pa he by me some M&Ms instead and toled me “to go to bed Sheila” so I did. (225-226)

Bandura (31) and Berkowitz (41) say that an uncomfortable life, a poor life, rules, and failures brings about frustration. Moreover, Bandura (31) says that frustration is always displayed with aggression. Having a poor life backgrounds, result in frustration. Sheila’s frustration result in aggressive behavior.
2. The Impact of Sheila’s Aggression.

Sheila’s aggression brought a lot of consequences. She had to be punished. Punishment was believed to reduce Sheila’s aggression. Sheila was humiliated by her father. Her father felt that she was uncontrolled because of that he hated her. Society also rejected Sheila. Sheila’s aggression caused her to be kicked out from school. She also had to stay in state hospital because nowhere else would accept her.

According to Bandura (5), aggression is behavior that results in personal injury and in destruction of property. Aggression is also viewed as behavior that is likely to produce aversive consequences, such as physical assaults, humiliation, and social rebuffs.

a. Sheila’s Physical Assaults

Sheila behaved aggressively when she did not like what was happening. Sheila brought a lot of destruction. She often got punished by from her father. Sheila was whipped. “Her father saw her as a wayward child and disciplined her frequently, mostly by spanking” (32)

In the previous school, Sheila terrorized. She destroyed children’s work, bulletin boards, art displays and anything else she could. She took all the other kids’ coats and stuffed them down the toilets in the girls’ lavatory and flooded the entire basement of the school. Finally, Sheila got punishment. “Next, Mrs. Barthuly tried controlling her outlandish behavior negatively. She took away
privileges, confined her to a time-out corner, and at last ended up sending Sheila to the principal for paddling.” (52)

At the new school, Sheila also got punished from her headmaster. Her behavior was completely uncontrolled. There was no way to discipline her so that she often made other people angry.

She came in beside Mr. Collins and stood complacently, not looking at me and not making any sound. Mr. Collins shut the door. From his desk drawer he took out a long paddle. Sheila did not flinch as he sized it up next to her.

I was bitter. Why did he have to have such Neolithic methods of education? What kind of man was he? A lusty, full-bodied hate rose in me. How could he do this to me? How could I let him? After all my reassurances to her that I did not whip kids, what would she think of me now? (116-117)

In conclusion, Sheila’s behavior annoyed a lot of people. Sheila’s aggressive behavior was punished by the people who were angry with her. Sheila usually got spanked or whipped to reduce her aggression. According to Taylor et al (397) aggressive behavior is a major problem for human societies. The possible techniques for reducing aggressive behavior are punishment and attack. It seems that the threat of punishment or retaliation is a technique of reducing aggression.

b. Sheila’s Humiliation

As a result of Sheila’s aggression people around her labeled her as a crazy child. Her destruction and terror was unacceptable on society. Being labeled as a crazy child was kind of humiliation because it means that Sheila is a stupid girl so that other people lose their respect to Sheila.
She traced a little circle on the table with her finger. “This here be a crazy class, don’t it?”

“Not really, Sheila.”

“My Pa, he say so. He say I be crazy and they put me in a class for crazy kids. He says this here be a crazy kidses class.” (74)

Because of Sheila’s aggression, her father had no respect for Sheila. Sheila was humiliated by her father in front of her teacher. Sheila’s father did not admit that Sheila was his child. “Humiliating a child or telling them ‘I hate you’ can be seen as a type of psychological violence that damages the well-being of a child” (Montgomery, 146-147)

“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.”

Anton and I listened speechlessly. I was mortified for her sake that Sheila was in the room. If he told her these things every day, no wonder she had such a low opinion of herself. (132-133)

Torey felt sad when she heard Sheila’s father humiliating Sheila. Torey visited Sheila’s home to discuss Sheila’s development. She found that her father humiliated Sheila. “The conversation never improved. My blood was icy with horror and I wished I could shrink up and fall through a crack in the floor to save Sheila from the humiliation of having people she cared about hear his words.” (133).

