PSYCHOTHERAPY FOR A STUDENT WITH SELECTIVE MUTISM AS SEEN IN TOREY HAYDEN’S GHOST GIRL

A SARJANA PENDIDIKAN THESIS

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

By
Haniah Hamidah Sahid
Student Number: 111214055

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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on 31 July 2015
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Faculty of Teachers Training and Education
Sanata Dharma University
Dean

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

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

Yogyakarta, 31 July 2015
The writer

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Hamiah Hamidah Sahid
ABSTRACT

Hamidah Sahid, Haniah. (2015). *Psychotherapy for a Student with Selective Mutism as seen in Torey Hayden’s Ghost Girl*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This study analyzes a novel entitled *Ghost Girl* which was written by Torey Hayden. It focuses on analyzing the characteristics of Jadie, the main character with selective mutism and the psychotherapy used by Torey Hayden, Jadie’s teacher, to treat Jadie as seen in the novel.

There are two problem formulations in this study, they are 1) how do Jadie’s characteristics show the characteristics of selective mutism as seen in novel *Ghost Girl*? and 2) what kind of psychotherapy is used by Torey Hayden to treat Jadie as a student with selective mutism as seen in novel *Ghost Girl*? The objectives of this study are to find out the characteristics of Jadie that show the characteristics of selective mutism as seen in the novel and find out what kind of psychotherapy is used by Torey Hayden to treat Jadie as a student with selective mutism as seen in the novel.

The method of this study is library research with the novel as the primary source, while the secondary sources were books and some electronic sources about character and characterization in literature works, selective mutism, psychotherapy and psychoanalytic therapy. This study applies psychological approach to identify Jadie’s characteristics and find out the psychotherapy used by Torey Hayden to treat Jadie.

The findings of this study were first, Jadie’s characteristics as a student with selective mutism showed some of the characteristics of selective mutism such as being silent in selected places while she was able to speak, having anxiety disorder or social phobia, compulsive traits, negativism, temper tantrums, and oppositional behavior. The second finding was that the psychotherapy was used by Torey Hayden to treat Jadie was psychoanalytic therapy which had three techniques of therapy, they were free association, interpretation, and transference.

**Keywords:** character, characterization, selective mutism, psychotherapy, psychoanalytic therapy
ABSTRAK


Studi ini menganalisa sebuah novel berjudul Ghost Girl yang ditulis oleh Torey Hayden. Fokus studi ini adalah menganalisa karakteristik Jadie, tokoh utama yang menyandang selective mutism dan psikoterapi yang diterapkan Torey Hayden untuk menangani Jadie seperti terlihat dalam novel.


Metode penelitian dari studi ini adalah studi pustaka dimana sumber utama dari studi ini adalah novel karya Torey Hayden yang berjudul Ghost Girl, sedangkan sumber lainnya adalah beberapa buku dan beberapa sumber yang berasal dari internet mengenai karakter dan pengkarakteran dalam karya sastra, selective mutism, psikoterapi dan terapi psikoanalitik. Studi ini menerapkan pendekatan psikologi untuk mengidentifikasi karakteristik Jadie dan menemukan jenis psikoterapi yang digunakan Torey Hayden untuk menangani Jadie.

Penemuan dari studi ini adalah yang pertama, karakteristik Jadie sebagai siswa yang menyandang selective mutism menunjukkan beberapa karakteristik selective mutism seperti tidak berbicara di beberapa tempat tertentu padahal dia mampu berbicara, memiliki fobia sosial, bersifat kompulsif, memiliki kecenderungan untuk peniadaan, memiliki kecenderungan untuk peniadaan, memanjakan diri, dan perilaku oposisi. Penemuan kedua dari studi ini adalah jenis psikoterapi yang diterapkan Torey Hayden untuk menangani Jadie adalah terapi psikoanalitik yang dalam penerapannya memiliki tiga teknik yaitu analisis bebas, interpretasi, dan transferensi.

Kata kunci: character, characterization, selective mutism, psychotherapy, psychoanalytic therapy
“The future depends on what you do today.” – Mahatma Gandhi

“We have to be greater than what we suffer.” – Gwen Stacy (The Amazing Spider-Man 2)
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I proudly dedicate my thesis to my beloved single parent, bunda Chulaifah, my adorable twin sister, Hana Hamidah, and my older sisters, Suci Setyawati and Onis’t Tresnawati. I thank them so much for their support and motivation for me. This thesis would be impossible to be done without their motivation for me.

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Haniah Hamidah Sahid
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CHAPTER I

INTRODUCTION

This chapter discusses the introduction of this study which contains six sections. They are the background of the study, the problems formulation, the objectives of the study, the benefits of the study, and the definition of terms. The background of the study explains the basic reasons why the researcher conducts this study. The problems formulation contains two problems discussed in this study. The objectives of the study show the aim of this study developed from the problems formulation. Then, there will be the benefits of the study that present the benefits for many elements. The last is the definition of terms. This part gives clarification for the readers to understand some terms used in this research.

A. Background of the Study

Literary works are not only some writings that readers can read for entertaining. Literary works are writings that serve life experiences in sentences, even in a novel. Moody (1986) says that “the greatest pleasure and satisfaction can be found in literature. A literary work may bring us back to the reality of human’s satisfaction, problems, feelings, and relationship” (p.2). Further, as cited in Ratcliffe (Ed.) (1968), it is said that “novelists, broadly speaking, derive their subject-matter from one of three sources: history, contemporary life or the imagination itself” (p. 1). Therefore, it gives a conclusion that novel lets the readers experience the story through reading.
Ghost Girl is a novel that brings a special need child as a theme. The novel told about a psychologist named Torey Hayden. Torey firstly worked in a clinic with some psychiatrists and psychologists with ability to deal with some children with special needs, and then, she moved to a little town named Peril. In Peril, she worked as a teacher for a class with four students with special needs. There were Reuben, Philip, Jeremiah, and Jadie. This study is going to focus on the case of Jadie. Jadie was an eight-year-old girl who never spoke, even never coughed, laughed, looked sleepy, and sighed. Torey was really interested in Jadie’s case because for ten years, since Torey was in college until working at Sandry Clinic, her special research interest had been elective mutism, or also well-known as selective mutism.

Selective mutism, which interests Torey, can be a big problem that will be faced by children in their developmental period, unfortunately, there are limited people understand this kind of disorder. It is proved by Camposano’s finding (2011) which showed that “recent studies suggest that selective mutism may occur in 0.7 to 2% of early elementary students although many researchers agree that these prevalence rates may be underrepresented due to the lack of knowledge of the disorder” (Cunningham, McHolm, & Boyle, 2006; Lescano, 2008; Schwartz et al., 2006; Sharkey, McNicholas, Barry, Begley & Ahern, 2007, as cited in Camposano, 2011). So, it can be seen that the data shows the fact that children may face selective mutism syndrome as their developmental period problem, whereas the children who may have selective mutism syndrome still have to
attend a school. Therefore, teachers have to know how to handle special need student at school.

Selective Mutism Foundation describes selective mutism as “an anxiety disorder characterized by not speaking outside the home, to select individuals to talk in selected settings, which continues for more than 1 month. Most commonly found in children, they understand spoken language and have the ability to speak but often are reluctant to speak in some settings, have a phobia of speaking and fear of people. Selective Mutism is related to severe anxiety, shyness, and social anxiety” (Selective Mutism Foundation, n.d.). In a simple way, it can be regarded as one of psychological disorders that needs psychotherapy as the treatment. Therefore, the researcher is very interested in conducting this study and analyzing this novel with the case of selective mutism.

B. Problems Formulation

Based on the background of the study, the researcher formulates two problems. They are:

1. How do Jadie’s characteristics show the characteristics of selective mutism as seen in novel *Ghost Girl*?

2. What kind of psychotherapy is used by Torey Hayden to treat Jadie as a student with selective mutism as seen in novel *Ghost Girl*?
C. Objectives of the Study

From the two formulated problems, the researcher develops the objectives of the study:

1. To find out the characteristics of Jadie which show the characteristics of selective mutism as seen in novel *Ghost Girl*.