Torey Hayden asked her previous teacher about how Sheila behaved at school. Torey believed that Mrs. Barthuly, Sheila’s previous teacher, gave up on her. Mrs. Barthuly labeled Sheila difficult to be controlled and not able to be
loved. “She was, Mrs. Barthuly admitted, the closest thing to an unteachable child she had ever encountered.” (52)

The evidences above clearly mentions that Sheila was humiliated by people around her including her father. Her aggression was unacceptable and annoying, because of this that she was labeled a crazy child. Sheila was not easy to be loved.

c. Sheila’s Social Rebuffs

Sheila’s behavior made a lot of people angry. Her burning incident made her an unwanted child. Torey felt that Sheila’s aggressive behavior resulted in her relationship to the society. Nobody would cooperate with her because she was not easy to be loved. “I should have known that no teacher would want a six-year-old with that background in his or her classroom. No parent would want a child like that attending school with his or her child. No one would want that kid loose.” (5)

Sheila was kicked out from her previous school. Teachers gave up teaching her. She made no friends in her class. Her terror put a lot of people in danger, so that she was rejected. “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.” (32). Sheila’s previous teacher also said that Sheila was an annoying girl so that she must be sent out of school. “Oh my gosh,’ Mrs. Barthuly said when I told her who I was and why I had called. ‘I thought they had put her away for good.’” (50)
Sheila’s failure to adapt to social life resulted in her being placed in the state hospital by the court. “‘Tor, I told you this was only a temporary placement. The court ordered that she be placed in the state hospital when an opening came up. It really is out of our hands. Your placement was only temporary.’”(212)

Overall, Sheila was rejected in social life. Sheila’s behavior disturbed people around her. Sheila suffered social consequences. She was often sent out from school and she could end up in the state hospital.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter consists of two main points, conclusions and suggestions. The conclusions outline Sheila’s characters, the types of Sheila’s aggression and the factors influencing Sheila’s aggressive behavior, and the impact of her behaviors. The suggestions part will give a few suggestions for future researchers and also a few ideas on how to use this novel to teach English.

A. Conclusion

Based on the analysis, Sheila was indicated as a sadist girl. Her character was seen through the author’s personal descriptions of Sheila and through Sheila’s past life. Sheila was uncontrollable. Sheila’s character was described in the questionnaire of her life history that her father filled out. The author clearly mentions Sheila’s uncontrolled character when Torey left her to go to the seminar. Mrs. Collins wanted Sheila to be kicked out of school because of her uncontrollable behavior. The characterization of Sheila’s uncontrollable behavior was observed from the author’s personal description and the conversation between Torey and her assistant.

Sheila did not speak with her friends on the first day of school. She refused to cooperate with friends and the teacher. She also did not want to make friends. Furthermore, Sheila is characterized as an antisocial child. The description of
Sheila’s character was seen by her reactions, her friends, and from the author’s personal description.

Sheila was a destructive child. Sheila was destroyed other’s work, bulletin boards and many other things. Sheila even flooded the entire basement of her previous school. Mrs. Barthuly gave up teaching Sheila. Sheila also destroyed many things in her new school which cost $700. Sheila’s characterization was observed from Sheila’s previous teacher’s opinion and the author’s personal description.

In contrast, Sheila was a very smart girl. Sheila’s IQ was 182. She was classified as a genius. Sheila’s intelligence was seen by the author’s personal description and from the school’s psychologist school.

Referring to the second problem formulation, Sheila was an aggressive child. Sheila was classified as an aggressive child because of her actions which often harmed people or destroyed objects. Sheila destroyed things destruction or injured others without hesitation, doubt or fear. Sheila’s aggression was a result of an animal instinct of survival.

Sheila’s aggression can be classified into two different types of aggression: they were Instrumental Aggression and Emotional Aggression. Sheila’s aggression was not simply to injury others or to destroy objects. Sheila had a specific intention when she was aggressive.

Sheila destroyed objects or injured others to show her power. Sheila expressed her hostility toward anybody near her. Sheila did not want to be forced to speak and do other things. Furthermore, Sheila’s aggression is classified as
instrumental aggression because she had the intention to show her power and to face life.

Sheila could not control her anger, frustration or sadness. Furthermore, when Sheila felt unpleasant in certain situations, Sheila was aggressive. The aggression that Sheila performed was emotional aggression because it depended on Sheila’s emotions. When Sheila could not reach her objectives or when she was annoyed, Sheila expressed her unpleasant feelings to a substitute object. Sheila’s emotional aggression that was displaced onto other objects on people is called displaced aggression.

Based on the analysis of the third problem formulation, Sheila’s behavior reflected her family environment. The pattern of Sheila’s behavior came from her family. The family is the place where a child is involved in an emotional relationship for the first time. The family is responsible for building a child’s character.

Sheila’s aggression was the result of negative emotions that were formed by her family environment. Sheila’s depression and frustration were the result of negative emotions. Having parents in conflict and having emotionally unavailable parents clearly hurt Sheila deeply. Sheila grew up a depressed girl. Sheila was also physically and sexually abused. It made Sheila frightened. Sheila often tearlessly cried when she was sad. This recalled the memory of her mother’s leaving. Sheila’s negative experienced made Sheila sad, desperate and caused her not to respect herself. These negative emotions resulted in her depression. Sheila’s depression was displayed aggression.
Having parents with financial problems made Sheila frustrated. The frustration was caused by the obstacles in her life and her uncomfortable life. Sheila was frustrated when she could not reach everything that she wanted. Sheila dreamt of having a comfortable life like her friends at school had. Sheila was frustrated because she could not live a normal life as everybody else. Sheila was rejected because she was poor.

Sheila’s aggression had impact. She was physically assaulted as punishment. The punishment was to reduce Sheila’s aggressive behavior. Besides that, Sheila was also humiliated by her father and people around her. No one loved her because she was not easy to be loved. Sheila’s farther labeled her as a crazy child. Her previous teacher also did not want to cooperate with her. Society also rejected Sheila. Sheila was kicked out of school three times. Sheila also dealt with the police for every crime that Sheila committed. No one in society could accept her because she was too dangerous. As a result, the court stated that Sheila had to stay in the state hospital.

To conclude, Sheila’s family condition resulted in Sheila’s negative emotions. The negative emotion result in depression and frustration. Furthermore, Sheila grew up an aggressive girl. As a result, Sheila often got punished, humiliated, and rejected by society.

B. Suggestions
The section is divided into two. The first part is the suggestions for future researchers. The second part includes an English teaching learning activity using literary works.

1. Suggestion for Future Researchers

There are many aspects in *One Child* that can be analyzed since this novel is interesting. Future researchers may analyze the influence of Torey Hayden’s teaching techniques on Sheila’s behavior. Besides that, they may analyze Sheila’s personality development and emotional development. Next, using a biographical approach, the researcher may analyze the characters more accurately because this novel is based on the true story of Torey L. Hayden’s experience.

2. Suggestion for Teaching Implementation

Reading is one of the language skills that must be mastered by someone who wants to learn English. Through improving reading skills, someone can enrich their comprehension in a particular language. Reading also becomes a way to study the vocabulary.

The reading material was taken from a part of the novel. This novel can be applied to teach Intensive Reading II for the second semester students of the English Language Study Program.

There are materials suggested for Intensive Reading II. The materials that are suggested to achieve basic competencies, are short stories. The text will be used to comprehend short stories and to access knowledge. The objectives of the
study are applying various reading strategies, improving literal and inferential comprehension by reading various kinds of texts, developing English vocabulary and writing simple responses to the ideas or issues presented in the text.

The novel *One Child* can be applied as a reading text. The contents of the novel are valuable. By using chapter 14 from *One Child*, teachers can enrich student’s knowledge, gain insight into real life.
REFERENCES


The Internet Sources


APPENDICES
The Biography of Torey L. Hayden

Torey Hayden was born in Montana in 1951. She was a teacher and an author. As a teacher, Hayden inspired a lot of people though teaching emotionally and disturbed children and through her writing. In One Child, Hayden wrote the day-to-day occurrences in her classroom.