2. To find out what kind of psychotherapy is used by Torey Hayden to treat Jadie as a student with selective mutism as seen in novel *Ghost Girl*.

D. Benefits of the Study

Through this study, the researcher is going to analyze the characteristics of a student with selective mutism and to find out the psychotherapy used to treat a student with selective mutism as seen in novel *Ghost Girl*. Thus, the researcher believes that the study contributes benefits that will be useful for:

1. Prose Course

   This novel is a good recommendation for Prose Course because this novel has many stories with moral values like the way the teacher cares with the students not only at the academic side. For example, the teacher did not only focus on teaching how an autistic person be able to wear his/her own pant, but also teaching the other students who were not children with autism to notice and recognize that the autistic child was there with them, not invisible. The teacher was also very patient in helping her students to fix their cases. Even she thought very carefully in deciding what to do to help the student. Those examples are
practical examples from Ignatian Pedagogy (competence, conscience, compassion) which are applied in Sanata Dharma University.

2. Prose Lecturers

This study can give a new alternative for Prose Lecturers to use this novel for one of the materials in Prose Course. Since this novel has many moral values, it helps the lecturers to apply three elements of Ignatian Pedagogy in the teaching learning class.

3. English Language Education Study Program students

This study helps ELESP students or teacher candidates to learn about the ways of dealing with children who have special needs because children with special needs may be found not only in special education school, but also in public school. So, it is good for teacher candidates to know the most appropriate approach for dealing with students with selective mutism.

4. Parents

This study helps parents to enforce their children to learn how they are supposed to behave (understanding themselves as conscience aspect) and to understand other people who got selective mutism (compassion aspect) because “typically, the families are incompetent in consistently enforcing rules for behavior” (Morse, 1985, p. 102). What Morse said directly present a fact that many families are not competent in enforcing their children with some rules of
behavior, therefore the researcher suggests that this study will be beneficial for parents to enforce some rules for children’s behavior since this study discuss common problems found in children’s life and the solutions.

E. Definition of Terms

In order to assist the readers in understanding the topic discussed, the terms used in this study are provided by the researcher. Therefore, this part helps the readers avoid any misunderstanding and misinterpreting toward the discussion of this study. It makes the readers understand about the terms which are used in this study. The terms discussed are as follow.

1. Selective Mutism

According to Kumpulainen (1998) selective mutism is a rare disorder characterized by consistent failure to speak in one or several social situations in which the child would be expected to speak. It is because the child does not have ability to understand the language or lack of the spoken language knowledge. However, it is explained further that the refusal to speak might be consistent in all situations but mostly happens in certain situations only. In this study, selective mutism refers to characteristic of speaking refusal in certain groups experienced by Jadie.
2. Psychotherapy

Corsini (1989) said that “psychotherapy cannot be defined with any precision” (p. 1). It is explained further that psychotherapy is a formal process of interaction between two parties that usually consist of one person in each party but can be more than one person in one party for the therapist if it is needed. The therapist must have the theory and professional and legal approval to act as a therapist to help the other party which is the client.

In this study, it refers to a process of interaction between Torey, the teacher of Jadie, and Jadie, the student with selective mutism. In their interaction, Torey played a role of a psychotherapist for Jadie and Jadie was the client. Torey was a teacher but she had legal right to act as the psychotherapist for Jadie because she was actually a psychotherapist.

3. Psychoanalytic therapy

The technique of psychoanalysis includes free association, dream analysis, and working through transference issues (Corsini & Wedding, 1989). Here, this kind of therapy would be related to the way Torey treated Jadie.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher provides two sections. They are the review on related theories and the theoretical framework. The first section discusses theories which are related to the study, while the second section, the theoretical framework, shows the functions of the theories used in analyzing the research problems.

A. Review of Related Theories

In this section, the researcher presents the discussion about the psychological approach as an approach used in this study, the theory of character and characterization which is for analyzing the characteristics of Jadie as a student with selective mutism, the theory of selective mutism which delivers information of the characteristics of selective mutism, and the theory of psychotherapy.

1. Psychological Approach

Rohrberger (1971, p. 3) mentions that “a critical approach to literature necessitates an understanding of its nature, function, and positive values. One must know what literature is, how to read it, and how to judge it.” There are five kinds of critical approach according to Rohrberger (1971). They are the formalist approach which is to determine how such elements work together with the text’s content to shape its effect upon readers (Kennedy & Gioia, 1995, pp. 1790-1818).
the biographical approach which focuses on explicating the literary work by using the insight provided by knowledge of the author’s life (Kennedy & Gioia, 1995, pp. 1790-1818), the socio-historical approach which seeks to understand a literary work by investigating the social, cultural, and intellectual context that produced it (Kennedy & Gioia, 1995, pp. 1790-1818), the mythopoeic approach which emphasizes the recurrent universal patterns underlying most literary works by combining the insights from anthropology, psychology, history, and comparative religion (Kennedy & Gioia, 1995, pp. 1790-1818), and the last is the psychological approach which employs psychology to understand the character’s motivation or behavior.

In this study, the researcher uses the psychological approach to analyze the novel. This approach is chosen to use because it helps the researcher analyze the characteristics of the character which will be compared to the characteristics of selective mutism.

2. Theory of Character and Characterization

According to Abrams (1981), characters are described as “the persons presented in a dramatic or narrative work, who are interpreted by the reader as being endowed with moral and dispositional qualities that are expressed in what they say – the dialogue – and by what they do – the action” (p. 20). Therefore, what the characters express through the story helps readers to visualize the characters to be real persons. On the other hand, Rohrberger (1971) describes characters as the persons who are involved in stories and have particular
personalities and physical attributes which are different from other characters (p. 20). It helps the reader to understand the characteristics of every single character on a story. Besides having characters, a novel also has characterization. According to Rohrberger (1971), it is the process of an author creates a character (p. 20).

In characterizing a character, an author can use two principal ways of characterization (Rohrberger, 1971, p. 20). They are:

a. **Direct**

   This way let the author describe the character through physical appearance directly. For example, Sally is 5 feet 4 inches tall, weighs 110 pounds and has blond hair and blue eyes (Rohrberger, 1971, p. 20).

b. **Dramatic**

   It is the way of author describing a character by placing the character in a situation. This way has function to show what the character is through the way he/she behaves or speaks. In addition, the behavior of a character must be consistent with his/her nature, it means that when a character is put in a situation, he/she should react in the way she should be (Rohrberger, 1971, p. 20).

However, Murphy has different principle ways of characterization. Murphy (1972, pp. 161-173) mentions nine methods in presenting the characters. They are
personal description, character as seen by another, speech, past life, conversation of others, reaction, direct comment, thought, and mannerism.

The first method is personal description. This method lets the author describe the character’s appearance such as the skin, the eyes, the face, and the clothes (Murphy, 1972, p. 161). The second method is character as seen by another. Here, the author describes a character by using other characters’ point of view and judgment about him/her (Murphy, 1972, p. 162). The third method is speech where the author describes a character in a novel through how a character speaks, responds a conversation with other characters, and states his/her opinion (Murphy, 1972, p. 164). This method is similar to Rohrberger’s way of characterization named dramatic because the characteristic of the character will be known by the reader from the behavior of the character in such situations.

The fourth method is past life. An event happened in the past life of a character determines a character in a story (Murphy, 1972, p. 166). The fifth method is conversation of others. A reader can get a clue about a person’s characters in a novel through what people say about a character (him/her) (Murphy, 1972, p. 167). The sixth method is reaction. This method works when a character faces a problem and gives reaction towards the problem. It will let the readers describe a character’s personality through his/her reaction (Murphy, 1972, p. 168). This method also has similar characteristics of dramatic method because this method let a character be put in situation of facing a problem, then the reaction/behavior will let the readers understand the characteristics of the character.
The seventh method is direct comment. In this method, the author gives comment directly on a character that the author creates (Murphy, 1972, p. 170). The eighth method is thought. This method lets the author give direct knowledge about what a character is thinking about, so the readers will be the secret listeners of a character’s thought (Murphy, 1972, p. 171). The last method is mannerism. A character’s manner such as habits and politeness helps the readers to conclude the personality/characteristics of a character (Murphy, 1972, p. 173).