Sheila was one of her students, a young girl who was not easy to be loved. Sheila was destructive, antisocial, and aggressive with a genius level IQ. Torey’s writing about emotionally disturbed children helped her to become a successful author. She wrote many psychological novels. Her nonfiction writings include One Child in 1980, Somebody Else's Kids in 1981, Murphy's Boy in 1982, Just Another Kid in 1988, Ghost Girl in 1991, The Tiger's Child in 1995, Beautiful Child in 2002 and Twilight Children: Three Voices No One Heard until a Therapist Listened in 2005. She also wrote fiction books. They are The Sunflower Forest in 1984, The Mechanical Cat in 1999, and The Very Worst Thing in 2003.
Torey received many honors for her writing. She received the Christopher Award in 1981 for *One Child*, New York Times Public Library Books for the Teen Age book selection award in 1981 for *One Child*, and in 1982 for *Somebody Else's Kids* she was awarded the American Library Association Best Young-Adult Book selection.

Sources:
The Summary of One Child

Torey was reading a small article about a six year old girl who had kidnapped and burned a three year old boy. The boy was taken to the local hospital in critical condition and the girl taken into police custody. This made Torey wonders what would happen to the girl, how a child of six can be held in jail and why did she do it. She was not going to be an easy child to love, because she worked at being unlovable. No one would teach her.

Torey was a teacher of emotionally and behaviorally disturbed children. The social worker asked Ed Somers, a headmaster of the school to take Sheila into the emotionally and behaviorally disturbed program until the state hospital had opened the children’s unit.

Sheila caused lots of destruction everywhere she went. Besides the burning incident of a boy, Sheila destroyed a lot of stuff in her previous school. Sheila also flooded the basement of her school. Sheila also terrorized the new school. Sheila expressed her feeling with aggression. Sheila’s aggression was the best way to avoid further rejection. She wanted to make herself as objectionable as possible. The psychiatrist country made a statement that Sheila suffered from Chronic Maladjustment to Childhood. Sheila was just a little girl who had already learned that life was not fun for anybody. Behind her aggression, she was a very smart girl.

Sheila lived with her father in a migrant camp. The house had no heat, no plumbing and no electricity. Her mother left her when Sheila was just a four-year-old and took her younger son. The juvenile center found Sheila to have numerous
abrasions and multiple healed fractures, all results of her abuse. Sheila was also
sexually abused by her uncle. Sheila’s life was full of bitterness. Sheila should
have received love and care from her family, but she did not. Sheila’s aggressive
behavior was the result of family condition that she had. Sheila grew up as a
depressed and frustrated child.

Over the following weeks Torey slowly won Sheila's trust, and learned a
little more about her short tragic life. A life that Sheila’s has had been full of
abuse and lack of love. Torey was a brilliant teacher. Through the power of a
teacher’s love, Torey was able to change Sheila become a nice little girl.

Source:

2010.
## Lesson Plan

<table>
<thead>
<tr>
<th>Subject</th>
<th>: English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill</td>
<td>: Intensive Reading II</td>
</tr>
<tr>
<td>Topic</td>
<td>: Irony</td>
</tr>
<tr>
<td>Level</td>
<td>: 2nd semester</td>
</tr>
<tr>
<td>Learning Materials</td>
<td>: Chapter 14 from <em>One Child</em></td>
</tr>
<tr>
<td>Time Allocations</td>
<td>: 2 x 45 minutes</td>
</tr>
</tbody>
</table>

### Competence Standard
- After completing the course, students are able to improve their reading abilities, especially comprehension and speed, develop English vocabulary, write simple responses and express the ideas or issues presented in the text.

### Basic Competence
- The students are able to respond to the ideas or issues presented in the text.
- The students are able to develop English vocabulary.
- The students are able to improve literal and inferential comprehension by reading a specific chapter of a novel.
- The students are able to apply various reading strategies.
- The students are able to comprehend a specific chapter of a novel and to gain the relevance knowledge in the novel.

### Indicators
- The students are able to guess the meaning of words from the text.
- The students are able to identify specific information in the passage by answering some comprehension questions in group.
- Express their idea about the issue of the passage orally.
**Learning Experiences**

<table>
<thead>
<tr>
<th>Pre Activities</th>
<th>Main Activities</th>
<th>Post Activities</th>
</tr>
</thead>
</table>
| - The students answer the question from the teacher about irony; the expectation is opposite with what actually happens. | - The students read the text Easter’s Joke from *One Child*.  
- The students find the meanings of difficult words from the text.  
- The students answer the reading comprehension questions.  
- The students identify the issue and the problems in the text by working in groups.  
- The students write a reading response in a group.  
- The students present their findings and practice giving arguments. | - The students conclude with the message they learn from the story. |
| 5 minutes | 15 minutes  
5 minutes  
15 minutes  
15 minutes  
15 minutes  
20 minutes | 5 minutes |

**Evaluation** : The teacher evaluates the students from students’ exercises and oral reflections about the issue of the passage.

**Material** : The material is taken from Chapter 14 in *One Child* by Torey Hayden.

**Learning Method** : Exercise, question and answer, and discussion.

**Scoring** : Formative Assessment.

**Instrument** :

**Vocabulary Comprehension and Possible Answer**

1. I was genuinely **perplexed**. Nothing I could think of fit that description.

   a. Upset  
   b. Ashamed  
   c. Angry  
   d. Confused

2. I found Sheila on her knees in front of the cupboard under the sink. She had a colorful assortment of phrases she saved to use when she was especially **perturbed**

   a. Unsafe  
   b. Expected  
   c. **Anxious**  
   d. Muted
3. Sheila persisted in stringing them out when things did not go her way. Now as I came back into the room, I heard her muttering them half-aloud.

a. Murmuring  b. Mocking
c. Guessing  d. Swearing

4. “What are they?” Anton asked, skepticism undisguised. “I haven’t the foggiest idea.”

a. Angrily  b. Curiosity
c. Doubtfulness  d. Tender

5. The ridiculousness of the situation struck me.

a. Doubtful  b. Strangeness
c. Nasty  d. Certain

6. Sheila was balancing precariously on a chair side me, one hand on my arm, one on the collar of my shirt. “Let me see, Torey.”

a. unstable  b. Guilty
c. Understand  d. Surprisingly

7. She held her lower lip between her teeth and continued to move backwards. For Sheila such innocent demeanor implied guilt.

a. Certain  b. Understand
c. Not guilty  d. Upset

8. The situation got the better of Anton and he began to giggle. A hand over his mouth, he smothered the sound.

a. Laugh  b. Mourn
c. Surprised  d. Cry
9. Sheila had been given the ignominious task of wrestling the dung away from Onions, who did not like anyone messing around in his cage for any reason.


10. Sheila had gotten curious and came over. She tugged at my jeans. “Let me see.”

a. Surprised  b. wonder  c. Mute  d. Strange

Sharing Ideas
1. Why did Mrs. Crum come to school? What happened?

2. What had Sheila and Whitney been planning for Easter? How do they do it?

3. What was Sheila’s task?

4. Did Sheila and Whitney’s plan meet their expectation? Explain!

5. Do you think Sheila and Whitney are intended to poison Freddie? Why or why not?

6. Do you think that Mrs. Crum feels that what happened is funny? Explain!

7. What did Torey do to Sheila and Whitney after knowing the facts?

Possible Answers

1. Mrs. Crum came to school to see Torey. She asked what the children had been eating at school lately. Freddie, her son vomited something after he came home.

2. They had been planning to make a large mosaic in the back of the room. They painted the rabbit dung with temperas to substitute the mosaic with painted rabbit dung.
3. Sheila had been given malicious task of wrestling the dung away from Onions, painting and drying it.

4. Their plan did not meet the expectation because Freddie discovered the secret activity and assumed the painted dung was candy. Freddie injured by vomiting “the candy”.

5. No, they did not. They just wanted to make a large mosaic for Easter. It was for a joke.

6. Mrs. Crum felt angry because it was not funny. Freddie might be injured with that joke.

7. Torey punished Sheila by sitting in the quite corner. Torey also wanted to discussed it with Whitney that the joke injured Freddie.