3. Selective Mutism

Kumpulainen (1998) defines selective mutism as a rare disorder characterized by consistent failure to speak in one or several social situations because the child lack of knowledge for understanding the spoken language. However, it is explained further that the refusal to speak might be consistent in all situations but usually the mute children still speak in certain situations, for example at home, the mute children still interact normally with their family and siblings but they refuse to speak outside the home (e.g school). That definition is quite similar as American Psychiatric Association which describes selective mutism as “persistent failure to speak in specific social situations (e.g., school, with playmates) where speaking is expected, despite speaking in other situations” (as cited in Camposano, 2011). Both definitions explain that the mute children are expected to speak but they persistently or even constantly failed to speak. The failure to speak can be regarded as a rejection or refusal of the children to speak actually. It is explained further by Selective Mutism Foundation which defines
selective mutism specifically as a condition of rejecting to speak in public places although he/she has speaking ability and it is usually found in children, happening for more than one month, and related to great anxiety, shyness, and social anxiety. In short, it comes to the conclusion that the children are able to speak but they refuse to speak in certain situations only and show some other related characteristics. The related characteristics of selective mutism, besides being silent, which are mentioned by Selective Mutism Foundation are similar to what Hungerford, Edwards, and Iantosca (2003) say. They are excessive shyness, anxiety disorder, social isolation, compulsive traits, negativism, temper tantrums, oppositional behavior, and accompanying communication disorder.

a. Excessive shyness (and shyness/anxiety in family)

An extreme form of shyness is known as ‘social anxiety disorder’ or ‘social phobia’. People with social phobia have a fear of being the centre of attention. They worry that everyone is looking at and judging them (Stearn, 2011).

b. Anxiety disorder (social phobia)

Social phobia is “a persistent, irrational fear generally linked to the presence of other people” (Davison & Neale, 1986, p. 117). So, a person with social phobia has fear of the presence of other people while there is no reason to worry about.
c. Social isolation and withdrawal

Social-withdrawal disorder is “a disorder of extremely shy children who never “warm up” to new people both young and old, even after prolonged exposure to them. They have loving relations within the family; but they do not join in group play, and in crowded rooms they cling to their parents or hide” (Davison & Neale, 1986, p. G18). While “isolated children make fewer attempts to structure peer relations and are less imaginative in their play may indicate a deficiency in certain social skills” (Davison & Neale, 1986, p. 389).

d. Compulsive traits

Compulsive personalities are “perfectionists, preoccupied with details, rules, schedules, and the like. They are work-oriented rather than pleasure-oriented and have inordinate difficulty making decisions and allocating time. They are generally serious and formal and are unlikely to express warmth and friendliness.” (Davison & Neale, 1986, p. 233).

e. Negativism

Negative symptoms, according to Davison and Neale (1986), consist of behavioral deficits. The scale which assesses negative symptoms is as follows.

1) Alogia is a group of language deficits, including poverty of speech, poverty of content of speech, blocking, and long delays before responding.
2) Avolition-apathy is a lack of interest, drive, and energy manifested as inattention to grooming and hygiene, difficulty in seeking and keeping a job, and general activity.

3) Anhedonia-asociality is an ability to experience pleasure and feel intimacy, together with little interest in recreational activities, sex, and social relationships.

4) Attentional impairment is an inability to focus, indicated by inattentiveness at work and to the testing done during the patient’s hospitalization (Andreasen as cited in Davison & Neale, 1986, p. 343).

f. Temper tantrums

Temper tantrums are a range of whining and crying to screaming, kicking, hitting, and breath holding. They're equally common in boys and girls and usually occur between the ages of 1 to 3.

g. Controlling or oppositional behavior

Oppositional behavior “might be a normal development phase for some toddlers and preteens and it is a common childhood response to stress” (Sessoms, 2014).

h. Accompanying (underlying) communication disorder

“Before the period when language is usually acquired, autistic children have deficits in communication” (Davison & Neale, 1986, p. 423). Deficits in
communication mean inability to use spoken language and inability to start and keep a conversation with appropriate language.

4. Theory of Psychotherapy

Psychotherapy refers to “the treatment of mental disorders by psychological (rather than physical or biological) means” (Atkinson, Atkinson, & Hilgard, 1981, p. 497), while Smith (1983) defines psychotherapy as “any form of psychological treatment for abnormal behavior” (p. 160). However, according to Atkinson, Atkinson, and Hilgard (1981), there are five types of psychotherapy. They are:

a. Psychoanalytic therapy

Psychoanalytic therapy is a type of treatment based upon the theories of Sigmund Freud, who is considered as the founder of psychoanalysis. This therapy helps a patient discover and interpret the unconscious beliefs that are distracting their current life and making them suffer from painful symptoms like anxiety, depression, phobias or compulsion (Cabell, 2011). Atkinson, Atkinson, and Hilgard (1981) mention that psychoanalytic therapy involves three techniques of free association, interpretation, and transference, while Smith (1983) mentions the three techniques of psychoanalytic therapy as free association, dream interpretation, and analysis of resistance. The example of psychoanalytic therapy according to Atkinson, Atkinson, and Hilgard (1981) is that free association is started by letting the client deliver whatever comes to mind without censoring anything, after that there will be interpretation of something which is regarded as
trivial thing by the client while it is actually important without telling directly to the client which part is the important one. The last step is transference where the client is able to re-experience what happened in his/her past life through the psychotherapist.

b. Behavior therapy

It is a treatment that changes pattern of reinforcement and conditions of emotional arousal (Smith, 1983, p.157). This is the example of behavior therapy.

Mary has always been an anxious person, but started to have panic attacks after recovering from a road accident. Her heart would race, and she would find herself panting and feeling faint, with tingling and cramps in her fingers. She was terrified that these were warning signs of a heart attack. She went off sick from work and was afraid to go out. Mary’s cognitive therapist listened very carefully to her story, and explained that panic attacks were alarming, but harmless. She gave Mary an information sheet, and asked her to keep a diary of her symptoms. Mary realized that the worst thing had been the fear of the attacks themselves, with a dread of sudden death redoubling the panic. She managed, through the therapy, to regain control of this vicious circle of panic-generating thoughts, and to ‘talk herself down’ in the way the therapist had trained her to do, when she felt the anxiety coming on. Her attacks ceased and she went back to her ordinary activities (British Psychoanalytic Council).

c. Humanistic therapy

This therapy concerns with self-understanding, development of individual potential and human values (Smith, 1983, p. 155). For example:

The client, either individually or in a group, may be encouraged to explore problematic situations not just through talking, but through action. The empty chair technique, for instance, allows you try out a dialogue with an important other, or a part of the self, who is imagined to be sitting opposite you. Other therapies such as art,
d. Group therapy

It is “a type of psychiatric care in which several patients meet with one or more therapists at the same time” (MedicineNet, n.d). According to British Psychoanalytic Council, a group therapy sometimes focuses on particular issues like drug/alcohol abuse, where the group leader has a formal educational role, helps the members to express themselves, and draws attentions to patterns of what is related to the group.

e. An eclectic approach

It is also known as eclectic therapy. This is “a therapeutic approach that incorporates a variety of therapeutic principles and philosophies in order to create the ideal treatment program to meet the specific needs of the patient or client” (CRC Health Group, n.d).

B. Theoretical Framework

Two main problems analyzed in this study are the characteristics of Jadie that show the characteristics of student with selective mutism and the type of psychotherapy is used by Torey Hayden to treat Jadie as a student with selective mutism.

In order to analyze this novel, the researcher uses the psychological approach in order to make the researcher understood the novel easier and help the
researcher find out the characteristics of Jadie as a student with selective mutism. In this study the researcher uses Rohrberger’s theory on character and characterization because it helps the researcher analyze the character of Jadie clearly.

In order to find out the psychotherapy used by Torey Hayden to treat Jadie as a student with selective mutism, the researcher uses a theory about psychotherapy. In addition, the researcher uses a theory of psychoanalytic therapy to analyze deeper about the psychotherapy used to treat Jadie. This therapy includes three techniques of therapy, they are free association, interpretation, and transference.
CHAPTER III
METHODOLOGY

This chapter delivers three sections to discuss. They are object of the study, approach of the study, and the method of the study. The object of the study discusses the physical description of the literary work studied, *Ghost Girl*. The physical description of the novel includes the author, the publisher, the year of publication, and edition. Besides, this section also presents the special record of the work like award, cinematizing production and performing arts, and the influence of this novel. Further, first section also presents what the work is generally about. Next, the approach of study section discusses the approach used in analyzing the work and the reason of the application of the approach. The last section, method of the study, describes the procedures of the analysis and some steps used in the analysis.

A. Object of the Study

The object of the study is a novel entitled *Ghost Girl*. This novel was written by Victoria Lynn Hayden, known as Torey L. Hayden. It was published by Avon Books in 1991 in New York. The author, Torey Hayden, was born on 21 May 1951 in Livingston, Montana, USA. She graduated from Billings Senior High School, Montana in 1969 and finished her bachelor of arts at Whitman College, Washington (biology/chemistry) in 1973 but she was more interested in
dealing with children with special needs and finally she got her Master Degree of special needs at Montana States University in 1975.

She had many experiences in education/psychology such as Title III special education auxiliary in 1969-1972, Title III special education teacher/learning support person in 1973-1974, regular education teacher in 1974, private clinical therapy in 1975-1976, special education teacher in 1976-1977 and etc. Besides, she had also worked as volunteer like consultant with autism unit in 1981-1983, counselor with North Wales Childline in 1987-1991, president of North Wales Childline in 1988-1989, counselor with Samaritans in 1996-1998 and many others. Torey’s first published book was based on her private notes about her student entitled One Child and it became a world best-selling book and was translated into many languages. Since that, Torey actively wrote many books with same genre such as Somebody Else’s Kids (1982), Murphy’s Boy (1983), The Sunflower Forest (1984), Just Another Kid (1988), Ghost Girl (1991) and many others. Novel Ghost Girl consists of 419 pages and it is divided into 27 chapters. Most of the chapters in the novel are full of narration from the teacher’s point of view and there are some dialogues between the characters.

The novel Ghost Girl tells about a psychologist who firstly worked in a clinic with some psychiatrists and psychologist with ability to deal with some children with special needs. Then, she moved to a little town named Peril. In Peril, she worked as a teacher for a class with four students with special needs. There were Reuben who had an autistic disorder, Philip who was premature-born from a drug user, Jeremiah who was really emotional and shrewish, and Jadie who had a
selective mutism disorder. Jadie did never speak, even never coughed, laughed, looked sleepy, and sighed. Further, this novel tells mostly about Jadie. Jadie’s behaviors showed the consideration of abnormal behaviors especially selective mutism since she refused to speak with other people. Torey tried to approach her and solved Jadie’s problem with courage, compassion and dedication that really showed the tremendous power of love. Therefore, she tried to reveal the causes of Jadie’s abnormal behaviors by digging Jadie’s past experiences. Finally, all the causes were revealed, Jadie lived with foster parents and continued her study by going to the public school and she became more open-minded and openhearted as well, while Mr. Ekdahl was put in jail because the fact proved that Mr. Ekdahl did crimes to an eight-year-old girl.

B. Approach of the Study

Analyzing the problem formulation of this study, the researcher applied psychological approach. This approach is usually used for analyzing the character and characterization in novel and the author’s psychology. In this study, this approach was used to help the researcher to understand the character and characterization of Jadie deeper. Therefore, the researcher could compare the characteristics of Jadie as a student with selective mutism and the characteristics of selective mutism according to some theories.
C. Methods of the Study

In conducting this study, the researcher used library research method. This method let the researcher analyze a literary work. Conducting this study, the researcher did some steps to complete the analysis. They were reading the novel, taking notes of the important parts of the novel, doing library study, analyzing the novel, having consultation with a psychologist and a lecturer, and surfing the internet. The first step was reading novel. It took more than three months because the researcher needed to re-read the novel for several times to dig the problem in the novel better and deeper.

The second step was taking notes about some parts of the story which were regarded by the researcher as important parts that could be analyzed and could answer the two formulated problems. The next step was the main step. It was doing library study. It became the main step because it was very useful to help the researcher find referential books for supporting the analysis of the study. In this step, the researcher started to look for some related books of literature to support the analysis of character and characterization and some of psychology books as the literature review for supporting the analysis which was related to psychology. After that, the researcher started analyzing the novel by dividing the list of abnormal behavior shown by Jadie and the list of treatment used by Torey to help Jadie and then the researcher started relating those two issues with psychology theories.

The fifth step was having consultations with an English Education lecturer as the advisor and side-consultation with a psychologist who is also a Psychology
lecturer of Sanata Dharma University. The consultation with the advisor was for validating the analysis, while the side-consultation was for asking about psychology so that the researcher could understand better about psychology. Then, the last step was the minor step of conducting this study. It was surfing the internet. It was a minor step because it was done only for helping the researcher find some additional information related to the study that could not be found in literary works, because unfortunately, selective mutism is a kind of disorder which is under-research. According to Camposano (2011, p. 46), “despite increasing awareness, the childhood disorder of selective mutism is under-research and commonly misdiagnosed.” Therefore, there were limited books which discussed the psychology issue of selective mutism and it made the researcher had to find some information through surfing internet.
CHAPTER IV

ANALYSIS

This chapter delivers two sections that answer the problem formulations of this study. The first section discusses the characteristics of Jadie as a student with selective mutism and the second section discusses the psychotherapy used by Torey to treat Jadie.

A. Theory of character and characterization

A novel contains some elements like plots, dialogues, settings and characters. A character is a person which appears in a dramatic or narrative work (Abrams, 1981). The process of creating the character is known as characterization (Rohrberger, 1971, p. 20)

1. Character of Jadie

The character is a literary genre: a short, and usually witty, sketch in prose of a distinctive type of person (Abrams, 1981, p. 20). The story of this novel was based on Torey’s real personal notes of her students or clients. Therefore, the main character presented in this novel was brought from a real character. Jadie was the main character of this novel because the novel told mostly about Jadie who has selective mutism, while selective mutism was Torey’s interest in psychological issues.
2. Characterization of Jadie

It is known that Jadie, the main character in this novel, was coming from a real character. However, Torey characterized Jadie so that the readers would understand the characteristic of Jadie as the main character on the novel. The ways she characterized the character of Jadie, according to Rohrberger’s theory, were both direct and dramatic.

a. Direct way to characterize Jadie

There were some parts in the novel which showed that Torey described Jadie’s characteristic directly through telling about Jadie’s physical appearance.

After getting Reuben settled with a toy at one of the tables, I turned to see a small face peering through the window of the classroom door. “Hello,” I said. “Is it your room?” the door cracked open to reveal a small girl with thin, matchstick legs and pinched features dwarfed further by what could only be describes as a Pre-Raphaelite hairstyle – a great wodge of dark, curly hair parted unevenly down the middle and descending over her back in a sheet. She was attractive in a pale, overwhelmed sort of way (p. 6).

This part told the story about Torey’s first day at school. Torey told about her students’ situation one by one, until finally Jadie came to her class. This was the first time for Torey to see Jadie, and she straightly started to describe her through Jadie’s physical appearance directly. From the description, it can be concluded that Jadie was very thin. Her hair was dark, curly and parted unevenly. There was another part which showed that Torey described Jadie’s physical appearance directly as follow:

What I noticed immediately was her posture, quite unlike anything I’d previously encountered while treating elective mutes. Hunched over almost double, she had her arms crossed and tucked up under her, as if she
were clutching an unwieldy load of books. I made a mental note to inquire about scoliosis (p. 7).

This part also told that Torey still observed Jadie and described her physical appearance. Yet, in this part Torey told more about the shape of Jadie. According to Torey, Jadie’s body hunched over almost double. It indicated insecurity. On the other hand, she still tried to describe other physical appearance of Jadie.

I, too, studied her. Her hair was very dark, almost black, as were her brows and lashes. Her eyes, in contrast, were a clear, pure blue (p. 11).

In this part, she described about how Jadie’s eyes looked like. She clearly described about the color of the eyes, even compared to the color of Jadie’s hair.

b. Dramatic way to characterize Jadie

Dramatic is a way to characterize a character where the author places the character into a situation to show his/her characteristic (Rohrberger, 1971). The author also used this way to characterize Jadie as one of the characters in the novel. It was shown from this following part.

“You want to know something?” I asked.
No response. No step nearer, no blink, not even a breath that I could see.
“Come over here.” I patted the chair next to mine at the table. Laboriously, she hobbled across the classroom. Her eyes remained on me but her expression was unreadable. She didn’t sit down.
“You know what I did before I came here?”
No response (pp. 11-12).

In this part, the author put Jadie into a situation of conversation with her teacher, Torey. In the conversation, the addressee of the conversation should give
reaction to the speaker by answering the conversation. Yet, what Jadie did was not replying Torey’s question. She did not give any response. By looking at that situation, it was proved that Jadie had selective mutism disorder since she refused to speak or made interaction with other people.

Those several examples from the novel have shown that the author used two principal ways of characterizing Jadie as the character in the novel to the readers. They were direct, where the author described character’s physical appearance directly, and dramatic, where the author characterized the character through putting him/her into a situation and there would be a result of behavior of him/her as the characteristic. The next analysis shows the characteristic of Jadie as a student with selective mutism.

3. Characteristics of selective mutism as seen in Jadie

Selective mutism is known as a rare disorder that usually happens to children. It is shown by characteristic of being silent, while actually the children are expected and able to speak. However, selective mutism has other characteristics besides being silent only. The analysis below shows the characteristics of selective mutism owned by Jadie.

a. Being silent in selected places

Elective mutism or selective mutism describes those children who refuse to speak to all but a small number of intimates (Trainer, 1934, as cited in Hayden,
1980). This characteristic was shown from the conversation between Torey and Jadie’s parents.

“What do you think about Jadie’s problems with speaking at school?”
“What nothing,” the mother replied, her voice soft.
“What nothing?”
“Don’t see it’s a problem. Leastways, it isn’t one for us. She talks fine at home. Sometimes she won’t shut up.”
“Oh? Can you tell me about such times?”
“She gets silly,” the father offered.
“In what way?”
He shrugged. “Just silly. Jumping around. Her and Amber.” He smiled at the younger girl, who ducked her head.
“Does Jadie talk then?”
“Yeah, all the time. Shouts. Says silly things” (p. 30).

The conversation above happened when Torey visited Jadie’s house and met her parents. Torey and Jadie’s parents made a conversation and once Torey asked about Jadie’s problem with speaking at school and Jadie’s parents had unbelievable answer. Jadie’s parents told Torey that Jadie never had any problem with speaking since Jadie was very active and playful at home. Even, sometimes Jadie did not stop talking at all. From Jadie’s parents’ explanation, it was known that Jadie was actually able to speak up, but she never spoke in school. She only spoke at home with her family. From this case, it was shown that Jadie had more intimacy with her family, especially Amber, rather than with other social groups outside home. Jadie used to talk to Amber and family, even did silly things with Amber. It was very different from her behavior when she was at school. She did neither speak to anybody else nor have fun with her classmates. This fact proved that Jadie had selective mutism disorder with characteristic of being silent in selected places.
b. Showing anxiety disorder (social phobia)

It was found that Jadie showed anxiety disorder rather than excessive shyness/anxiety in family because the fact showed that Jadie had good intimacy or relationship with her family. According to Davison and Neale (1986), one of the characteristics of social phobia is irrational fear which is generally linked to the presence of other people. In this novel, Jadie showed this characteristic.

“I like this drawing,” I said at last. “Do you suppose I could have it?” Jadie looked over. “What would you do with it?” “Just keep it. Maybe put it up on the wall. It’s a good picture. Maybe the other would like to see it.” “No,” Jadie replied, alarm in her voice. “I don’t want anybody else to see it.” “No? Why not?” “Cause I told you. ‘Cause it’s private what goes on inside you. Besides, if you put it on the wall, spiders might walk on it. Spiders might see. Then the policeman would come.” She completely lost me on that one. “Policeman?” I said in bewilderment. “What do you mean?” “They’d take me away for lying. They’d put me in jail. I might die. Sometimes policeman kill you with their guns, if they think you’re trying to get away. And if they got you in the jail, sometimes they kill you in a chair” (pp. 45-46).

The conversation above happened when Jadie drew a picture of her younger sister and herself. She told Torey that they were not little girls on the picture but two ghosts. When Torey asked for keeping Jadie’s drawing, she questioned what Torey was going to do with her drawing, and then, when Torey answered that she probably displayed the picture on the wall, Jadie looked so worried and disagreed. Jadie said to Torey if her drawing was displayed, a spider would walk on and see it, therefore she would be jailed by the policeman who came after the spider that saw her drawing and reported her to the policeman. This
situation showed that Jadie’s fear was irrational. It was irrational and impossible for policeman to come just because there was a picture about ghost and a spider saw it. If only a spider walked on and saw the picture, it was impossible for a spider to call the policeman. From this case, it was proved that anxiety disorder, which is shown by irrational fear linked to the presence of other people, as one of characteristics of selective mutism was owned by Jadie. However, Jadie did not show characteristic of social-withdrawal disorder because even though Jadie did not make conversation with other people except her family, when she was in a class, she did not hide herself and still did her own activity. It was different from the theory of Davison and Neale (1986, p.G18) which mentions that people with this kind of disorder will hide when they are in crowd.

c. Showing compulsive traits

As Davison and Neale mentioned (1986, p. 233) that people with compulsive traits are generally serious, formal, not showing warmth and friendliness, and work-oriented rather than pleasure-oriented. Work-oriented here means that while other people are busy doing something fun, the person with compulsive traits is probably busy with his/her assignment or obligation.

It is known that Jadie did not speak to other people except to her family and finally Torey, her teacher. It showed that Jadie did not make friends with her classmates in the class. This characteristic proved that Jadie was not showing warmth and friendliness. It could be seen from this part of the novel.

“Man, lady, don’t you take no hint?” Jeremiah shouted. She doesn’t talk. You been told that already. So don’t go hassling folks about what’s wrong
with them. How’d you like it, if people kept getting at you for being so dumb? You can’t help that, can you?” (p.15)

This part brought a situation when Torey tried to talk to Jadie, and Jeremiah, Jadie’s classmate, reminded Torey that Jadie did not talk. This part of story showed that even Jadie’s classmate knew Jadie’s problem with speaking. Not speaking with other people means not making relation which generally linked to warmth and friendliness of a person. Besides, Jadie also showed the characteristic of work-oriented, rather than pleasure-oriented. This characteristic was shown when Jadie’s classmates were busy with themselves and not cooperative with Torey at all, Jadie was only busy with many exercises although there was no instruction to do those exercises. Jadie did all her exercises just like a normal girl in a normal class.

In the middle of all this was Jadie, carrying on as if she were in a completely normal classroom. Without being instructed to do so, she ferreted out her workbooks for math and reading, sat down and completed a few pages, returned them to be corrected, found a spelling sheet on the shelf, did that, handed it into the basket on the teacher’s desk, then sought out a cassette, put it into the recorder, and slipped the earphones on (p. 10).

What is shown above indicated a tendency of work-oriented rather than pleasure-oriented. Therefore, it can be concluded that Jadie had compulsive traits as one of the characteristics of selective mutism disorder.

d. Showing Negativism

According to Davison and Neale (1986), negative symptoms consist of behavioral deficits. They are alogia, avolition-apathy, anhedonia-asociality, and
attentional-impairment. The only deficit that was shown by Jadie was anhedonia-asociality. This is an ability to experience pleasure and feel intimacy, together with little interest in recreational activities and sex, and social relationship. The deficit that was shown by Jadie was her interest in sex. This is the first example that showed her sexual interest.

When I opened the door, my jaw dropped. There was Jadie, sitting on the toilet, her dress hiked up around her waist, her underpants around her ankles. Reuben, standing in front of her, his overalls down, was howling pathetically as Jadie clutched his penis (p. 88).

This first cited story was about an accident when Jadie bit Reuben’s penis. That accident happened on the last day of school. All teachers and students had lunch time with picnic. When the picnic had done, Torey asked Jadie to help her to get some stuffs back to the school, while Reuben was going to pee in the disabled toilet, which meant a private toilet with unlock system. After that, Torey heard Reuben screamed like suffering from something, then Torey looked for him. Reached the toilet which was used, Torey opened the door and surprisingly found Jadie was in the same toilet with Reuben. Reuben was crying because Jadie had just bitten his penis. This tragedy clearly showed that Jadie had interest in sex.

The second example which proved that Jadie had sexual interest was as follow.

“Pull his dicky and get milk,” Jadie replied.
“You don’t get milk out of a cow’s pisser. You get it out of its boobs. He’s got to be a girl.”
“No Sir. I know a way to get milk out of a pisser. Out of a dicky,” Jadie said. There was a boastful tone to her voice, making it clear that she relished this moment of one-upmanship with Jeremiah.
“You can’t.” Jeremiah retorted.
“You can too. But you don’t squeeze it like that. You got to suck on it, like this” (p. 117).
The second cited story happened when there was a lost puppy near to school. It was told that there was a house near to school which was owned by a person who had a couple of dogs and some puppies of them. One day, there was a puppy which was lost and in fact, the puppy was taken by Jeremiah. Torey was looking for Jeremiah, until she heard some voices of a puppy, Jeremiah, and Jadie. Before she came straightly to them, she heard they were talking about puppy’s pisser and milk. So they were talking about many synonyms of pisser and in the end Jadie was going to show Jeremiah that she could get milk out of a pisser, out of dicky. Jadie told Jeremiah that the way to get the milk was not squeezing but sucking on the pisser. Torey was shocked and she directly called Jadie and hurrying downed the steps.

It came to a conclusion that the second cited story sharpened the fact that Jadie had sexual interest which was actually quite abnormal since Jadie was just eight years old. She was too young to know about sexual intercourse, moreover oral sex, a kind of sexual intercourse which was going to be done by her to get milk out of the puppy’s pisser. Jadie’s sexual interest showed that she got anhedonia-asociality deficit of negativism as one of the selective mutism characteristics.

e. Showing temper tantrums

These characteristics are a range of whining and crying to screaming, kicking, hitting, and breath holding. Jadie showed this characteristic by screaming and crying.
And with this comment, he wriggled them again, running them up his other arm and leaping them over onto Jadie’s shoulder. Jadie jumped with a scream for her chair. “Get him away from me!” She cried. “Make him stop!” before I could react, however, she had bolted from her chair. Scuttling across the room and into the cloakroom, she slammed the door behind her. I struggled to catch up with her, but before I could, I heard the key turn in the lock (pp. 122-123).

The cited story happened when Jeremiah moved his arm like a spider that leapt to Jadie’s shoulder. Once Jadie had told Torey that she hated spiders because spiders could break her secret which could make her being jailed by policemen. Jadie was screaming and crying at that time. So actually, there was no a real spider, but because she was really scared of and hated spiders, she became very emotional. She really hated spiders because she believed that spider would spy her and reported her to the police. Therefore, Jadie’s reaction to that situation was screaming and crying hysterically. It proved that she got temper tantrum which was one of the selective mutism characteristics.

f. Showing oppositional behavior

According to Sessoms (2014), oppositional behavior is a normal development phase for children. Jadie showed this characteristic through behaving oppositely.

“Last spring you put your mouth on Reuben’s penis. I explained then that that was a private place on Reuben and we don’t do those sorts of things because of it. At the time I wanted to think a bit of silliness had come over you, because I know boys and girls can get pretty silly sometimes about things like this. Now I’m beginning to get concerned that maybe there’s more to it.”

“I was just playing,” Jadie muttered and lowered her head.
“‘I’m not angry. And I’m not going to get angry, so you don’t have to worry about that. I am concerned, though, Jadie. When little girls do
something like you were just doing. It’s usually because they’ve seen it
done before. Sometimes, someone older shows them or does it to them,
and so they know.”
Jadie sighed wearily.
“But I wasn’t doing anything,” she said. “I was just fooling around.
Nothing else. I was just playing” (p. 118).

That part of the story happened when Torey found Jadie was with
Jeremiah and she was going to suck a puppy’s pisser. Torey was going to ask
Jadie without having sense of interrogating and blaming her, but unfortunately
Jadie did not want to answer, on the contrary, she asked Torey to let her go. The
behavior which was done by Jadie showed her behavior was opposite from Torey,
because if there was nothing hidden, Jadie should have willingness to answer
without telling a lie.

From the explanation above, it could be concluded that Jadie really had
selective mutism disorder which was shown from several characteristics such as
being silent in selected places, showing anxiety disorder, showing compulsive
traits, showing negativism, showing temper tantrums and showing oppositional
behavior.

B. Psychotherapy for Jadie as a Student with Selective Mutism

What makes a psychotherapist different from a psychoanalyst is that a
psychotherapist tends to offer a specific advice or giving a suggestion of coping
strategies, while a psychoanalyst focuses more on the causes of the suffering
(Tombras, 2010). Taking a look at the way Torey treated Jadie, it can be
concluded that she used psychoanalyst’s techniques since she did not only focus
on giving advice to the client, but she really worked hard to dig out the causes of selective mutism on Jadie. These are three techniques that Torey used to treat Jadie.

1. Free association

   It is a technique where an individual states what comes into his/her mind, without regarding how personal, painful, or seemingly irrelevant it may be. Torey never stopped inviting Jadie into a conversation although Jadie never replied her. Until one day, Torey asked about Jadie’s drawing and she started to speak by answering her question. She listened to every single word of Jadie without regarding Jadie’s story or statement was irrational, her imagination or real experience of her life.

   “A girl,” she murmured in a hoarse half whisper.
   “I see. What’s her name?”
   Silence.
   “What do you call her?”
   “Tashee.” Still she hoarse whisper.
   “Tashee? That’s an interesting name. Is she a friend of yours?”
   Jadie nodded.
   “What’s Tashee doing in this picture?”
   “Standing in front of her grandma’s house” (p. 17).

   The first time of Jadie started to talk was in this part. At that time Jadie was drawing a girl standing in front of a door. Firstly, Jadie did not give any response when Torey asked about what she was drawing. Yet, Torey kept asking intensively without having sound of being angry or begging. Her voice was even not loud. Jadie still kept silent, but Torey could see Jadie’s hand had been trembling. She looked at it as a response, so she kept asking until finally, Jadie
wanted to talk for the first time. Jadie started to talk by answering Torey’s question even though only one word for each question. Since that time, Torey kept making conversation with Jadie and listened to her story although some stories from Jadie were irrational.

2. Interpretation

What is interpreted here is a dream. This technique is a royal road to the unconscious. Yet, Torey never interpreted Jadie’s dream, since Jadie never told about her dreams. However, Torey still kept listening and making a note to every single story that Jadie told to her although some of her stories sounded irrational.

For example, when she told Torey that she drank a coke to make her stay awake when she became a ghost and the way she got back to her body was falling asleep.

“Well, see, if you’re a ghost when the sun comes up, then you stay a ghost forever. That’s what Tashee says. You won’t ever get back into your body after that, because if the sun comes up on it with no person in it, it dies.”

“Oh.”

“So I always try to stay awake. I drink Coke. There’s always Coke to drink, but then I get sleepy. I fall asleep then and that makes me go back into my body. So when I wake up in the morning, I’m always still here” (p. 45)

By listening to what Jadie said, Torey tried to interpret the story. She tried to interpret the coke as a beverage with some poison which made Jadie was half-conscious or totally unconscious, so that she became a victim of sexual abuse.

Other example of interpretation done by Torey was a symbol of cross with the circle around it which Jadie believed it was a symbol that related to Satanism.
“You can’t. I can kill you,” she retorted and attempted to draw the cross with the circle around it on my skin, until at last I pinned her arm down and removed the pen. Jadie struggled violently for several moments, kicking and jerking to get free, but I held on, eventually enveloping her in a massive bear hug to the point where she could no longer move. Her hysterical screaming degenerated into sobs and we both sank wearily to the floor. Jadie wept, first from frustration at being unable to get free, then finally the desperate note disappeared and she just cried, pushing her face into the fabric of my blouse (p. 68).

Those cited parts showed the irrational stories from Jadie, However, Torey kept making note of that to help Jadie solving her problem by interpreting every single Jadie’s story even though it was not a dream and sounded irrational.

3. Transference

Atkinson, Atkinson, and Hilgard (1981) define transference as the tendency for the client to make the therapist the object of emotional responses (p. 498). This last technique allows the client re-experiences feelings that need to be resolved, so the client can transfer of feelings from the past to someone in the present. Even though Jadie had finally started to speak up, Jadie wanted to share her story only to Torey. Once Jadie recorded her herself using Torey’s video camera and asked for help to Torey.

She was too far away from the microphone and speaking too softly. Then she came nearer. “Help me,” she was saying, almost sighing. “Help me, help me, help me, help me...” coming nearer and near until all that was visible on the screen was a mouth forming the same words over and over again.

“Help me, help me, help me, help me...” Then the monitor went blank (p. 37).
That cited story showed that Jadie started to trust Torey. She believed that 
Torey would be able to help her. This moment made Torey believe that there was 
something needed to be revealed by Jadie. Besides, Jadie also showed a tendency 
to make Torey the object of emotional responses.

Torey and Jadie used to have conversation in a fitting room at school. One 
day, Jadie came to the fitting room while Torey was busy making a lesson plan. 
Jadie locked the door and started to play all dolls in that room, but she focused 
only on a baby boy doll. She put off the baby’s clothes and talked about the 
baby’s penis. She told Torey that she and her younger sister, Amber, had known 
many things about sexual intercourse, while a baby did not. She told Torey what 
happened with her, Amber, and her baby sister, Sapphire. She told that her baby 
sister also experienced child sexual abuse like her. Jadie told Torey and asked her 
to stop the people who did child sexual abuse to her and her sisters.

Torey wanted to help but she thought that she was not able to handle it by 
herself because so far, Jadie used to tell the story with some names on the TV as 
the doer of child sexual abuse. Then, Torey said to Jadie that she would help her 
but she needed to talk to other person to ask for help, but Jadie refused her offer 
because Jadie thought that the one who knew her story should be only Torey, if 
another person knew her story, she would be killed. And then Jadie kept telling 
Torey that Torey could not talk to another person and kept asking Torey to be a 
God.

I rose my place and approached her. “Lovely, come on,” I said and 
physically lifted her from the floor. She trembled in my arms.
“Please, please don’t tell anyone else. Don’t tell them I told. I’m going to die, if you do. Please, don’t. Promise me. Please, please promise me.”
“All right,” I said, overwhelmed by the intensity of her distress and not knowing what else I could say.
“I just want you to make it stop.” She said amidst her tears, “but I don’t want you to tell anyone else. I shouldn’t even have told you. If Miss Ellie knew I did, she’d make me die.”
“The problem is, lovely, this isn’t thr sort of thing I can stop by myself.”
“But you can. I know you can. You’re God.”
“Oh, sweetheart, I’m not God. I’m a person, like you are. I need help sometimes, too”
“But I want you to be God,” she said, dissolving into tears again (p. 169).

The second cited parts of the story showed clearly that Jadie put a big trust on Torey. It might be because in the past Jadie had a teacher who had a big power struggle with her named June. Yet, the teacher was underhanded, she got Jadie’s parents to make a tape recording of Jadie at home just to show Jadie that she actually knew about Jadie’s ability to speak. The worst, June often asked Jadie to run so that Jadie would sigh and there would be sound from her. From that experience, Jadie might think that she found a teacher who was nice and warm like June, but never turned to be so cruel to her. Jadie was found that Torey was different from June, the way Torey treated Jadie was much different from the way June treated Jadie. Therefore, Jadie even asked Torey become a God to help her because she thought that Torey was able to do by her herself.

Those three techniques which were used by Torey Hayden to treat Jadie were included as techniques of psychoanalytic therapy. Therefore, it can be concluded that a psychotherapy that was used by Torey Hayden to treat Jadie was a psychoanalytic therapy.
CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of three sections. They are the conclusions of this study, the implications of this study and the suggestions for the future researcher who is going to use this novel to be analyzed.

A. Conclusions

There are two findings of this study which can be concluded. The first one is that the characteristics of the character of Jadie show the characteristics of selective mutism syndrome. The second finding is that the psychotherapy which is used by Torey Hayden to treat Jadie is psychoanalytic therapy which includes three techniques of free association, interpretation and transference.

The characteristics of selective mutism which were shown by Jadie were being silent in selected places, it was shown by her tendency to be silent outside of home, showing anxiety disorder which was shown by her anxiety of a group of policeman whom she thought would jail her because there was a spider who reported her, showing compulsive traits which was shown by her tendency to work on her assignment more than playing with other students, showing negativism which was shown by her sexual interest, which were firstly when she bite Reuben’s penis and secondly when she was going to show the way of oral sex to Jeremiah to produce milk (sperm) from a dog’s pisser, showing temper tantrums that was shown when she cried and screamed hysterically when
Jeremiah tried to scare her by moving his hand like a spider and showing oppositional behavior that was shown by her rejections when she was asked some interrogative questions by Torey.

The psychotherapy which was used by Torey Hayden was psychoanalytic therapy. The first technique, free association, was shown by her behavior of listening to every single thing that came into Jadie’s mind and Torey took a note of it. The second step was interpretation. It was a dream interpretation, but because Jadie never told about her dream, what was interpreted here was every single story from Jadie where sometimes sounded very irrational. And the last technique was transference. Torey had succeeded in making Jadie to speak, even though there were still some problems with Jadie. Yet, it made Jadie put her trust on Torey, therefore Jadie had a tendency to make Torey as the object of emotional responses, in her case, Torey became the one and the only person that Jadie could believe, therefore she begged Torey to help her, even she asked Torey to be a God. That is an example of transference technique of psychoanalytic therapy.

From the findings of the study, the readers will understand exactly the characteristics of a child with selective mutism and understand the best treatment to help him/her. Therefore, hopefully, this study enlightens the readers to treat a child with selective mutism well, whether in learning classroom or in living environment.
B. Implications

Literary works, especially novels, have many moral values in the story, even more a novel which is written based on a true story. Every single story in the novel will bring moral value that can be used as guidance in life. Therefore, novel can give big contribution for education field.

Torey Hayden’s Ghost Girl was written based on a true story. The story was taken from Torey’s personal notes about her students. This novel told the readers about a child with selective mutism syndrome named Jadie. Jadie became so silent because in fact she experienced child sexual abuse. Even though the author said that the suspected was not known yet at that time, there were a lot of events which showed that Jadie experienced child sexual abuse. From that story, the researcher can see that actually child sexual abuse is really happening in our surroundings. The implication of this story is that people, whether as parents, friends or teachers, and also the researcher should be more aware with this kind of crimes, so that people and of course the researcher can pay more attention to their surroundings to maintain that there will be no such crimes happen. It trains the conscience of a self.

In the end of the story, Torey told that Jadie grew up so well and she had good results in education. That part of the story showed that a child with selective mutism, who does not interact with other people, does not mean he/she has no good intelligence. Probably, the parents of a child with selective mutism will send their child in public school, so that teachers in any kind of school should have enough information and understanding about how to treat this kind of children.
From this study, the researcher learns that mute children are not to be isolated, but they need to be treated as good as possible, so the problem of speaking in a child with selective mutism will be solved. This is how the researcher trains the compassion element of a self. In the end, the researcher provides a lesson plan of Prose course as an implication of this study (competence).

C. Suggestions

The researcher suggests the future researcher analyze this novel from psychological perspective again. Yet, the problem which is discussed to be analyzed can be the child sexual abuse that Jadie had experienced. In fact, the basic reason why Jadie became so mute was that Jadie experienced child sexual abuse by some people since six years old. From that point, the future researcher can use a theory of children developmental period to support the data which is analyzed. Besides, the future researcher can also find some solutions to give appropriate sex education to children so that children can help them themselves avoid any crime related to sexual abuse which may happen to children.

The implication from the researcher’s suggestion will be a new lesson plan for Prose Course again or the future researcher can also produce a lesson plan for another course such as Interpretation Course because this novel uses some terms of Psychology, and it will be beneficial for the students who take Interpretation Course because the students will know some new terms from different field of their major study.
Another suggestion for the future researcher is that the future researcher is still able to use psychological approach to analyze the novel. What is analyzed is the creative process of the artist, so the analysis will be not discussing the analysis of the character. Hopefully, these suggestions could be some considerations for the future researcher.
REFERENCES


APPENDICES
Appendix 1: The Summary of Torey Hayden’s *Ghost Girl*

*Ghost Girl*

Torey Hayden was a psychologist who firstly worked in a clinic with some psychiatrists and psychologist with ability to deal with some children with special needs. Then, she moved to a little town named Peril. In Peril, she worked as a teacher for a class with four students with special needs. Her students were Reuben, Philip, Jeremiah, and Jadie. Reuben was a boy who had an autistic disorder, Philip was premature-born from a drug user, Jeremiah was the oldest student in the class, really emotional and shrewish, while Jadie was the only girl in the class and has a selective mutism syndrome. Torey was really interested in Jadie’s case because for ten years, since Torey was in college until worked at Sandry Clinic, her special research interest had been elective mutism or well-known as selective mutism. Jadie was an eight-year-old girl with thin body, dark wavy hair and extremely bent backbone. Jadie never spoke, even never coughed, laughed, looked sleepy, and sighed.

In the class, Jadie never made any interaction with other people, and her friends had known that. Jadie preferred to do her assignment although Torey did not give her instruction. Jadie was like a ghost, she was invisible. Nobody cared whether or not she attended the class. Jadie’s selective mutism syndrome was showed by her behavior of being silent in selected places. Once Torey visited Jadie’s house and asked to her parents about Jadie’s problem of speaking, her
parents did not think that her daughter, Jadie, had problem with speaking because Jadie was very active at home, her father also told Torey that sometimes he and her mother could not stop Jadie to speak. This fact made Torey sure that Jadie really had selective mutism syndrome because she wanted to speak only at her house with her family members, outside home, she did not make any sound at school for example. However, Torey used to make interaction with her.

For first several meetings Jadie still refused to speak, until one day, Jadie started to speak up. After she wanted to speak, she used to talk about many crimes which she experienced. She told that only to Torey. Torey was confused about what she had to do. She wanted to help Jadie but she was afraid that she was not able to solve it by herself. In the other side, if she told Jadie’s case to other people and Jadie had known it, Jadie would not trust Torey anymore. Until one day, she had an occasion to talk to Jadie’s younger sister, and found that what Jadie said was not true, and Jadie defended her herself and told more stories which she said was the true story.

Having enough stories which she thought were not all rational, she persuaded Jadie to talk to other person, the headmaster. Jadie agreed, but after Torey had told everything to the headmaster, Jadie kept silent. The headmaster came to the decision to invite policeman, Social Ministry agent, and psychiatrist to help Jadie. So that Jadie and her two younger sisters were raised by foster parents and had consultations with a psychiatrist, while the policeman studied the case by interrogating Jadie’s parents. Unfortunately, they did not have enough evidence that proved Jadie’s parents were the suspected. However, Jadie refused
to go back to her parents because she worried that she and her sisters would experience the same thing. So finally Jadie and her two sisters lived with different foster parents and after several years of Jadie’s case, her father was jailed because he did sexual abuse to an eight-year-old girl in a school near to his house.
Appendix 2 : The Cover of Torey Hayden’s *Ghost Girl*
Appendix 3: The Biography of Torey Hayden

TOREY HAYDEN

Torey Hayden, was born on 21 May 1951 in Livingston, Montana, USA. She graduated from Billings Senior High School, Montana in 1969 and finished her bachelor of arts at Whitman College, Washington (biology/chemistry) in 1973 but she was more interested in dealing with children with special needs and finally she got her master of special needs at Montana States University in 1975.

The Very Worst Thing (2003), Twilight Children (2005), Ziji (2009) and Innocent Foxes (2011)

Appendix 4 : The Picture of Torey Hayden
### Lesson Plan

**Course Title:** Prose  
**Grade:** 3rd Semester Students of English Language Education Study Program  
**Time Allocation:** 3 Credits (3 x 50 minutes)  
**Material:** Torey Hayden’s *Ghost Girl*

**Course Description:** This course is designed to help students to develop a deeper understanding and a fuller appreciation of the short stories and novels assigned to them.

**Goals:**

**COMPETENCE**

A. Standard Competence

To read and write about literary works with added pleasure and understanding.

B. Basic Competences

The course objectives are as follows:

1. Analyzing the intrinsic elements of prose (plot, setting, character, theme, point of view, figurative languages, symbols, etc.)
2. Identifying the external factors that help produce the literary works selected.
3. Interpreting the meaning of the works from diverse critical perspectives (psychological, biographical, post colonialism, feminism, etc.)
CONSCIENCE

By reading and subsequently writing about the literary works, their authors, and the culture and society that produce them, the students are to develop their habits of reading as well as to increase their creativity and innovation, not only for their own joy of learning but also to cultivate personal reflexivity and societal sensitivity.

COMPASSION

Having learned about different literature from different parts of the world, by the end of the course the students may manifest in their life greater concerns for others and respect for human dignity, with which they strive for the greater glory of God.

Learning Material

A novel entitled *Ghost Girl* by Torey Hayden

Learning Methods

1. Group discussion
2. Group presentation
3. Question and answer
4. Individual assignment

Teaching Learning Activities

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<th>Meeting</th>
<th>Activities</th>
<th>Time Allocation</th>
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<td>1</td>
<td><strong>1. Pre-activity</strong> &lt;br&gt;a. Lecturer greets the students &lt;br&gt;b. Lecturer gives a quiz about the novel &lt;br&gt;c. Lecturer collected the quizzes and explains what class will do today</td>
<td>15 minutes</td>
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<td><strong>2. Main activity</strong>&lt;br&gt;a. Lecturer divides class into several small groups&lt;br&gt;b. Lecturer distributes a workbook about the novel <em>Ghost Girl</em>&lt;br&gt;c. Lecturer gives instruction of what each group has to do&lt;br&gt;d. Students discuss and do the assignment&lt;br&gt;e. Every group answer the answer in turn&lt;br&gt;f. Lecturer asks every group to make a</td>
<td>125 minutes</td>
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<td>Activity</td>
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| 3. Post activity | a. Lecturer and students conclude what they have learnt today  
  b. Lecturer asks the students to prepare a presentation about the novel | 10 minutes |
| 1. Pre-activity | a. Lecturer greets the students  
  b. Lecturer reminds the students about what they have discussed in previous meeting | 5 minutes |
| 2. Main activity | Presentation from every group about the novel in turn | 130 minutes |
| 3. Post activity | a. Lecturer and students conclude what they have learnt today  
  b. The students make a reflection from the presentation  
  c. The students vote the best presenter  
  d. Lecturer closes the meeting and tells the student that next meeting will be an individual test about the novel | 5 minutes |
| 1. Pre-activity | Lecturer greets the students and prepares the test | 5 minutes |
| 3. Main activity | Test and make a reflection of the novel | 140 minutes |
| 3. Post activity | Students submit their tests and reflections | 5 minutes |

**Learning Source and Media**

1. Novel entitled *Ghost Girl* by Torey Hayden  
2. White board and marker  
3. A projector and a viewer  
4. A group worksheet

**Evaluation**

1. A group presentation  
2. A personal test and reflection
Appendix 6 : Teaching Material of Prose

QUIZ
Write down one part of the story which gives you inspiration related to what Jadie experienced!

GROUP DISCUSSION

*Ghost Girl*
by Torey Hayden

1. Find the theme of the novel and explain the reason!

2. Mention two major characters and six minor characters in the novel, and analyze their characteristics!
3. Analyze the setting of the novel based on these clues

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4. Analyze the plot of the story
5. Group Reflection
PERSONAL TEST

Since you have read the novel, write down a story to continue the end of the actual story, using psychological perspective and make a reflection of the novel which you have read recently (Torey Hayden’s Ghost Girl)