**Oral Reflection**

After answering the questions, share your comment/opinion about the issue of the passage orally by answering this questions:

1. What is Irony?

2. Do you think that every plan always meet the expectation?

3. What do you feel if the expectation does not meet the expectation?

**Possible Answer**

1. Irony is the situation that someone expects opposite with what actually happen. In my opinion, every plan will not always meet the expectation. It depends on the plan that we arranged. Sometimes it is succeed. Sometimes it fails. I am sad if the expectation opposite with what actually happen.
Mrs. Crum, Freddie’s mother, came to visit me after school. A small woman, sparrow-brown and mouse-scared, she slipped inside the door and apologized for bothering me. She had come to ask me if the children had been eating anything at school lately. Freddie had come home three times in the last week and vomited. That would not have surprised her so much, she said, if she could have figured out what it was he was vomiting up. Little bright red, green, blue and yellow balls about a quarter inch in diameter. A couple dozen of them every time. I was genuinely perplexed. Nothing I could think of fit that description. Not only did we not have any candy because I did not keep candy in the room.

On the Wednesday afternoon when I came back from taking the other children to their buses, I found Sheila on her knees in front of the cupboard under the sink. She had a colorful assortment of phrases she saved to use when she was especially perturbed. No matter what I did, she persisted in stringing them out when things did not go her way. Now as I came back into the room, I heard her muttering them half-aloud.

“What’s wrong, Sheil?”

She leaped to her feet and whirled around.

“Nothing.”

I came over to the sink. “Didn’t sound like nothing to me. what’s going on?”

“Someone took something that is mine.”

“Like what?”

“Just some stuff.”

“What kind of stuff?”

She Shrugged. “Just stuff. That belongs to me.”

“Well, you go over to the art box. Maybe there are some scraps in there you can use.”

About an hour later, there was Mrs. Crum at my door again. She Oh so sorry, she began apologizing but Freddie vomited again. More little colored balls. She had brought some with her this time, all wrapped up in a paper napkin.

Anton, who had been down in the teachers’ workroom, came into the room. I beckoned him over.

“Have you seen anything like this around her?” I asked.

He leaned over my shoulder for a closer look.

“What the hell?” taking the pencil from me, he mashed a second one. It, too, crumbled easily.

“Apparently Freddie has been finding them somewhere, eating them and then throwing them up when he comes home from school. Mrs. Crum thinks they’re from around her.”

“What are they?” Anton asked, skepticism undisguised.

“I haven’t the foggies idea.”

Sheila had gotten curious and came over. She tugged at my jeans. “Let me see.”
“You know,” Anton said, now holding the napkin with its mysterious contents, “this is going to sound dumb, but they look like rabbit turds to me.”

“Anton, they’re red and green and blue,” I replied.

“I know it. But look at the middles. Don’t they look like it to you?”

I started to laugh in spite of myself. The ridiculousness of the situation struck me.

Sheila was balancing precariously on a chair side me, one hand on my arm, one on the collar of my shirt. “Let me see, Torey.”

“Do you know something about this, Sheil? What these little things are?”

Taking a step backward, she gave a huge shrug. Anton’s eyebrows came down in his I-mean-business look.

“Sheila, did you give something to Freddie he shouldn’t have?”

She held her lower lip between her teeth and continued to move backwards. For Sheila such innocent demeanor implied guilt.

“Sheila, I want you to tell me about this,” I said. Still no response.

“We know you know,” Anton added.

“Now, suppose you tell us what this stuff is, kiddo. I want to know and I want to know right now.”

She stared at the damp napkin full of the colorful little balls which Mrs. Crum had laid on the table. I could feel Sheila pressing back against my hand. I jostled her shoulder.

“I’m losing patience, Sheil. Don’t make me angry. These things could hurt Freddie and we need to know what they are. Now tell me.”

“Rabbit poop,” she said softly.

“Then how come they’re all those colors?”

“I painted them with temperas.”

The situation got the better of Anton and he began to giggle. A hand over his mouth, he smothered the sound.

“For crying out loud, Sheila,” I said, “why were you painting rabbit poop?”

“For Whitney.”

As I wormed the story out of Sheila, we learned that she and Whitney had been planning to play a joke. For Easter, we were making a large mosaic in the back of the room. Apparently Whitney had thought it would be funny to substitute the mosaic chips with painted rabbit dung. Sheila had been given the ignominious task of wrestling the dung away from Onions, who did not like anyone messing around in his cage for any reason. She was painting the dung and then drying it under the sink where no one looked much. Freddie must have discovered all this covert activity and assumed the painted dung was candy.

Mrs. Crum did not see the humor inherent in the whole mess. I might have felt differently too, if it were my son. None of us knew about the toxicity of the substance. I knew the temperas were nontoxic but had no idea about rabbit dung. Anton went to call the poison center. However, since Freddie had been eating them over the last week and had apparently suffered no ill effects, aside from his upset stomach, I was not too worried. Besides, he had been throwing them up unchewed and undisgested anyway.
I pointed out the quiet corner to Sheila and suggested she go sit there the rest of the time. Anton returned with the report from the poison control center and assured Mrs. Crum that no harm would come to Freddie. I apologized to her for the kids’ foolishness and escorted her to the door.

Anton and I discussed the situation and decided that we ought to have Whitney come in right then.

Source

Learning Material

Literary Term: Irony
In the literature irony frequently occurs when there is a difference between what is expected or desired and what actually happens. For example, what a character thinks will happen to him or her may turn out to be the exact opposite of what actually happen.

Vocabulary Comprehension
1. I was genuinely perplexed. Nothing I could think of fit that description.

   e. Upset          f. Ashamed
   g. Angry          h. Confused

2. I found Sheila on her knees in front of the cupboard under the sink. She had a colorful assortment of phrases she saved to use when she was especially perturbed.

   e. Unsafe          f. Expected
   g. Anxious         h. Muted

3. Sheila persisted in stringing them out when things did not go her way. Now as I came back into the room, I heard her muttering them half-aloud.

   e. Murmuring       f. Mocking
   g. Guessing        h. Swearing

4. “What are they?” Anton asked, skepticism undisguised. “I haven’t the foggiest idea.”

   e. Angrily         f. Curiosity
   g. Doubtfulness    h. Tender

5. The ridiculousness of the situation struck me.

   e. Doubtful        f. Strangeness
   g. Nasty           h. Certain

6. Sheila was balancing precariously on a chair side me, one hand on my arm, one on the collar of my shirt. “Let me see, Torey.”
7. She held her lower lip between her teeth and continued to move backwards. For Sheila such **innocent** demeanor implied guilt.

8. The situation got the better of Anton and he began to **giggle**. A hand over his mouth, he smothered the sound.

9. Sheila had been given the **ignominious** task of wrestling the dung away from Onions, who did not like anyone messing around in his cage for any reason.

10. Sheila had gotten **curious** and came over. She tugged at my jeans. “Let me see.”

**Sharing Ideas**

1. Why did Mrs. Crum come to school? What happened?

2. What had Sheila and Whitney been planning for Easter?

   How do they do it?

3. What was Sheila’s task?

4. Did Sheila and Whitney’s plan meet their expectation? Explain!
5. Do you think Sheila and Whitney are intended to poison Freddie? Why or why not?

6. Do you think that Mrs. Crum feels that what happened is funny? Explain!

7. What did Torey do to Sheila and Whitney after knowing the facts?

**Oral Reflection**
After answering the questions, share your comment/opinion about the issue of the passage orally by answering this questions:

1. What is Irony?

2. Do you think that every plan always meet the expectation?

3. What do you feel if the expectation does not come up with the expectation?
Appendix 6

Cover Picture of *One Child*.

Source:

To Torey with much "Love"

All the rest came
They tried to make me laugh
They played their games with me
Some games for fun and some for keeps
And then they went away
Leaving me in the ruins of games
Not knowing which were for keeps and
Which were for fun and
Leaving me alone with the echos of
Laughter that was not mine

Then you came
With your funny way of being
Not quite human
And you made me cry
And you didn't seem to care that I did
You just said the games are over
And waited
Until all my tears were turned into
Joy.

Source: