THE INFLUENCE OF CHILD ABUSE TOWARDS FIRDAUS' PERSONALITY DEVELOPMENT AS SEEN IN NAWAL EL SAADAWI'S WOMAN AT POINT ZERO

A THESIS

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

By

RENGGANIS ISTIKASARI
Student Number: 051214027

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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August 23, 2011
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Yogyakarta, September 12, 2011
Faculty of Teachers Training and Education
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Dedy
Rifandi, Ph.D.
“Success is not measured by what you accomplish but by the opposition you have encountered, and the courage with which you have maintained the struggle against overwhelming odds.”

-Orison Swett Marden-

“The first requisite of success is the ability to apply our physical and mental energies to one problem without growing weary.”

-Thomas Edison-

This thesis is dedicated to my beloved parents: Subandi and Lisa

My dearest sister: Rahma Tyas Puspaningrum
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, September 12, 2011

The Writer

Rengganis Istikasari
051214027
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ABSTRACT

Istikasari, Rengganis. 2011. The Influence of Child Abuse Towards Firdaus’ Personality Development As Seen in Nawal El Saadawi’s Woman at Point Zero. Yogyakarta: English Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Nawal El Saadawi wrote Woman at Point Zero in 1973 in Sadat’s era. Her concern was about women neurosis in which she had spent her time by observing and researching it in mental clinic and in prison. This novel tells about Firdaus who experiences child abuses during her childhood. There are many parts of the story which describe her survival towards the abuse.

The aims of this study are answering the three problems formulation: first, how Firdaus is described during her childhood abuse in Woman at Point Zero novel. Second, what kinds of abuses are experienced by Firdaus. Last, how Firdaus’ experience of child abuse influences her personality development.

In discussing the first and third problems formulation on how Firdaus is described during her childhood abuse in Woman at Point Zero novel and the influence of child abuse towards her personality development, the writer applies the psychological approach and uses the theory of character and characterization and theory of personality development. While in discussing the second problem formulation on what kinds of child abuses are experienced by Firdaus, the writer uses the concept of child abuse. The psychological approach, the theory of character and characterization and the theory of personality development can help the writer to analyze Firdaus’ personality during her childhood abuse and after she reaches adulthood. The concept of child abuse helps the writer to find out kinds of abuses are experienced by Firdaus.

The analysis had proven that during her childhood abuse, Firdaus was a child with smart, highly motivated, had a poor self-esteem, hard working, and obedient. Her childhood personality was influenced by some abuses done to her. They were physical, emotional, sexual abuses and neglect. When she reached into adulthood, her personality had changed and developed into autonomous, independent, tough, had a high self-esteem, and brave. Her changes are suit to the theory of personality development in which she changes because of changes in role, changes in social pressure, changes in significant people and changes in self-concept. All of these changes were influenced by kinds of abuses done by significant people surrounded her.

Based on the result of analysis, the writer draws conclusion that the experience of child abuse brings changes towards Firdaus’ personality development. It can be seen from her new personality traits like autonomous, independent, tough, had a high self-esteem, and brave which have link to her past experiences. It is hoped that future researchers may analyze the comparison of child abuse between Firdaus in Woman at Point Zero and Nujood in I am Nujood, age 10, and divorced.
ABSTRAK


Analisa membuktikan bahwa selama masa kekerasan pada anak, Firdaus adalah seorang anak yang pintar, bermotivasi tinggi, mempunyai rasa penghargaan diri yang rendah, bekerja keras, dan patuh. Karakternya dipengaruhi oleh jenis kekerasan yang ditujukan padanya. Ada beberapa jenis kekerasan yang ia alami seperti kekerasan fisik, emosi, seksual dan pengabaian. Ketika ia mencapai masa dewasa, kepribadiannya telah berubah dan berkembang menjadi otonomi, mandiri, tangguh, mempunyai rasa penghargaan diri yang tinggi, dan berani. Perubahan-perubahan yang telah ia alami cocok dengan teori perkembangan kepribadian dimana ia berubah karena perubahan dalam peranan, perubahan dalam tekanan sosial, perubahan karena orang-orang penting, dan perubahan dalam konsep diri. Semua perubahan ini dipengaruhi oleh jenis-jenis kekerasan pada anak yang ia alami yang dilakukan oleh orang-orang penting di sekitar dia.
Berdasarkan hasil analisa, penulis menarik kesimpulan bahwa pengalaman kekerasan pada anak membawa perubahan terhadap perkembangan kepribadian Firdaus. Hal ini bisa dilihat dari kepribadian dia yang baru seperti otonomi, mandiri, tangguh, mempunyai rasa penghargaan diri yang tinggi, dan berani yang mempunyai hubungan dengan pengalaman masa lalunya. Ini sangat diharapkan bahwa penulis yang akan datang bisa menganalisa perbedaan kekerasan pada anak antara Firdaus di Woman at Point Zero dan Nujood di I am Nujood, age 10, and divorced.
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First of all, I would like to express my greatest gratitude to Alloh SWT for blessing me to finish writing this thesis. I believe that without His blessing I would not have been able to write this thesis. His blessing means everything for me in each second I wrote this thesis.

Second, I would like to express my deepest gratitude to my sponsor, Veronica Triprihatmini, S.Pd., M.Hum., M.A., who had guided and supported me in finishing this thesis. Her advice and motivation are very meaningful for me during writing this thesis. May Alloh SWT give her and all of her families happiness and joy.

My next gratitude is for the English Education Study Program Sanata Dharma University which had given me a chance to learn about English education formally. I am sure that I would never have been able to achieve great experiences of learning without Sanata Dharma University. My deepest gratitude also goes to the lecturers and staffs of English Education Study Program for sharing their greatest knowledge for my better future. My biggest gratitude goes to all the library staffs of Sanata Dharma University who provides me great services in finishing this thesis.

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Rengganis Istikasari
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>PAGES OF APPROVAL</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY</td>
<td>v</td>
</tr>
<tr>
<td>LEMBAR PERYATAAN PERSETUJUAN PUBLIKASI</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>viii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>x</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xiv</td>
</tr>
<tr>
<td><strong>CHAPTER I INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Problem Formulation</td>
<td>4</td>
</tr>
<tr>
<td>C. Objective of the Study</td>
<td>5</td>
</tr>
<tr>
<td>D. Benefits of the Study</td>
<td>5</td>
</tr>
<tr>
<td>E. Definition of Terms</td>
<td>6</td>
</tr>
</tbody>
</table>
CHAPTER II  REVIEW OF RELATED LITERATURE

A. Review of Related Theories ........................................... 8
   1. Theory of Critical Approach .............................. 8
   2. Theory of Character and Characterization ....... 10
   3. Theory of Psychology ........................................ 13
      a. Concept of Child Abuse ....................... 15
      b. Theory of Personality Development ..... 17
   4. Review on Kinds of Abuse and Neglect ........... 25

B. Review of Related Studies............................................ 27

C. Theoretical Framework .............................................. 29

CHAPTER III  METHODOLOGY

A. Object of the Study ........................................................ 30

B. Approach of the Study ................................................... 31

C. Method and Research Procedures ............................... 32

CHAPTER IV  ANALYSIS

A. The Characterization of Firdaus ................................. 34

B. Kinds of Child Abuse Experienced by Firdaus .......... 42

C. The Influence of Child Abuse Towards Firdaus’ Personality Development .............................................. 51
CHAPTER V  CONCLUSIONS AND SUGGESTIONS

A. Conclusions ........................................................................ 61

B. Suggestions ....................................................................... 64

1. Suggestion for the Future Researchers.................. 64

2. Suggestion for the Implementation of the Teaching
   Learning Process ................................................... 64

REFERENCES ............................................................................. 66

LIST OF APPENDICES

APPENDIX 1  Syllabus of Public Speaking 2 ...................... 69
APPENDIX 2  Lesson Plan ....................................................... 71
APPENDIX 3  Sample Material for Teaching
   Public Speaking 2 ...................................................... 76
APPENDIX 4  Summary of Nawal El Saadawi’s .......... 91
   Woman at Point Zero
APPENDIX 5  Biography of Nawal El Saadawi .......... 95
CHAPTER I

INTRODUCTION

This chapter consists of five parts. It starts with background of the study which discusses the reason of choosing this topic. The second part in this chapter is problem formulation that contains three questions that should be answered. The third part is objective of the study that contains the purpose of writing this undergraduate thesis. The fourth part is benefits of the study which explain the benefits of the study. The last part of this chapter is definition of terms. This part deals with the explanation of the terms used in this study.

A. Background of the Study

According to Vincent, “Children grow socially as they grow physically, from year to year developing greater complexity of social behavior, greater skills in getting along with people, and greater self control” (434). It means that children development is influenced by individual and social aspects that form their personality. Vincent says that “Social and personality development is an orderly process in each child, but it does not follow the same precise pattern from child to child” (434). Every child may have different experience in forming their social and personality development although they are in the same age. Family and environment are important aspects that support children’s personality development. Children will grow well if they feel loved by family and environment. If they do not feel loved, it will damage their personality.
development in the future. There are many cases that construct children personality development. One of the cases is the experience of child abuse.

The issue of child abuse has been a great topic for years. Every country in the world has problem with child abuse. Many people still believe that it is caused by bad-parenting and environment. Many studies have shown that child abuse cases are mostly done by relatives and strangers. In Indonesia, child abuse has become a serious issue to be discussed. The National Committee of Child Protection noted that there were 1,826 cases of child abuse in Indonesia since January until May 2010. According to Anak Aris Merdeka, “Child abuse, both of physical abuse and sexual abuse has increased. In the first five months, there are 1,826 cases,” said The Head of National Committee of Child Protection in Jakarta. (http://saveindonesianchildren.wordpress.com/2010/07/22/1-826-kasus-kekerasan-terhadap-anak-hanya-dalam-5-bulan/).

The latest case of child abuse in 2010 was Eka Rahmat. As it was told in online newspaper Tempo Interaktif, “Eka Rahmat, a nine years old boy, has a traumatic experience after showered by boiled water by his father. His father was angry when he refused to turn off the stove and showered him with boiled water. Sumirah, the mother, said that besides showering his son, the father also raped his first child and got punished 4,5 years in prison”. (http://www.tempointeraktif.com/hg/kriminal/2010/09/21/brk.20100921.279542.id.html). The financial problem, domestic violence and depression are some reasons of child abuse.
There are many novels which discuss child abuse that have been published by famous authors in order to show us that every child has a right to live well. One of the authors who write about child abuse is Nawal El Sadaawi. Nawal El Saadawi is a famous author who has written many novels which are related to women and children oppression. She is a smart person who touches certain sensitive issues in her country. Most of her writings are intended to show the real unjustified condition of women and children. According to Nawalsaadawi.net, it states that;

As a result of her literary and scientific writings she has had to face numerous difficulties and even dangers in her life. In 1972, she lost her job in the Egyptian Ministry of Health because of her book “Women and Sex” published in Arabic in Cairo (1969) and banned by the political and religious authorities, because in some chapters of the book she wrote against Female Genital Mutilation (FGM) and linked sexual problems to political and economic oppression. (http://www.nawalsaadawi.net/index.php?option=com_content&view=category&layout=blog&id=34&Itemid=54)

Nawal has no fear to show the world about the condition of women and children oppression although she had to be imprisoned in Sadat’s era for her controversial writing. One of her controversial writings is a novel entitled Woman at Point Zero. It tells about a woman named Firdaus who experiences child abuse and finally influences her personality development. She was born in a poor family where she had to help her parents in a field. During her childhood, she experienced physical abuse, sexual abuse, and emotional abuse and neglect. Her physical, emotional abuses and neglect had been done by his parents where she had to work over duty at field and at home. She also experienced going to bed without eating. Her sexual abuse had been started firstly by her uncle. Her uncle
did sexual abuse for his own pleasure without knowing the effect of his action towards Firdaus’ personality development. This childhood abuse has brought a great influence towards Firdaus’ personality development when she grows up into teenager and adult.

The reason why the writer chooses this novel is by seeing the problem of child abuse that has been a great issue and very interesting to be discussed. *Woman at Point Zero* reflects a child who becomes the victim of child abuse. In this thesis, the writer would like to analyze the influence of child abuse towards Firdaus’s personality development after she experiences child abuse.

The problem of child abuse will come after the victims realize that they have been abused by someone and it will influence their personality development in the future. Experiencing child abuse is a traumatic event in which the victim will probably have no power to fight against the abuse and become passive person because some of children are afraid to tell their parents about it. Seeing the fact that many children nowadays still experience childhood abuse, the writer tries to analyze this novel deeper. In analyzing this novel, the writer uses some theories. An approach is also used in this thesis in order to support the finding.

**B. Problem Formulation**

There are three problems that will be elaborated in this study. They are formulated as follows:

1. How is Firdaus in Saadawi’s *Woman at Point Zero* described during her childhood abuse?
2. What kinds of abuses are experienced by Firdaus?

3. How Firdaus’ experiences of child abuse influence her personality development?

C. Objective of the Study

The objective of this study is to find out the influence of child abuse towards Firdaus’ personality development. Therefore, there are three problem formulations that should be analyzed and answered. The first is to find out the characterization of Firdaus as the main character in Saadawi’s *Woman at Point Zero* during her childhood abuse. The second is to find out kinds of abuses are experienced by Firdaus. The third is to analyze the influence of child abuse towards her personality development. A personality development that has been experienced by Firdaus comes from her childhood abuse experience and some important events that remark her personality development.

D. Benefits of the Study

There are some benefits of this study. First, the benefit of this study is for students of English Education Study Program. The writer expects that this study will give contribution to students especially in Public Speaking II subject. The writer hopes that this study will give a great knowledge in understanding the novel through monologue activity.

Second, the writer hopes that this study will contribute to the future researchers who will study the same topic; the writer hopes this study will be
supporting knowledge for them. Finally, it is for the readers, the writer expects that this study will enrich knowledge to their lives about certain issue related to child abuse which has been major issue in many countries and still become a serious problem to be solved so that children in the world will have right to live better like the other.

E. Definition of Terms

Some terms which are used in this undergraduate thesis will be explained briefly in order to avoid misunderstanding, they are:

1. Child abuse

Wilson et al. defines child abuse as “physical abuse, sexual abuse, and emotional abuse and or neglect directed against a child” (551). It means that all kinds of bad treatments which damage child are categorized as child abuse. The categorization is based on kinds of abuses.

2. Personality

According to Cloninger, personality is defined as “the underlying within the person of individual behavior and experiences” (3). Pikunas defines the term development as “a series of sequel changes in an organism to lead its maturity as a result of experience” (22). Allport in Hurlock clarifies that personality development is “a stage in growth of a constantly changing and evoking process within an individual” (7).
3. Neglect

According to Wolfe as it is quoted in Wilson, states that neglect is “an inadequate supervision and lack of attention to the physical and emotional needs of the child” (551). It means that it is a failure of parents or caregiver to give attention and care in order to support the child. The fact of neglect abuse can be found in many families.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains all review of related literature used in this thesis. It discusses the review of related theories, review of related studies, and theoretical framework. In the review of related theories, the writer presents theories of literature related to the problem formulation. In the review of related studies, the writer tries to discover the important points from many different studies related to the study itself. Meanwhile, in the theoretical framework, it reviews some theories which are given as guidance in focusing the analysis of the subject in this study.

A. Review of Related Theories

This part consists of some theories related to literature that are very important in order to support the analysis in this study. They are theory of critical approaches, theory of character and characterization, theory of psychology, theory of child abuse, theory of personality development, and review on kinds of abuse and neglect.

1. Theory of Critical Approaches

In order to achieve an important point of this novel, the writer has to apply a critical approach. According to Rohrberger and Woods, Jr., “a critical approach to literature necessitates an understanding its nature, function, and positive value s . One must know what literature is, how to read it, and how to judge it” (3). It means that in analyzing literary work the writer needs to consider about the basic
elements that support the story. There are many approaches in analyzing literary works and the writer needs to find the appropriate approach that suits to the analysis.

According to Rohrberger and Woods, Jr. (6-13), there are five kinds of approaches. First is the formalist approach. Rohrberger and Woods clarifies that this approach is based on “the total of integrity of the literary piece. It focuses almost on esthetical value. They concern with demonstrating the harmony’s involvement of all the parts to the whole and with pointing out how meaning is derived from structure and how matters of technique determined structure” (6-7). This approach sees all elements from the novel as a unity to find the aesthetic value.

Second is biographical approach. Rohrberger and Woods say that this “approach asserts the important or an appreciation of the ideas and personality of the author to understand the literary object” (8). Here, the writer tries to learn about the life of the author in order to understand the writings.

Third is sociocultural-historical approach. Rohrberger and Woods clarify in detail that this approach is “the only way to locate the real work is in reference to the civilization that produced it. This approach also considers that literature is not created in a vacuum, but it gains ideas from the culture” (9). Here, the writer tries to understand the literary work based on sociocultural-historical background described in it. The sociocultural-historical background can be seen from how the society, culture and history are linked to each other which are described in the literary work.
Forth is mythopoeic approach. According to Rohrberger and Woods, this approach tries “to discover certain universally recurrent patterns of human thought, which they believe to find expression in significant works of art. Universally, recurrent patterns are found in first expression in ancient myth and folk rites and are so basic to human thought that they have meaning for all men” (11). The myths and folk rites of certain communities or societies may influence the motivation of an author to write his literary object.

Last is psychological approach. Rohrberger and Woods explain that this approach “involves the effort to locate and demonstrate certain recurrent patterns. It also draws on a different body of knowledge “(13). In this approach, the writer will emphasize on human psychology which consists of creativity, behavior, motivation, and thought aspects that influence to the literary work. In analyzing this novel, the writer uses many human psychology aspects from Firdaus such as behavior, thought, and her personality traits.

2. Theory of Character and Characterization

There are many important elements in a literary work. One of them is character. A character in a literary work plays an important role. It has stated by Abraham that the word character is divided into two kinds. First, he defines character as “a literary genre: a short, usually witty, sketch in prose of a distinctive type of person” (20). Second, he defines character as “the persons, in a dramatic or narrative work, endowed with moral and dispositional qualities that
are expressed in what they say – the dialogue – and what they do – the action.” (20).

There are many ways to know the characterization such as through his actions, speeches, thoughts, physical appearances and what other say or think of him. M.J. Murphy in his book entitled *Understanding Unseen: an Introduction to English Poetry and the English Novel for Overseas* explains that there are nine ways to know the characterization. They are personality description, character as seen by another, speech, past life, conversation of others, reactions, direct comment, thought and mannerism (161-173).

a. Personal description

Many authors use this way to present the characterization of all the characters in literary works through their appearance. It is intended to help the reader to visualize the characters based on what they wear or what they look.

b. Character as seen by another

In knowing the characterization of a character, reader can see from other character’s eyes and opinion about him or her. Murphy says that “instead of describing a character directly the author can describe him through the eyes and opinions of another. The reader gets, as it were, a reflected image” (162).

c. Speech

An author gives the readers clue of a character through a speech given by character. When he is in a conversation with other, he will show his character through his speech.
d. Past life

An author gives the readers another clue by showing them the previous events that shape the character. By showing the past event or life, it helps the readers to conclude the characterization of the character. Murphy says that “this can be done by direct comment by the author, through the person’s through his conversation or through the medium of another person” (166).

e. Conversation of others

Murphy says in his book that “the author can also give us clues to a person’s character through the conversations of other people and the things they say about him” (167). This way is slightly different than understanding characterization using speech. In speech, the characterizations are taken from opinion through what the person says, but in conversation of other, the readers will automatically understand of a person’s character through a talk between two people talking about someone and they say their opinions about someone so that the reader can have a clue to understand the characterization of a character discussed.

f. Reactions

In analyzing a person’s character, reader can see from the reactions how the character reacts to various situation or events (168). In reading literary works, we will find a situation or problem to attract readers to know more about a person’s character on how he reacts and solves the situation.
g. Direct comment

In this part, the author helps the reader to understand a person’s character through his words directly. The author will describe a person’s character based on his or her point of view towards the character.

h. Thoughts

Murphy clarifies that “the author can give us direct knowledge of what a person is thinking about” (171). In this part, the readers will take a position as good observers in concluding what comes to their mind about a person’s character through what he or she is thinking about.

i. Mannerism

Mannerism is one of the ways to understand a person’s character through his or her behavior. Each character in a novel has a different behavior to other. In analyzing a novel, we will find various behaviors from characters in the story. This will help the readers to know easily what kind of person they are.

3. Theory of Psychology

According to Huffman in the book *Psychology in action* defines that psychology is “the scientific study of behavior” (4). There are two kinds of behavior which are commonly seen in the society. They are overt and covert. Huffman clarifies that “Some behaviors are overt-easily seen or identified. Others are covert-covered or hidden, and directly observable” (4). It means that in society there are some behaviors which can easily identified, but on the contrary there are some behaviors that are not easy to be observed and indentified.
When people want to understand the world of psychology, we must look into four basic goals of psychology. They are to describe, explain, predict, and change behavior. Huffman proposes four basic goals in understanding the complex world of psychology (4).

In some studies, psychologists attempt merely to describe particular behaviors by making careful scientific observations. In other studies, psychologists also try to explain behaviors by conducting experiments to determine their causes. Psychologists often use research information to predict when the behavior being studied will occur in the future. They can also apply research findings to change inappropriate behavior or circumstances (4).

In finding the result, there are two kinds of research which are commonly used in psychology. First is basic research. Huffman clarifies that “this type of research is usually conducted in universities or in research laboratories to test new theories and models of behavior and may not have any immediate real-world application” (5). Huffman also adds that basic research is “research conducted to study theoretical questions without trying to solve a specific problem” (5). On the contrary, Huffman proposes applied research to solve specific questions about behavior. He says that applied research is “research that utilizes the principles and discoveries of psychology for practical purposes, to solve real-world problems” (5).

According to Huffman, there are some areas of psychology fields which most of psychologists specialized in it. They are clinical and counseling psychologist, educational psychologists, school psychologists, industrial/organizational psychologists, developmental psychologists, social
psychologists, comparative psychologists, psychological psychologists, health psychologists, and cognitive psychologists (16).

In this section, the study only discusses some aspects of human psychology which are relevant to describe the influence of child abuse towards Firdaus’ personality development. Some theories of psychology are used in this study. They are theory of child abuse and theory of personality development.

a. The Concept of Child Abuse

According to Wilson, there are four types of abuse considered as child abuse. They are physical abuse, emotional abuse, sexual abuse and neglect (551). The first abuse is physical abuse. Wolfe, as it is quoted in Wilson et al, states that physical abuse “refers to nonaccidental injuries that result from the violent behavior of caretakers, which 60% of them are women” (551). In the book, The Child abusers, Pitchard Colin states that “physical abuse is the most commonly recorded type of abuse, and it is easy to define, observe, and take action against this kind of maltreatment” (12). It means that physical abuse is one of the child abuses which are easy to be identified because most of them leave marks in the body.

Kempe and Meadow add in Pitchard Colin that “severe bruising and fractures caused by blows, head injuries, shaking, eye damage, suffocation, poisoning, and marks made by sticks, whips, and cords, marks of burning, biting and scalding are the most extreme examples” (12). There are many factors which lead to physical abuse. Most of them are expressions of emotional failure. Rutter and Smith in Pitchard Colin states that “while physical abuse and punishment is
often imposed by isolated parents as an expression of psychological frustration, despair, and illness, extreme forms of continuing punishment can extend over many years of a child’s life even in a ‘normative’, two parent family” (12). The effect of physical abuse can damage children in psychological side. According to Lyon et al, “children who learn that they deserve frequent physical punishment develop poorer self-esteem, which in the face of later stressors makes them more vulnerable to severe depression” (13).

The second abuse is emotional abuse. Wolfe, as it is quoted in Wilson et al, states that emotional abuse is a term that generally refers to “being harsh, critical, and overly demanding of the child” (551). This emotional or psychological abuse may cause long term effect to children and can damage their mental development.

O’Hagan in Pitchard Colin defines psychological abuse as:

The sustained, repetitive, inappropriate behavior which damages, or substantially reduces, the creative and developmental potential of crucially important mental faculties and mental processes of a child; these include intelligence, memory, recognition, perception, attention and moral development. (O’Hagan 1993:75)

The third type of child abuse is sexual abuse. Wolfe, as it is quoted in Wilson et al, defines sexual abuse as the “sexual activity imposed or forced on a child” (551). The issue of sexual abuse has been a crucial issue for many countries. According to Oaksford and Frude in Pitchard Colin, state that “using a conservative definition of contact sexual abuse, it has been estimated that 13 percents of females and 6 percents of males experience unwanted sexual contacts” (20). The estimation has proved that sexual abuse occur both females and males as victims. The effect of sexual abuse are various, it can be physical and psychological disorders. According to Rossow and Lauretizen in Pitchard Colin,
states that “clinical sequels following sexual abuse include impaired self-esteem, chronic depression, and suicidality, anxiety phobias and post-traumatic stress, runaway and acting-out behavior, sexual terror, sexual promiscuity, eating disorders, and various psychosomatic problems” (20).

The fourth type of abuse is neglect. Wolfe, as it is quoted in Wilson et al, states that neglect is “an inadequate supervision and lack of attention to the physical and emotional needs of the child” (551). It means that it is a failure of parents or caregiver to give attention and care in order to support the child. The fact of neglect abuse can be found in many families.

b. Theory of Personality Development

Allport in Hurlock clarifies that personality development is “a stage in growth of a constantly changing and evoking process within an individual” (7). It means that people will change their personalities by experiencing a long process throughout their life. Their personalities when they were teenagers will change than their personalities in adulthood. They will experience a stage of moment that will change their personalities. The stage of development itself will influence their basic personalities from childhood into adulthood. Many people will change their personalities when they come into adulthood. They will have their own achievement and desire to be better than before although they are still the same individuals.

There are many factors which contribute to the personality development such as their own willingness and their environment aspect. Anderson says in
Hurlock that there are “three major factors in determining the development of the personality pattern: first, the individual’s hereditary endowment; second, early experience within the family; and third, important events in later life outside environment” (19).

1) Characteristics of Change in Personality

Hurlock explains that there are three categories in personality. They are for the better versus worse, quantitative versus qualitative, and slow versus rapid changes. The first characteristic, better versus worse, explains on how an individual receives his adjustment. If he has a successful adjustment, he will have a great self-concept, a good self-confidence and many positive impacts. But if he fails in having adjustment, it will lead him into great failure which brings him into inadequacy and inferiority situation of self-concept (120-122).

The next personality changes are for the quantitative and some for qualitative. In quantitative changes, an individual usually has a strong characteristic which already reinforced, strengthened, or weakened. He will have a good self-management in organizing his undesirable traits in order to achieve social approval and acceptance (121). In qualitative changes, an individual has already had an undesirable trait in which he realizes that it should be changed into desirable one. Hurlock gives an example of qualitative changes in an individual.

A person who has always been careful of his money may become more or less careful as he discovers the social reactions to stinginess and generosity. If he is normal, he will probably be somewhat more generous, hoping to win greater social favor. But if he is not normal, he may change into a spendthrift or he may vacillate between extreme generosity and miserliness (121-122).
It means an individual usually has a strong personality since past but he realizes that his personality is not desirable one after he considers of some factors of social acceptance. The real example of qualitative changes can be found in society where people live in heterogenic situation which requires various personalities.

The last changes are slow versus rapid changes. Hurlock describes that slow versus rapid changes are commonly seen in a society, but people usually change their personality slowly and gradually as they learn of their new habit. The process of changes becomes important to see how an individual is responsible for her changes.

Changes are regarded as slow if they are barely perceptible, while rapid changes are readily apparent to all. Normally, personality changes are slow and gradual. Every change in personality involves the violation of previous habit and the learning of a new habit to replace it (122).

An individual usually needs a certain period of time to change or replace his habit in the past into the newest one. The process will give him a learning of his habit in the past and consideration to change his habit gradually. If he is succeed to change his personality gradually, he will have a strong character which is formed by his changes.

2) Variations in Personality Change

According to Hurlock, there are three categories of variations in personality changes. The first category is ages of change. Hurlock clarifies the different way of thinking based on their age. The older an individual, the more complex he will see a certain thing.
As one grows older, the habit of thinking of oneself in a particular way and of acting in accordance with this self-concept becomes more firmly rooted and personality changes become more difficult. This does not mean that habits cannot be broken and replaces with other habits, but that it becomes increasingly difficult and requires a longer time as people pass from childhood into adolescence and adulthood (122).

It means that an individual will see a certain thing differently when he was a child and now he is adult. When an individual processes into adulthood, his way of thinking will not be as simple as when he was a child. He becomes more complex in seeing a certain thing and he considers many aspects in order to strengthen his mind.

The second category is kinds of people. Hurlock explains that people may change their personalities in order to achieve social approval and acceptance in society, but some people may change their personalities because they have their own values and goals and not directed by someone.

In some people, the personality pattern has a ‘granite like’ structure which is impervious to the conditions that, in other people, do bring about changes. Those who are other directed, who are highly susceptible to social pressure and the attitudes of significant people in their lives, change their self-concept and pattern of behavior more often and more radically than inner directed people-those who are governed by their own values and goals. This variation is due to the fact that the other-directed person is more anxious to see himself and to have others see him in favorable light. At all ages, the more stable the environment, the fewer pressures there will be on a person to change his personality. Adolescents who remain in the family and neighborhood in whom they grow up, for example, experience fewer pressures to change their personalities than those who go away to college (122-123).

From the quotation above, she clarifies that people were born with their own self-concept. As they grow older, they belong to a broader society which has a social pressure. If the society or environment is stable, an individual will not afford himself to change their personality. But if it is unstable, an individual will
change his personality as what society or environment demands to the favorable one.

The last category is areas of personality pattern. As it is stated by Hurlock that “Some areas of the personality pattern are more subject to change than others; some are rigid that change is practically impossible” (123). It means that an individual has possibility to change his areas of personality pattern, but some of areas are impossible to be changed. She adds that “The part of the personality pattern least likely to change is the core, made up of attitudes, beliefs, values, and aspirations developed as a result of the person’s relationships with others. The core or self-concept becomes stronger and more fixed with age” (123). It explains that there are some parts of personality pattern which least likely to change. Some of them are developed by interaction towards others. When an individual grows older, his self-concept becomes stronger. A sudden change will only bring an emotional strain which will be fluctuated every time.

3) Conditions Responsible for Personality Change

Hurlock says that there are eight categories of conditions responsible for personality change. The first is physical changes. She states that “Physical changes may come from maturation, decline, illness, injuries or some condition resulting from the person’s life pattern but unrelated to the normal changes in the body structure” (124). It means that the changes of personality may come an individual’s physical. A teenager will realize that having a slim and tall body will attract other friends rather than having a fat body. A teenager will change her self-concept after realizing what others see about a good physical appearance.
The second is changes in environment. Hurlock states that “A change in environment will not guarantee an improvement in personality although the change may have the opposite effect” (125). It means that a change in environment may not improve our personality but it is about how society accepts us and how the interaction meets to the society needs.

The third change is changes in significant people. Hurlock explains that an individual usually has his significant people to whom he learns and values about something. The process of change occurs differently in childhood, adulthood and old age. This process is different in forming his self-concept.

When the significant people in an individual’s life change, and when he tries to adapt his pattern of behavior and his attitudes, beliefs, values, and aspirations to theirs, changes in his personality patterns are inevitable. These changes may not be marked, nor are they always permanent (126).

From the quotation above, it is clearly explains how an individual adapt from his significant people until he is fixed with his self-concept. Forming a self-concept differs from certain period of ages. When an individual is still a child, he will only see his parents and sibling as the significant people in his life, but when he reaches into adulthood he will have friends, teachers and spouse as the significant people who influence him in forming his self-concept. The last period of ages is old age. Here, an individual are usually retired and spend their time by doing their activities at home or in neighborhood. In this age, an individual will have a little reason to change his self-concept. He will stay inside his family including spouse, grandchildren, and some of his close friends who are usually known him well (126).
The fourth change is changes in social pressures. Hurlock clarifies that social pressures may bring a change to an individual. Society needs a certain requirement of good personalities because they live in heterogenic circumstances where each individual meets other individual’s need.

As childhood progresses, the child becomes increasingly aware that some personality traits are admired while some are disliked. Since everyone normally has a strong desire to be accepted by those who are significant to him, he tries to change any personality trait that will militate against his being accepted. Strong social pressure to conform to a socially approved personality pattern thus encourages change in certain aspects of the personality. Traits which are likely to lead to social rejection, such as shyness, bossiness, aggressiveness, and greed are more subject to change that those, which are usually admired, such as affection, ambition, cooperativeness and generosity (126).

From the quotation above, it means that in society there are some traits which can not be accepted. The traits like bossiness and shyness are the two examples of it. An individual should realize that he lives in heterogenic society which consists of many different aspects of life. What society needs is more like cooperativeness and generosity. If someone can not fulfill what society needs it will bring him into social pressure in which he should change his old traits to the admired one by society.

The fifth is changes in role. This change is clearly seen by one’s role in a family. Hurlock explains that an individual may change his role as a dependent child who always depends on his parents economically but then when he starts to earn money. The changes from dependent into independent will give effect to the person. The effect will be favorable or unfavorable effect. When a person realizes this change, he will automatically receive it along his need’s development and give prestige to society (127).
The sixth is strong motivation. Hurlock states that “When the motivation to improve the personality pattern is strong enough, changes can be affected. Ordinarily people are most strongly motivated to change those traits which they believe will improve their social relationships and earn them greater social acceptance” (127). It means that an individual usually has a motivation, whether this motivation is strong or weak it will give effect on how he will change his traits and influence on how well he is accepted in social relationship. An individual with low motivation does not try to change his traits because he may feel that he is popular among his friends but an individual with strong motivation will change his traits because he wants to be the favorable one in society (127). So, it can be concluded that strong motivation takes an important role in changing an individual’s traits.

The seventh is changes in self-concept. Hurlock says that “A change in the self-concept will bring about a change in entire personality pattern. However, changing the self-concept in increasingly difficult as people grow older, and any change that is attempted must be made slowly and gradually to avoid upsetting the entire personality pattern” (128). It means that an individual realizes that he should change his old self-concept into new one. This change will be difficult when an individual grows older and accustomed to his old self-concept. He should be able to manage him self in order to avoid the effect of his self-concept changing which will give impact to his development. An individual normally changes his self-concept slowly and gradually until he completes all stages of accustoming his new self-concept.
The last is the use of psychotherapy. The use of psychotherapy helps an individual to understand how to change his self-concept and how to manage himself when it applies in real society. This psychotherapy will help an individual to know how to minimize the impact of his change.

Psychotherapy helps a person to get better insight into the reasons for his unrealistically favorable or unfavorable self-concept, to realize how his self-concept affects the quality of his behavior, to recognize how irrational his self-concept and his behavior are, to achieve both motivation and know-how to change his self-concept, to secure the guidance necessary to make this change without upsetting the entire personality pattern, and to change the conditions in the environment which contribute to an unfavorable self-concept (129).

The use of psychotherapy gives guidance to an individual to be more detail in seeing his favorable and unfavorable self-concept and its influence to his behavior. If an individual understands his self-concept and wants to change his self-concept he will see his reasons of changing self-concept and knows how to change it.

4) Review on Kinds of Abuse and Neglect

There are still many misassumptions about abuse and neglect. People still do not understand how to differentiate between abuse and neglect. Pitchard in his book *The Child Abusers* clarifies that there are three kinds of abuse and neglect. They are physical, emotional and sexual. He explains in detail through his table that abuse and neglect are different. In order to differentiate between abuse and neglect, Pichard provides table as follows (12):
Table 2.1 The Differences Between Abuse and Neglect

<table>
<thead>
<tr>
<th></th>
<th>Abuse</th>
<th>Neglect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>Frequent/severe hitting, slapping, beating, punching, kicking.</td>
<td>Failure to provide regular and adequate food, warmth, clothing, medical care.</td>
</tr>
<tr>
<td>Emotional</td>
<td>Threats to injure or kill; constant sneering/sarcasm or belittling; throwing away or destroying toys; forbidden to speak or play; scapegoat; favoritism to sibling; locked in room or confined space.</td>
<td>Ignoring emotional needs; failing to give affection or respond to child’s cries of distress; failure to comfort or support when sad, hurt, or worried.</td>
</tr>
<tr>
<td>Sexual</td>
<td>Interference with and needless touching of child's genitalia; forcing child to view/touch/sexually manipulate adult; penetration attempted or achieved of genital/anal area; sexual innuendo or threats; showing/making pornography.</td>
<td>Sex is dirt/sinful/shameful; no sex education for child, severe punishment if child is caught in sexual play or masturbation.</td>
</tr>
</tbody>
</table>

It is clearly explained above that abuse is different with neglect. Pitchard tries to classify the form of abuse and neglect into detail in order to help people to understand about the differences between them. When abuse seems to be like a harmful visual action from caregivers, neglect is seen to be a kind of failure treatment in providing secure feeling and self award.
B. Review of Related Studies

Many researchers have criticized Saadawi’s work especially her famous novel, *Woman at Point Zero*. Most of the styles are used by Saadawi is critical writing style. This critical writing style has brought Saadawi into both a researcher and an author of literary work. Her controversial writing in *Woman at Point Zero* is merely about the condition in Egypt where she finds child abuse still becomes a serious problem.

Many critics have come to Saadawi. One of them is a critic comes from Hannah Todd from Publisher Weekly,

Egypt’s foremost feminist writer again confronts the role of women in Muslim society….Saadawi writes beautifully and in abundant and evocative physical detail of an Egypt that remains closely tied to the land and to a way of life that in many aspects has not changed for centuries (www.webster.edu/saadawi.html).

Nawal El Saadawi, a writer who writes many stories about women and children, has proved as the leading of spokeswomen in the world. She writes many good novels that have been published in many countries. In her novel, *Woman at Point Zero*, she tries to figure out the real condition of children in Egypt.

In Egypt, there are many people live under the insufficient economy. Many children can not go to school and have to work outside or help household job. This kind of condition has brought Nawal El Saadawi to write a novel based on the true story that she had interviewed with a prisoner named Firdaus. In this novel, Nawal provides a story with a flashback plot about child, love, and abuse which are closely related into reality that happen in our lives. By reading every
page of this novel, the reader will be able to feel each moment of this story which will help them also to understand the character of Firdaus and all her actions.

In Sanata Dharma University, there are some undergraduate theses which discuss some certain topics using novel *Woman at Point Zero*. In 2004, Rigen Pratitisari, a student in English Education Study Program had written her thesis entitled “*Firdaus’ motivation in becoming a prostitute as revealed in Nawal El Saadawi’s Woman at Point Zero*”. In the same year also, Yoelia Ong wrote her thesis which focused on motivation entitled “*Feminism as reflected in Nawal El Saadawi’s novel Woman at Point Zero*”. Two years later, Dewi Maharani Purba wrote her thesis about motivation in which the title is “*A study of the main character’s motivations for accepting the death sentence in Nawal El Saadawi’s Woman at Point Zero*”. The latest study was about motivation using comparative study entitled “*Motivation of the main character in becoming a prostitute: a comparative study of Paulo Coelho’s eleven minutes and Nawal El Saadawi’s Woman at Point Zero*” which was written by Risa Pareka in 2008. Seeing the topics that had been discussed previously, the writer would like to discuss other important points from the novel which has not been discussed yet. This study focuses on the influence of child abuse towards Firdaus’ personality development by relating this study with psychological approach. The use of psychological approach will give clearer description about Firdaus’ personality development. This approach helps the writer to know Firdaus from her psychological aspects and her personality development after experiencing child abuse. This will answer the first and third problem formulation. Firdaus’ personality development is
influenced by many aspects. These aspects can be found out using theory of personality development by Hurlock.

C. Theoretical Framework

To answer the three problems formulation in the first chapter, the writer uses some theories to support the finding. They are theory of critical approaches, theory of character and characterization, theory of psychology, concept of child abuse, theory of personality development, and review on some kinds of abuse and neglect.

In analyzing the character of Firdaus during childhood abuse, the writer applies the theory of character and characterization by M.J. Muphy, theory of psychology by Huffman and psychological approach. These theories will be very useful in analyzing the character of Firdaus. These theories would answer the first problem formulation proposed by the writer.

In answering the second problem formulation in this study on what kinds of abuses are experienced by Firdaus, the writer uses the concept of child abuse and review on kinds of abuse and neglect. By using them, the writer can analyze what exact kind of abuses that happen to Firdaus. In finding the result on the third problem about how Firdaus’ experiences of child abuse influence her personality development, the writer applies some theories in order to support the finding. They are theory of character and characterization, theory of personality development and psychological approach. These theories and approach are useful to analyze the personality development of Firdaus after experiencing child abuse.
CHAPTER III
METHODOLOGY

This chapter consists of three parts. They are the object of the study, approach of the study, and research methods and procedures. The object of the study concerns with the subject of the study. Then, the approach of the study explains the literature approach used to analyze the novel. The last part is research methods and procedures which describe some stages and sources used in completing the study.

A. Object of Study

The primary object in this study is a novel entitled Woman at Point Zero which consists of 108 pages and is divided into three chapters. This novel was written by Nawal El Saadawi. Juliet O’Keefe states that “Woman at Point Zero is the novel of El Saadawi’s which is most often found on university curricula, and this quick and potent experience if reading is likely the reason why” (125). This novel is usually provided in some universities to study about certain issues in Egypt. Many students like to discuss gender, feminist perspective and society study which are clearly seen from the story. This novel is an inspiring and empowering novel to read. When we finish reading this novel, we will come to a great understanding of this story that is remarkable.

Woman at Point Zero tells about a woman named Firdaus who had an experience of child abuse during her childhood. She was born in a poor family in...
which her parents treat her cruelly by letting her from hunger and working hard as what the other adult do. Experiencing a child abuse has changed her personality development. As a result of her experience, she has a traumatic period during her life. Her point of view to see something becomes different. She grows differently compared to her friends.

B. Approach of Study

In analyzing the influence of child abuse towards Firdaus’ personality development, the writer applies psychological approach. Rohrberger and Woods explain that this approach “involves the effort to locate and demonstrate certain recurrent patterns. It also draws on a different body of knowledge “(13). This approach is used in analyzing the psychological part of Firdaus in *Woman at Point Zero*. In this approach, the writer will emphasize on human psychology which consists of creativity, behavior, motivation, thought aspects that influence to the literary work.

In analyzing this novel, the writer uses many human psychology aspects from Firdaus such as behavior, thought, and her personality traits. This approach also helps the writer to analyze the characterization of Firdaus when she was a child and reaches adulthood. It also figures out the relation between the characterization of Firdaus and her personality development after experiencing child abuse.
C. Research Methods and Procedures

In writing this thesis, the writer used library study to collect primary and secondary data. The primary data is a novel entitled *Woman at Point Zero* which was written by Nawal El Saadawi. And the secondary data is all kinds of relevant theories that are useful to support the findings. There were some stages to complete the data. The stages could be explained in the following paragraphs.

First, the writer chose the novel *Woman at Point Zero* by Nawal El Saadawi. The writer began to read the novel fourth times to get a good understanding of the story itself. The writer started to write some important parts of the novel that would be analyzed in this study. After writing some important parts of the novel, the writer tried to see particular aspects of it to be analyzed. Then, the writer decided to analyze the influence of child abuse that happens to the main character.

Second, the writer collected some references related to the study. There were many references that suitable to the study. The references were taken from books, articles, and journals. After collecting some references to the study, the writer began to focus on theories and elements of literary work that were needed to analyze the novel. They are theory psychological approach, theory of character and characterization, theory of psychology, concept of child abuse, theory of personality development, and review on kinds of abuse and neglect. The theory of character and characterization and psychological approach were used to answer the first and third problem formulation of this study which was about the characterization of Firdaus during and after her childhood abuse in *Woman at Point Zero* novel. Then, the concept of child abuse and review on kinds of abuse
and neglect were used to answer the second problem formulation. In answering the third problem formulation, the writer used the theory of psychology, theory of character and characterization, theory of personality development and psychological approach. Moreover, the writer used some references like journals and articles to get additional information about the biography of the author, the summary of the novel, and some critics towards the novel.
CHAPTER IV

ANALYSIS

In this chapter, the writer analyzes the problems formulation proposed in the first chapter. The first problem formulation is on how the character of Firdaus in Woman at Point Zero described. Then, the second problem formulation is about what kind of abuses that experienced by Firdaus. The last problem formulation is about the influence of child abuse towards Firdaus’ personality development.

A. The Characterization of Firdaus

Abrams states that the word character is divided into two kinds. First, he defines character as “a literary genre: a short, usually witty, sketch in prose of a distinctive type of person” (20). Second, he defines character as “the persons, in a dramatic or narrative work, endowed with moral and dispositional qualities that are expressed in what they say – the dialogue – and what they do – the action.” (20).

To reveal the characteristics of Firdaus, the writer uses a theory of character and characterization which is proposed by M.J Murphy. M.J. Murphy in his book entitled Understanding Unseen: an Introduction to English Poetry and the English Novel for Overseas explains that there are nine ways to know the characterization. They are personality description, character as seen by another, speech, past life, conversation of others, reactions, direct comment, thought and mannerism (161-173).
1. The Personality Traits of Firdaus

a. Highly Motivated and Smart

As a child, Firdaus is a smart student in her school. Before she enrolls her primary school, she often asks her uncle to take her to school in Cairo. Her desire to study becomes a strong motivation although in that era girls are rarely or not allowed to go to school. But things are not easy for her; she has to stay at home and still doing heavy household jobs. Until one day in the morning, she dares to ask her uncle to let she goes with him to Cairo for study.

When my uncle would clamber into the train, and bid me farewell, I would cry and beg him to take me with him to Cairo. But my uncle would ask, ‘What will you do in Cairo, Firdaus?’ And I would reply: ‘I will go to El Azhar and study like you. (16)’

Firdaus is a child with a strong motivation to study. She believes that through study she can have a better living like what men have in her country. Her motivation to learn more is supported by her uncle. Her uncle studies in El Azhar in Cairo. When she stays with her parents, her uncle often teaches her alphabet. After Firdaus’ parents died, her uncle sends her to elementary school and takes her to Cairo (19). She realizes that she has a great motivation to study but her parents never support her and force her to work at home. The only person who supports her is her uncle.

From the quotation above, it is clearly explained that Firdaus has her own self-motivation to study like what men usually deserve in her country. Her bravery to ask her uncle to let her studies in Cairo has shown her strong motivation. Therefore, the speech above helps the writer to analyze that Firdaus is a highly motivated girl.
Firdaus grows smarter when she enters her primary school where she can find many opportunities to learn more in the school library. Her knowledge goes broader when she starts to read about certain topics which are very strange to some common students in her school at her age. But she has a different point of view to see something and make a conclusion by her own.

I read love stories and love poems. But I preferred books written about rulers. I read about a ruler whose female servants and concubines were as numerous as his army, and about another whose only interests in life were wine, women, and whipping slaves. A third cared little for women, but enjoyed wars, killing, and torturing men. Another of these rulers loved food, money, and hoarding riches without himself and his greatness that for him no one else in the land existed (26-27).

From the quotation above, it is clearly explained that Firdaus has reached to what adult learners usually achieved. She has her own point of view in seeing certain sensitive issues which are rare for common children to learn about it. She becomes a good reader of some books to which she is not supposed to learn before she reaches adulthood. After developing her own point of view, she comes to her final conclusion which is very shocking compared to her friends’ knowledge. She becomes aware that men are dominant in each sector of life. They seem to be some kind of rulers. What men want are collecting a lot of money, having sex, and building great power of their territories (27). All of these assumptions have copied to her mind which seems to be hard for common children. But she is a smart child who can absorb much information from different sources and analyze it through her logic.

It is uncommon thing to see a child reading a hard content of books which will have a certain impact to her life. But Firdaus is not an ordinary child who is
only satisfied in learning about subjects in her school. Her curiosity develops well when she realizes that the world is broader than she thinks about. She loves certain sensitive topics which need a good attention to read, analyze and make a conclusion. Furthermore, she reaches a stage in understanding books that she reads.

Firdaus is a child with higher capabilities of learning than her friends. She loves to observe a new thing surrounds her. She loves to read newspapers and magazines which are sent to her school library. Her habit of reading goes broader day by day. She starts to observe what men are like (27). Newspapers and magazines are up-to-date information than books. From reading newspapers and magazines, Firdaus is able to know the latest information in her country.

From the quotation above and its analysis, it can be concluded that Firdaus is a smart child. Through her thoughts, it describes how smart she is with all of her explanations about things surround her, about what men are like, and about how they can be rulers.

b. Has Poor Self-Esteem

Instead of being a smart child, Firdaus has a problem with her self esteem. She often regrets of having been born in her family. Living in a poor family in which she does not have a chance to go to school and lack of attention from her parents makes her always disappointed with her life. She has to work hard in the field and does some household jobs. As a child, she does not receive any good treatment from her parents. Her life is burden by the condition in which she can not develop herself well.
Back in my father’s house I stared at the mud walls like a stranger who had never entered it before. I looked around almost in surprise, as though I had not been born here, but had suddenly dropped from the skies, or emerged from somewhere deep down in the earth, to find myself in a place where I did not belong, in a home which was not mine, born from a father who was not my father, and from a mother who was not my mother. Was it my uncle’s talk of Cairo, and the people who lived there that has changed me? Was I really the daughter of my mother, or was my mother someone else? Or was I born the daughter of my mother and later changed into someone else? Or had my mother been transformed into another woman who resembled her closely that I could not tell the difference? (16).

As a child, Firdaus feels disappointed at her life. She never has a better living with her parents. She often experiences bad moments in her childhood. Her disappointments have changed into a poor self esteem where she feels kinds of rejection in her family. The feeling of rejection has become stronger when it is done by the one who should give her love and care. It is a usual thing when the winter comes; her mother prefers to keep her father warm rather than to keep her and the other children (17). At this time, Firdaus becomes aware of being different in her family in which she does not receive attention from her parents. The figure of mother becomes a different figure for her.

Her disappointments of being rejected are clearly seen from day to day when she starts to grow and need attention. She often feels alone in her family. Her imagination of having good parents has made her failing into sad reality that she does not own good parents to keep her and love her. Her hatred of this situation describes in her way she hates all of the things surround her. She even hates her physical appearances as a form of her hatred to her parents.

I stood in front of the mirror staring at my face. Who am I? Firdaus, that is how they call me. The big round nose I got from my father, and the thin-lipped mouth from my mother.
A sinking feeling went through my body. I neither liked the look of my nose, nor the shape of my mouth. I thought my father had died, yet he was alive in the big, ugly, rounded nose. My mother, too, was dead, but continued to live in the form of this thin-lipped mouth. And here I was unchanged, the same Firdaus, but now clad in dress and with shoes on her feet (20-21).

When a child starts to hate herself, she must have problem with her psychology. Firdaus is a child with sensitive feeling. She will capture all of moments including happy and bad moments in her life. She is used to live in abnormal family where she experiences lots of abuses done by relatives and parents. Then, she starts to hate herself as a child who had been born in a wrong family and has to survive a hard life’s destiny. She becomes a child with a broken heart of being treated unfairly. Her poor self esteem brings her to a self hatred problem. The broken feeling comes to her heart when she realizes that her parents still leave their particular parts of body in her body. She shows her hatred of having a big rounded nose and thin lips which are inherited by her parents. There is a time when she looks herself in front of the mirror with a deep hatred. She sees herself as a human being with no beauty inside. She would rather comb her hair, dress up and directly go to school (21). All of these facts have become an accumulation of her disappointed and regret.

From the quotation above and its analysis, it is clearly seen that Firdaus has started to hate herself by looking at the mirror. In the mirror, she sees her own physical appearances inherited by her parents who had threatened her badly and she realizes of being a human who has to live harder in her age. The deep hatred has become accumulation of experiencing bad moments in her life. From the Firdaus’ thoughts, the writer simplifies that Firdaus has a poor self-esteem.
c. Hard working

As a child Firdaus does not belong to a childish child. She is a hard working child who can do what adult people usually do. Besides helping her mother in the field, she has to help some kinds of household jobs which are heavy for some common children in her age. But she never refuses her duty and always does her job professionally even though she is still young. Before the sun rises, she goes to the river and fills her heavy earthenware jar with full of water. The earthenware jar seems to be heavy in which she must maintain her position balanced. Her mother always teaches her how keep her legs in the right position so that she can carry the jar (13).

Before the sun had started to appear in the sky, she would nudge me in the shoulder with her fist so that I would awaken, pick up the earthenware jar and go off to fill it with water. Once back, I would sweep under the animals and then make rows of dung cakes which I left in the sun to dry. On baking day I would knead dough and make bread (14).

Based on the quotation above, it can be seen that Firdaus is a hard working child who is accustomed to do such a heavy job. She realizes that she had been born in a poor family and she has to live and work harder. Living in an insufficient economy forces Firdaus to struggle in reaching better condition though it is very hard for some common children in her age who mostly spend their time playing with their mates and do not do some kinds of heavy jobs like Firdaus. After her parents died, Firdaus moves into her uncle’s house in Cairo. In her uncle’s house, she keeps continuing to work hard although she is no longer burden with her parents command but she realizes that she lives with her uncle who receives her existence and pays for her school fee.
Once back I would sweep and clean the house, wash my uncle’s clothes, make his bed, and tidy his books. He bought me a heavy iron which I would heat on the kerosene stove, and use to launder his kaftan and turban. Shortly before sunset he would return from El Azhar. I served supper and we ate together (21).

From the quotation above and its analysis, it is clearly explained that Firdaus is a hard working child. In her uncle’s house, she manages her time cleaning up the house while is studying in primary school. Through her mannerism, the writer draws conclusion that she is described as a hard working child who does heavy household jobs at home.

d. Obedient

Firdaus is a young child with a strong heart to survive in her poor family. She always obeys her parents command and never refuses it. She understands her family condition and tries to help some household jobs in the field at home. Although she never receives any attention from her parents, she still obeys them with all of her heart. Her mother had taught her to obey every single command which was directed to her. As a child, she only receives the command as her duty of helping her parents. Compared to some common children in her age who mostly refuse to work hard, Firdaus is categorized as an obedient child who always does all commands which are directed to her by her parents.

Before the sun had started to appear in the sky, she would nudge me in the shoulder with her fist so that I would awaken, pick up the earthenware jar and go off to fill it with water. Once back, I would sweep under the animals and then make rows of dung cakes which I left in the sun to dry. On baking day I would knead dough and make bread. To knead the dough I squatted on the ground with through between my legs. At regular intervals I lifted the elastic mass up into the air and let it fall back into the through (14).
From the quotation above, it describes that her mother would wake her up and ask her to pick up the earthenware jar to fill it with water though it was still morning in which some common children are usually preparing things to go to school while the mothers are preparing for the breakfast. But Firdaus never experiences that, she has to obey her mother’s command to do her job. After her mother died, she replaces her mother’s jobs. Now she has to obey her father’s command. She has to wash her father’s legs with water and prepare for meals (17-18). After the death of her mother, she still continues to obey her father by serving meals and does some household jobs. It becomes her daily routine job for her. Although her mother is no longer commands her but she still keeps doing her habit.

Through the quotation above and its analysis, it is concluded that Firdaus is obedient. The way she obeys her parents’ commands has proven that she is an obedient child who always does her job well without refusing it. Through her mannerism, the writer can analyze and draw conclusion what kind of person she is and find out that she belongs to an obedient child

B. Kinds of Child Abuse Are Experienced by Firdaus

1. Physical Abuse

Wolfe, as it is quoted in Wilson et al, states that physical abuse “refers to nonaccidental injuries that result from the violent behavior of caretakers, which 60% of them are women” (551). In the book, The Child abusers, Pitchard Colin states that “physical abuse is the most commonly recorded type of abuse, and it is
easy to define, observe, and take action against this kind of maltreatment” (12). In this novel, Firdaus experiences some kinds of physical abuses. Her physical abuses are in the form of beat, cut, and hit.

a. Beaten by her mother

Firdaus is a child with smart and high curiosity. She often observes what happens around her. She always thinks about how something happened and how things are accepted by society. Her first physical abuse is done by her mother on one day after the Friday morning prayer. As a child, she asks something about a thing which makes her mother directly beats her.

Sometimes I could not distinguish which one of them was my father. He resembled them so closely that it was difficult to tell. So one day I asked my mother about him. How was it she had given birth to me without a father? First she beat me (13).

Beating a child is a harmful action because it will remain bruise if it is done with a strong power. Besides remaining bruise on a child’s body, beating a child will affect to a child’s psychology because she will remember that moment as a hurtful moment which will give her a traumatic experience. What her mother does to Firdaus is a wrong action. She does not realize that Firdaus is still a child who does not deserve bad treatment from her. There is no strong reason to beat a child. If a child does something wrong at home or outside home, it is their duties to teach their child to obey the rule and know what the right behavior is. The case of Firdaus is not clear enough. She only asks about how she had been birth in this world, but her mother directly beats her with no explanation. From the quotation above and its analysis, it can be concluded that Firdaus experiences a physical abuse in which she is beaten by her mother for unknown reason.
b. Cut by her mother

In this case, Firdaus should experience a horrible action done to her. After asking a question to her mother about how she had been born in the world, her mother brings a woman to cut a piece of flesh between her thighs for unknown purposes. Firdaus can not react against her mother brutality of hurting the sensitive part of her body.

So one day I asked my mother about him. How was it she had given birth to me without a father? First she beat me. Then she brought a woman who was carrying a small knife or maybe a razor blade. They cut off the piece of flesh from between my thighs. I cried all night. Next morning my mother did not send me to the fields (13).

Experiencing of being cut of a flesh between her thighs for unknown purposes has brought a great impact to Firdaus. If it is as form of punishment for asking an innocent question, the mother has done a brutal action to give punishment to her because it will seriously injure that part of her body permanently. But if it is kind of circumcision, she does not deserve to experience that because it is only done for men to prevent from genital illness. In some countries, it is tradition for female children to have circumcision but seeing the function and purpose of female circumcision many medical studies do not agree with that. Female circumcision by cutting a part of females genital will damage the genital itself and remain permanent injured.

Based on the novel that her mother had cut a flesh between Firdaus’ thighs, it can be categorized that whether it is a punishment or a circumcision the mother had done physical abuse which hurting her child’s body. From the quotation
above and its analysis, it concludes that Firdaus experiences other physical abuses besides beating. The effect of this brutal action injures her badly.

c. Hit by her mother

After experiencing being beaten and cut by her mother, Firdaus has to experience again her physical abuse. She is hit by her new mother. After her mother dies, there is a woman who stays at her home. The father introduces her as her mother but she is not a kind person. She hits Firdaus’ hand while she is swashing her father’s legs.

When I grow a little older my father put the mug in my hand and taught me how to wash his legs with water. I had now replaced my mother and did the things she used to do. My mother was no longer there, but instead there was another woman who hit me on my hand and took the mug away from me. My father told me she was my mother (18).

Hitting a child is also a harmful action. A child may feel that she is an unexpected child who should receive any brutal action done to her as a symbol of hatred. In this novel, Firdaus has been hit on her hand by her mother because her mother wants to replace her duty of washing her father legs. From the quotation above and its analysis, it can be concluded that she experiences another physical abuse. Hitting on hands is also categorized as physical abuse because it may hurt a child’s body. In Firdaus’ cases, she is a child who often receives bad treatment from her parents, especially her mother. A figure of warm and caring mother is no longer stays in her mind. All she sees is only a mother who can do all the things to punish her every time her child makes mistakes.
2. Emotional Abuse

Besides experiencing physical abuse, Firdaus also experiences emotional abuse that arouses her feeling down. Emotional abuse may bring bad impact to a child’s future. She is emotionally broken and it will remain in her thought for a long time. In this case, Firdaus experiences emotional abuse by her father on one day when she is hungry.

My mother would hide his food from us at the bottom of one of the holes in the oven. He would sit eating along while we watched him. One evening I dared to stretch out my hand to his plate, but he struck me a sharp blow over the back of my fingers. I was hungry that I could not cry (19).

A sharp blow over back of her fingers has aroused her feeling down. She is totally hungry and she dares to stretch out the food on the plate. But her father seems to hate her of disturbing his dinner. Firdaus wants to cry because she is totally hungry but she cannot cry and lets her father finishes the dinner then she goes to bed with an empty stomach. Her father does not realize that by doing that action he has done emotional abuse towards his child. Her father will not understand how hurt it is for a child refused to ask for food until she cannot cry because she has no energy to cry upon her hunger.

From the quotation above and its analysis, it concludes that Firdaus experiences an emotional abuse. A sharp blow over back her fingers symbolizes that her father does not care about his child. The feeling of this emotional abuse brings her into a self frustrated child who begging for food. She captures the moment in her mind and makes her sad.
3. Sexual Abuse

For the first time Firdaus experiences a sexual abuse which is done by her uncle. She never expects that a figure of perfect man will do that harmful action. Therefore, she is not brave enough to refuse it. Her first sexual abuse will become a bad memory in her life because it is done when she is still young child in which she does not know anything to against that action.

My *galabeya* often slipped up my thighs, but I paid no attention until the moment when I would glimpse my uncle’s hand moving slowly from behind the book he was reading to touch my leg. The next moment I could feel it travelling up to my thigh with a cautious, stealthy, trembling movement (14).

It is surprised to see how a sexual abuse has been done by one of the relatives who should protect her and keep her. It is very pity to see how innocent Firdaus faces that sexual abuse by keeping silent and do not tell her parents. Firdaus is a child with a full respect to older people; therefore, she does not have enough braveness to react or to tell her parents about it. As it is mentioned in the novel, “his hand would continue to press against my thigh with a grasping, almost brutal insistence” (14-15).

Every time there was the sound of footstep at the entrance to our house, his hand would withdraw quickly. But whenever everything around us lapsed into silence, broken only every now and then by the snap of dry twigs between fingers as I fed the oven, and the sound of his regular breathing reaching me from behind the book so that I could not tell whether he was snoring quietly in his sleep or wide awake and panting his hand would continue to press against my thigh with a grasping, almost brutal insistence (14-15).

From the quotation above, it is clearly described how dared her uncle to do sexual abuse towards her niece. He does his sexual action at home in which it is not polite action although he is an uncle but he keeps continuing to touch her
aggressively by observing at the entrance of the house. He knows that Firdaus is an obedient child and will not tell it to her parents. After moving into her uncle’s house, Firdaus still experiences sexual abuse although it is not clearly enough in the novel whether they do sexual intercourse or not. But again, Firdaus cannot react anything because she is just too afraid of making her uncle angry. She tends to keep silent rather than react for it.

I was trembling all over, seized with a feeling I could not explain, that my uncle’s great long fingers would draw close to me after a little while, and cautiously lift the eiderdown under which I lay. Then his lips would touch my face and press down on my mouth, and his trembling fingers would feel their way slowly upwards over my thighs. A strange thing was happening to me, strange because it had never happened to me before, or because it had been happening to me all the time, ever since I could remember (22).

It has never been predicted before that she will experience sexual abuse by her uncle because she always respects her uncle after her parents died. If a child has already experienced sexual abuse, she would automatically feel worried about herself of being insecure. A sexual abuse is a strong moment for a child to know things that they should not have known yet but she has to know it by force without any protection from older people. From the quotation above and its analysis, it is concluded that she experiences a sexual abuse. This sexual abuse becomes an unforgotten thing because it has done by the significant person from her life. She does not realize that she becomes her uncle’s object for his sexual desire. The feeling of Firdaus to her uncle is purely as a child who puts lots of loves and hopes to the one who replaces her parents but things get wrong when her uncle uses her as an object.
4. Neglect

Besides experiencing child abuse, Firdaus also experiences neglect. They are neglect of food, warmth and recognition by her parents. Neglect is a failure of parents who should pay attention to their children by giving them love, care and physical need including food and live well.

a. The Need of Food

Living in a poor family with many brothers and sisters has influenced the physical needs to Firdaus and her siblings. She often goes to bed without dinner and she has no right to ask for food until her mother let her to eat the food. Her mother prefers to take care of her husband rather than to fulfill her children needs.

My father never went to bed without supper, no matter what happened. Sometimes when there was no food at home we would all go to bed with empty stomachs. But he would never fail to have a meal. My mother would hide his food from us at the bottom of one of the holes in the oven. He would sit eating along while we watched him. One evening I dared to stretch out my hand to his plate, but he struck me a sharp blow over the back of my fingers. I was hungry that I could not cry (18-19).

From the quotation above, it is clearly explained how she has been neglected by her parents for not giving her and her siblings food. The need of food for children is important for their growth. If children lack of food, they will not grow optimally. The need of food is something necessary to be fulfilled by parents. Parents should provide good food for their children in order to keep them healthy and grow well. The case of Firdaus describes how she has been neglected by her parents. Her mother does not want to share the food to her children including Firdaus. She only serves her husband who works all day to fulfill the household need without thinking about her children.
b. The Need of Warmth and Recognition

The need of warmth and recognition is also important for a child. Living in a poor family does not mean letting a child to seek it by herself. A child should be given warmth and recognition as a symbol of love and caring. If a child cannot feel it at home, she will feel that she is an unexpected child and it will influence her character.

In this novel, Firdaus experiences neglect from her parents of letting her to sleep alone in the winter and going to keep her husband warm. In this moment, Firdaus feels kind of rejection of her recognition as a child who should be given warmth and recognition about human being who is still a child.

I could tell she was my mother, how I do not know. So I crawled up to her seeking warmth from her body. Our hut was cold, yet in the winter used to shift my straw mat and my pillow to the small room facing north, and occupy my corner in the oven room. And instead of staying by my side to keep me warm, my mother used to abandon me alone and go to my father to keep him warm (17).

Firdaus seems to be very sad and had been neglected by her parents. She is still a child who needs attention from her parents including love, care, warmth and recognition within the family but she feels alone without nobody cares with her existence in the family. When a child experiences neglect, she will have down feeling to herself because she will think that she does not belong to the family and her existence is not important for them. It also happens to Firdaus when she experiences neglect. Her feeling automatically drops and she loses all her capabilities as a child to seek for warmth and recognition because she knows that her parents do not care about her existence.
No light seemed ever to touch the eyes of this woman, even when the day was radiant and the sun at its very brightest. One day I took her head between my hands and turned it so that the sun fell directly on her face, but her eyes remained dull, impervious to its light, like two extinguished lamps. I stayed awake all night weeping alone, trying to muffle my sobs so that they would not disturb my little brothers and sisters sleeping on the floor beside me (18).

From the quotation above, it describes how hurt it is as a child who has been neglected by her parents. All the things that she can do are only crying and feeling down but her parents do not understand about it. They do not understand how important for a child to have warmth, love, caring and recognition in which normal family will give it to their children. Children will grow optimally if their parents involve their children in their lives. Children need to be recognized as a human being who deserves love and warmth from their parents. This kind of feeling is important in their emotional development. To be loved and recognized are something meant to be for children. Their emotional will be stable because she is in secure family.

C. The Influence of Child Abuse Towards Firdaus’ Personality Development

After experiencing some kinds of child abuse, Firdaus grows up and her personality development also changes. She becomes a new person who has strong characters after facing the hardest childhood which is complicated and memorable in her mind. This personality development is influenced by her past childhood. There are some personality developments that change her into a new person.
1. Autonomous and Independent

When Firdaus was a child, there was no freedom to make a choice to live better because she lived with her parents and her uncle with their own rules. She had to obey some rules and commands from them and she had no right to refuse it. But things have changed; she becomes a successful prostitute in which she can have all the things to fulfill her needs. Working as a prostitute changes her previous life. She becomes an autonomous woman who can manage her own life without being afraid of somebody who only takes benefits from her. She feels the great new atmosphere in which she never expects before.

Now I could decide on the food I wanted to eat, the house I preferred to live in, refuse the man for whom I felt an inversion no matter what the reason, and choose the man I wished to have, even if it was only because he was clean and well manicured (68).

Firdaus has become a different person after she experienced some kinds of child abuse in her childhood. Her life has changed; she has her own freedom in which it is impossible to achieve if she is still abused. She has everything in her hand and she really enjoys her achievement to feel the freedom that she desires from a long time ago. Her life becomes different when she can employ someone to manage her room and her activities as a prostitute. She enjoys her life in her twenty years old where she can be an independent woman who never depends on men and people surround her. Her bank account always keeps mounting as the time goes by (69). This kind of situation symbolizes how wealthy she is now. She is no longer a person who is burden by people surround her. She becomes an independently struggle woman who fights alone against her past.
A quarter of century had passed, for I was twenty-five years old when I first started to have a clean apartment of my own, overlooking the main street, engage a cook who prepared the food I ordered, and employ someone to arrange for my appointments at the hours which suited me, in accordance with terms which I considered acceptable. My bank account kept mounting all the time. I now had free time in which I could relax, go for walks, or to the cinema, or to the theatre, time to read the newspapers and to discuss politics with the few close friends I selected from the many who hovered me seeking to strike up a friendship (69).

It is very contrast to her childhood when sometimes she has to go to the bed with an empty stomach because her father eats the supper alone without remaining food for his children. At that time, she even cannot cry because she is totally hungry. But things have changed; now she can buy what she wants to buy and eat what she wants to eat without waiting for her mother giving her meals. She becomes a free soul who directs herself without anyone disturbs her life. All that she wants is for a simple thing called freedom which she always dreams about.

I realized this was the first time in my life I was eating without being watched by two eyes gazing into my plate to see how much food I took. Ever since I was born those who eyes had always been there, wide open, staring, unflinching, following every morsel of food on my plate (66).

From the quotation its analysis above, it is clearly described how she has changed her life after working as a successful independent prostitute who owns her body by herself and owns her material without letting anybody to take the advantages through her job. She realizes that all that she wants from a child has been achieved and she proves to herself that she can do that and deserves to live freely without two eyes which always observe her every time she walks. This change belongs to changes in role by Hurlock. When Firdaus was a child, she was an economically dependent child who always depended on her parents. She had
no right to choose her favorite things in her life, but when she became a successful
prostitute she could earn her money by herself and had an absolute right to choose
what she wanted in her life. Her autonomous and independent characters can be seen through her mannerism.

2. Tough

After experiencing a horrible child abuse in her childhood, Firdaus becomes a tough woman. Her point of view of men has changed. Her parents who always done physical abuse, emotional abuse and neglect, her uncle who had done her a sexual abuse, had changed her into a tough woman. About parents who should give her love and caring but in fact she never received it until they died. About her uncle who used to replace her parents but he was the one who had started a sexual abuse in which she was still young at that time and could not refuse it. All of these lead her to be a tough woman. It is captured in her mind that all men she knows are only wrong men who only take benefits from her. Her desire is only to lift her hand up and smash on all the men faces (11).

After quitting from her job as a prostitute, she starts her new life as an employee in a company. She uses her secondary school certificate to register as an employee. She works hard to fulfill her needs but she never refuses or regrets it. Her childhood abuse had led her to be a tough woman who should survive in any condition. She shows us how tough she is although she is a woman.

I still had my secondary school certificate, my certificate of merit, and a sharp decisive mind determined to find respectable work. I still had two black eyes that looked shifty, leering glances thrown at me as I made my way for the job. I went to all the ministries, departments, and company offices where there might be a vacancy. And finally, by dint of these efforts, I at last found a job with one of the big industrial concerns (73).
Her life as an employee in an industrial company is totally different with her life when she was a prostitute. But she keeps struggling to survive, she knows that life is hard and there is no need to regret. Living in a small room not is serious problem for her because she had experienced living in a hut with many family members and hard household jobs. She shows all her capabilities as a worker who works hard to fulfill her commitment. She is never disappointed about job that burden her or about a small room in which it is totally different than her apartment.

After the day’s work was over, I would pick up my little bag and go home. What I called home was not a house, or a flat, but merely a small room without toilet. I rented it from an old woman who got up every morning at dawn to pray, then knocked at my door. My work did not start until eight o’clock in the morning, but I was always up at five, so that I would have the time take my towel, and go down to join the queue of men and women standing in front of the bathroom (73-74).

Once she experiences insulting by one of her officials in her office when she wants to go to the office. This insulting moment has aroused her feeling that she is being underestimated by them because she is only an employee who has nothing except struggling to fulfill the needs. The broken feeling arouses her emotional but she keeps continuing her life. She knows that it is a common thing for men to insult women because what men want is only putting women into weak position so that they should beg for a help otherwise they may lose their jobs but she never puts herself in that position. She keeps struggling to fight for her own life and never scared of losing her job.

I looked into his eyes. They clearly said, ‘You’re a poor, miserable employee, unworthy of esteem, running after a bus to catch it. I’ll take you in my car because your female body has aroused me. It is an honour for you
to be desired by a respected official like myself. And who knows, maybe some day in the future, I can help you to get a rise before the others.”

When I said nothing, he thought I had not heard him. So he repeated: ‘I can give you a lift.’

I quietly replied, ‘The price of my body is much higher than the price that can be paid for it with a pay rise’ (75).

From the quotation above, it is clearly seen how tough she is who faces an insulting moment because she is just an employee with a lower salary. But she keeps continue to work as usual and remember that two eyes which always observing her female body for a pleasure. She loves her job very much although she earns little from it. In the office she has lots of friends to talk to and discuss things that she likes to talk. She almost spends her whole day at her office and when the night comes she will go home.

But I liked my job despite everything. At work I met my women colleagues. I could talk to them and they could talk to me. My office was better than the room in which I lived. There was no queue outside the office toilets, and nobody hurried me when I was inside. The grounds around the office building had a small garden in which I could sit for a while at the end of the day before going home. Sometimes night would fall and I would still be there, in no hurry to return to my dreary room, the dirty back streets and the foul of smelling toilets (76-77).

From the quotation above and its analysis, it can be concluded that Firdaus is a tough person. Her tough character brings her into an independent woman who struggles to survive in any hard condition. This change belongs to the changes of social pressure proposed by Hurlock. In this condition, Firdaus realizes that she has to fight against the pressure of society which requires her many efforts to be tough in a hard condition. When all female workers are surrender to her boss otherwise they will lose their jobs, Firdaus appears as a woman who is tough.
against this pressure. Through her mannerism and speech, it shows how tough she is.

3. Has High Self-Esteem

When she was a child, Firdaus had a problem with her self-esteem. She always regretted of having been born in a poor family which lacked of attention and food. She also hated her physical appearances as a symbol of her parents who had remained something to her body. Her deep hatred comes from the accumulation of her childhood abuse in which it was done by significant people surround her.

I stood in front of the mirror staring at my face. Who am I? Firdaus, that is how they call me. The big round nose I got from my father, and the thin-lipped mouth from my mother. A sinking feeling went through my body. I neither liked the look of my nose, nor the shape of my mouth. I thought my father had died, yet he was alive in the big, ugly, rounded nose. My mother, too, was dead, but continued to live in the form of this thin-lipped mouth. And here I was unchanged, the same Firdaus, but now clad in dress and with shoes on her feet (20-21).

The deep hatred becomes stronger when her uncle forces her to get married with an old man to whom she does not fall in love with. Her life becomes harder because she has to accept bad treatment from her husband. Her husband always beats her when she does something wrong at home. Feeling depressed of being insecure in her marriage, she runs away from home and live in a small room with her new friend. A great hope of being given a help by a new friend is finally disappeared when she has to experience another sexual abuse. An escape is planned by her on one day in the morning after the horrible night. She finally runs away and meets Sharifa who is a successful prostitute. She realizes that she is not as ugly as what she thinks. Sharifa teaches her how to attract men with her
appearances and becomes her as a successful prostitute. Sharifa has changed her perspective and let make-up fix her face to be more beautiful. She realizes that now she becomes one of the most expensive prostitutes with a beautiful appearance to attract men outside. She is no longer a child with a poor self-esteem who always regret of being inherited particular parts of her body from her parents. On the other hand, she hides all past story and shows the real new person who sharply attracts men attention outside.

And because I am a prostitute, I hid my fear under layers of make –up. Since I was successful, my make-up was always the best and most expensive kind, just like the make-up of respectable upper-class women. I always had my hair done by stylists who tendered their services only to upper-class society women. The colour I choose for lipstick was always ‘natural and serious’ so that it neither disguised, not accentuated the seductiveness of my lips. The skillful lines penciled around my eyes hinted at just the right combination of attraction and rejection favoured by the wives of the men in high positions of authority. Only my make-up, my hair, and my expensive shoes were ‘upper class’ (11-12).

She starts to know herself as a pretty young woman who has never been touched by make-up and now she learns to use make-up. She also tries to cherish part of her body which she always hated when she was a child as an accumulation of hatred to her parents. She uses her physical appearances as an expensive thing in which men are struggling to afford it. She shows her black eyes as a magnet to attract men outside. Her body seems to be a beautiful package to lust men who desire to sleep with her for hours with a competitive price. She feels proud of herself of seeing how men are struggling to make an appointment with her because she is one of the prettiest prostitutes (69).

I discovered I had black eyes, with a sparkle that attracted other eyes like a magnet, and that my nose was neither big nor rounded, but full and smooth with the fullness of strong passion which could turn to lust. My body was
slender, my thighs tense, alive with muscle, ready at any moment to grow even more taut (54).

From the quotation above and its analysis, it is clearly seen how she has changed after experiencing a horrible childhood abuse. She becomes a person with a high self-esteem. Her deep hatred as a child who experiences kinds of abuse has already been paid by her achievement as a successful prostitute to whom men usually struggle for an appointment with her. This change belongs to change in significant people by Hurlock. Firdaus tries to adapt what Sharifa has taught her to be a successful prostitute who can earn much money from her job. The figure of Sharifa is seen to be an important person who has changed Firdaus to be as a successful prostitute. Through her personal description, it shows how she has changed her personality to be high self-esteem.

4. Brave

In her childhood, Firdaus always obeys her parents’ rules and does not have a right to refuse. Even when she receives a sexual abuse by her uncle, she remains silent and does not react anything because she is too worried of making her uncle angry. When she becomes a successful prostitute, her life is not easy anymore after a pimp come to her asking for advantages. She refuses and reacts against him. She is no longer a silent child who does not have braveness to prevent herself from somebody who will hurt her.

One day he saw me entering my house and followed me. I tried to shut the door in his face, but he took out a knife, threatened me with it, and forced his way in.
“What do you want of me?” I asked.
“I want to protect you from other men,” he replied.
“But no one else besides you is menacing me” (92).
As a successful prostitute, she feels that she does not need a man to protect her. She realizes that she is not safe anymore because of that pimp. Her capability to react against the pimp shows us how brave she is. Throughout her life, she had been commanded by people surrounded her. When a pimp comes to her life, her deep hatred arouses her past feeling which had been buried for long time ago and she does a shocking action which seems impossible for a woman to do such a thing.

I raised my hand even higher that he had done, and brought it down violently on his face. The whites of his eyes went red. His hand started to reach for the knife he carried in his pocket, but my hand was quicker than his. I raised the knife and buried it deep in his neck, pulled it out his neck and then thrust it deep into his chest, pulled it out his chest and plunged it deep into his belly. I stuck the knife into almost every part of his body (95).

From the quotation above and its analysis, it describes how brave she has done to the pimp in order to protect her life from someone who will take advantages from her. It is better to kill the pimp rather than become a prostitute owned by him because her life is too priceless for living under command by someone. All her wants is only to live with her own will and nobody disturb her life again because she had experienced a brutality of childhood abuse which still remain in her mind. This change belongs to the changes in self-concept. Firdaus realizes that throughout her life she is only a woman who can not do anything when she is abused by her parents, uncle and some of her friends, but at the end of the story she proves that she has changed her self-concept to be a brave woman who is able to kill a pimp who tries to treat her life. Through her reactions against the pimp, it shows that she is a brave woman.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. The first part is the conclusion of the analysis. The second part is the suggestion for further researchers on the novels as well as the suggestion for teaching-learning activities using the novel as the source.

A. Conclusions

Based on analysis on chapter 4 which answers the three problems formulation, there are three conclusions which have been analyzed. The first is related to the characterization of Firdaus during childhood abuse in Saadawi’s *Woman at Point Zero*, kinds of abuses are experienced by Firdaus, and the influence of her experience of child abuse towards her personality development.

The first conclusion is about the characteristics of Firdaus during childhood abuse in Nawal El Saadawi’s *Woman at Point Zero*. There are four characteristics of Firdaus in Nawal El Saadawi’s *Woman at Point Zero*. The first is highly motivated and smart. It has been shown in the chapter 4 that Firdaus is a child with smart and high motivation in learning about something especially education. She often spends her time by reading books and newspapers as her source to develop her knowledge. The second characteristic is poor self-esteem. As a child who realizes that she had been born in a poor family and unthreatened well by her parents, Firdaus grows as a child with a deep hatred towards her parents. She does
not like her part of her body which she thinks that it has been left by her parents to whom she hates them.

The third characterization is hard working. She has to carry a heavy earthenware jar every morning to fill it with water and does some others household job which are too heavy for a child in her age. But she always does her works very well. The last characterization is obedient. Firdaus always obeys her parents’ rule. Although doing her household jobs and helping her parents in the field are not easy jobs but she always obeys all commands directed to her.

Another part from chapter 4 which is also important is the second problem formulation on what kinds of abuse are experienced by Firdaus. During her childhood, she often experiences many kinds of child abuse. They are physical abuse, emotional abuse, sexual abuse and neglect.

For physical abuse, she is beaten, cut, and hit by her mother in a moment when she asks something about her father but her mother gets angry and done the physical abuse to her. In experiencing emotional abuse, she is emotionally abused by her father when she asks for food but she can only watch her father eating alone without thinking about her. For sexual abuse, she is touched and molested for the first time by her uncle. His habit becomes seriously brutal when she moves into his house and a strange thing happened to which she is not ready to experience that. The last is neglect. Firdaus also experiences neglect of giving food, warmth and recognition. At night she often goes to bed with an empty stomach because her father does not leave any food for his children. As a child,
she does not feel warmth from her parents. She often sleeps alone though it is winter and her mother tends to sleep with her husband to keep him warm.

The third conclusion concerns with the influence of her experience of child abuse towards her personality development. There are four important points of her personality development after she experiences child abuse. First is autonomous and independent. After working as a successful prostitute, her life has changed. She is no longer a burden human being with no right to live free and to make a choice of her life. This change belongs to changes in role from Hurlock.

The second point is tough. After experiencing kinds of child abuse, she becomes a tough woman. She dares to leave her job and works as a lower employee in an industrial company. This change belongs to the changes of social pressure by Hurlock. The third point is high self-esteem. After meeting Sharifa, Firdaus realizes that she is not an ugly woman like what she always thinks about when she was a child. Sharifa taught her how to appreciate her body as well as her assets to work as a beginner prostitute. This change belongs to the changes of significant people like what Hurlock explains in her book.

The last is brave. When a pimp comes to her for taking advantages by owning her, she tries to protect herself and dares to kill the pimp with a knife. Her bravery comes from her accumulation of a deep hatred towards men and people who had hurt her which reminds well in her thought. This change belongs to the changes of self-concept explained by Hurlock.

From the analysis, it can be concluded that having experience of child abuse brings changes in the personality development. The case of Firdaus in this novel
shows the changes of personality development from childhood into adulthood. The original personality traits like smart and highly motivated, has poor self-esteem, hard working, and obedient have changed into strong personalities development like autonomous and independent, tough, has high self-esteem, and brave. All of these personality changes are influenced by the experience of having childhood abuse.

B. Suggestions

Nawal El Saadawi’s works always portray about women and child oppression. It can be seen from most of her work including Woman at Point Zero. My analysis is limited on the influence of Firdaus’ child abuse towards her personality development. It analyzes the personality development after she experiences child abuse.

1. Future Researchers

Future researchers may analyze the comparison of this novel to another which has the same topic. It is about the child abuse. The future researcher is hoped to be able to analyze the main character of Firdaus in Woman at Point Zero and Nujood in I am Nujood, age 10, and divorced and factors which contribute to the child abuse.

2. Teaching Learning Material

To apply this novel in teaching English, the writer will choose Public Speaking II subject. In Public Speaking II, the students will practice on how
defining a concept or idea through monologue. The procedures of monologue will be explained as follows.

a. The teacher gives a brief explanation about monologue and its elements.

b. The teacher distributes a handout and explains how to conduct a monologue.

c. The teacher distributes a sample article of child abuse and some selected pages in *Woman at Point Zero* which describe about a story of abused child to be read.

d. The teacher asks the students to discuss the article given about child abuse (including factors of child abuse, kinds of child abuse and effect of child abuse), and some points of selected pages which describe about Firdaus’ childhood abuse experience in *Woman at Point Zero* as an example of child abuse case.

e. The teacher asks the students to write a monologue script from the outline.

f. The teacher gives several minutes for each student to prepare their monologue.

g. The teacher asks the students to perform their monologues in front of the class.
REFERENCES


Online Sources:


APPENDICES
APPENDIX 1

SYLLABUS

Public Speaking 2
English Language Education Study Program
Sanata Dharma University Yogyakarta
Christina Lhaksmita Anandari, S.Pd., Ed.M.
V. Tangguh Atyanto Nugroho, S.Pd.

COURSE DESCRIPTION:

Public Speaking 2 is designed to introduce students to underlying principles of speaking in public and to provide opportunities and hands-on experiences to students in developing various types of speaking skills.

COMPETENCE STANDARD:

On completing this course, the students will be able to develop various kinds of skills in order to enable them to speak in public successfully.

SCHEDULE AND LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus introduction, the principles of public speaking, impromptu speech</td>
</tr>
<tr>
<td>2</td>
<td>Putting your speech together, practicing speaking from their prepared speech</td>
</tr>
<tr>
<td>3</td>
<td>Introducing a speaker, describing a person</td>
</tr>
<tr>
<td>4</td>
<td>Hosting toasts and roasts</td>
</tr>
<tr>
<td>5</td>
<td>Giving a graduation speech</td>
</tr>
<tr>
<td>6</td>
<td>MID TERM TEST 1 (5-7 minutes)</td>
</tr>
<tr>
<td>7</td>
<td>MID TERM TEST 1 (5-7 minutes)</td>
</tr>
<tr>
<td>8</td>
<td>Explaining a process, giving a critical comments</td>
</tr>
<tr>
<td>9</td>
<td>Defining a concept/idea</td>
</tr>
<tr>
<td>10</td>
<td>Defining a concept/idea</td>
</tr>
<tr>
<td>11</td>
<td>MID TERM TEST 2 (5-7 minutes)</td>
</tr>
<tr>
<td>12</td>
<td>MID TERM TEST 2 (5-7 minutes)</td>
</tr>
<tr>
<td>13</td>
<td>Describing a place or object; Making sales presentation (1)</td>
</tr>
<tr>
<td>14</td>
<td>Describing a place or object; Making sales presentation (2)</td>
</tr>
<tr>
<td>15</td>
<td>Review; Final test procedures</td>
</tr>
</tbody>
</table>
CLASSROOM ACTIVITIES

Discussions, group work, individual work, homework

EVALUATION

2 Mid tests, 1 final test, individual assignment

CLASSROOM RULES OF CONDUCT

a. Cell-phones must be switched to silent mode during the course.
b. Don’t be late (MAX. 5 minutes)
c. Students must maintain the cleanliness of the room and should throw the litter in the wastebasket.
d. Students must respect the lecturer and other students by coming on time and should put the class interest first.
e. Students must be present during all the class activities. Should the students be absent, it will be no more than 4 times (for sickness and other reasons).
f. Students who are absent for more than 3 times will be automatically dismissed from the class and thus considered FAIL.
g. Students must participate in all class activities actively.
h. NO SANDALS!

REFERENCES


http://www.americanrhetoric.com/speechbank.htm
APPENDIX 2

LESSON PLAN

Subject: Public Speaking 2
Level: The Fifth Semester Students of English Education Study Program
Topic: Defining a concept/ idea
Time allocation: 2 x 50 minutes

I. Competence Standard: The students will be able to develop various kinds of skills in order to enable them to speak in public successfully.

Basic Competence: The students will be able to deliver a monologue of defining a particular concept or idea.

Indicators:

1. Students are able to define the concept of child abuse and relate it to Firdaus’ case in Woman at Point Zero by mentioning some factors that influence child abuse, kinds of child abuse, and effect of child abuse based on the article given and Firdaus’ case as the example.
2. Students are able to construct a written script of monologue based on their analysis of the two sources given.
3. Students are able to deliver a monologue effectively by elaborating the thoughts, feelings, and context of the speaker
4. Students are able to deliver monologue consistently by focusing on the important elements of their monologue
5. Students are able to use natural gestures and movement properly in order to clarify the message.

6. Students are able to present the language style properly including, voice, gesture, and enthusiasm.

7. Students are able to perform a monologue successfully with no prompting or script.

II. Learning Activities

Pre-activity (10 minutes):

1. Teacher greets students and review the previous lesson

2. Teacher explains briefly about today’s lesson

Whilst activity (80 minutes):

1. The teacher gives a brief explanation about monologue and its elements.

2. The teacher distributes a handout and explains how to conduct a monologue.

3. The teacher distributes a sample article of child abuse and some selected pages in *Woman at Point Zero* which describe about a story of abused child to be read.

4. The teacher asks the students to discuss the article given about child abuse (including factors of child abuse, kinds of child abuse and effect of child abuse), and some points of selected pages which describe about Firdaus’ childhood abuse experience in *Woman at Point Zero* as an example of child abuse case.

5. The teacher asks the students to write a monologue script from the outline.
6. The teacher gives several minutes for each student to prepare their monologue.

7. The teacher asks the students to perform their monologues in front of the class.

Post activity (10 minutes):

1. Teacher summarizes today’s lesson.

2. Teacher asks some students to reflect what they have learnt.

III. Source


IV. Assessment

The students will be evaluated using a kind of monologue rubric individually
### Purpose (20 points)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>the monologue rarely reveals the thoughts, feelings, and context of the speaker</td>
<td>the monologue occasionally reveals the thoughts, feelings, and context of the speaker</td>
<td>the monologue interprets the thoughts, feelings, and context of the speaker</td>
<td>the monologue effectively elaborates the thoughts, feelings, and context of the speaker</td>
</tr>
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</table>

### Elements (20 points)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements</td>
<td>point of view and person are inconsistent; an implied listener is seldom evident</td>
<td>point of view and person are clear and consistent; an implied listener is evident</td>
<td>point of view and person are clear, focused, and consistent; an implied listener is established</td>
<td>point of view and person are integrated, an implied listener is evident throughout the monologue</td>
</tr>
</tbody>
</table>

### Physical Delivery (20 points)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Delivery</td>
<td>lacks involvement; no movement or gestures</td>
<td>behaviors, gestures, or movements do not fit the character</td>
<td>gestures or movements are fine, but may have omitted obvious character behaviors</td>
<td>natural gestures and movement enhance message; fit character or role</td>
</tr>
</tbody>
</table>

### Speaking Techniques (20 points)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking Techniques</td>
<td>uses volume, tone, and pace inappropriately or ineffectively; limited use of nonverbal gestures and facial expressions</td>
<td>uses volume, tone, and pace somewhat to suit the content and purpose; nonverbal gestures and facial expressions are occasionally distracting or inappropriate to the character</td>
<td>uses volume, tone, and pace appropriate to the content and purpose; nonverbal gestures and facial expression suit the character</td>
<td>adjusts volume, tone, and pace to achieve a special effect or for impact; nonverbal gestures and facial expression enhance characterization</td>
</tr>
</tbody>
</table>

### Knowledge of Script (20 points)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Script</td>
<td>is not able to perform without script</td>
<td>needs constant prompting to perform</td>
<td>is able to perform with little prompting</td>
<td>is able to perform successfully with no prompting</td>
</tr>
</tbody>
</table>
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Total: _____
Comments:

Adapted from (cl.k12.md.us/CRHS/portfolio/monolouoge.doc)
APPENDIX 3

Sample Material for Teaching Public Speaking 2

Topic : Defining a concept/ idea
Activity : Monologue

Task 1

1. Read and discuss the article about effects of child abuse and neglect for adult survivors and answer these following questions;
   a. What are child abuse and neglect?
   b. What factors influence child abuse and neglect?
   c. What are kinds of child abuse and neglect?
   d. What are the effects of child abuse and neglect for adult survivors?

2. Read and discuss the selected pages given from a novel entitled Woman at Point Zero and answer these following questions;
   a. What factors influence Firdaus’ child abuse and neglect case?
   b. What kinds of abuse and neglect are experienced by Firdaus during her childhood?
   c. What are the effects of child abuse and neglect are experienced by Firdaus?

3. Make an outline of your analysis in defining the concept of child abuse and Firdaus’ case.

4. Make a script of monologue based on your outline about child abuse and Firdaus’ case as the example of child abuse.

5. Perform your monologue about 3-5 minutes in front of the class.
Effects of child abuse and neglect for adult survivors

Exposure to child abuse and neglect can lead to a wide range of adverse consequences that can last a lifetime. The purpose of this Resource Sheet is to indicate the potential long-term effects of child abuse and neglect that may extend into adulthood.

Types of abuse and neglect

Child abuse and neglect consists of any act of commission or omission that results in harm, potential for harm, or the threat of harm to a child (0-18 years of age) even if harm was unintentional (Gilbert et al., 2009). In the case of all but sexual abuse it is generally perpetrated by a parent or caregiver. The five main types of child maltreatment are: physical abuse; sexual abuse; emotional maltreatment; neglect and witnessing domestic violence.

Evidence suggests that different types of abuse and neglect rarely occur in isolation and children who experience repeated maltreatment often experience multiple forms of abuse (Higgins, 2004).

For more information on the definitions of child abuse and neglect, see NCPC Resource Sheet, What is Child Abuse and Neglect?

Factors affecting the consequences of abuse and neglect

The consequences of child abuse and neglect that extend into adulthood will vary considerably. For some adults, the effects of child abuse and neglect are chronic and debilitating, others have more positive outcomes as adults, despite their abuse and neglect histories (Miller-Perrin & Perrin, 2007). Factors that may impact on the way child abuse and neglect affects adults include:

- their age were when maltreatment occurred;
- the severity of maltreatment;
- the frequency and duration of maltreatment;
- the relationship they had with the perpetrator;
- the type/s of abuse/neglect;
- whether the abuse or neglect was detected and action taken to assure the safety of the child (e.g., child protection intervention);
- positive or protective factors that may have mitigated the effects of maltreatment (e.g., a strong relationship with grandparents); and
- whether victims/ survivors received therapeutic services to assist them in recovery.

Sometimes, the effects of child abuse and neglect remain largely hidden only to emerge at key times in later life (McQueen, Itzin, Kennedy, Sinason, & Maxted,
2009). Abusive experiences in adulthood can reopen old wounds of past child abuse or neglect that may lead to further adverse outcomes for adult survivors.

For some adults, the effects of child abuse and neglect are chronic and debilitating, others have more positive outcomes as adults, despite their abuse and/or neglect histories (Miller-Perrin & Perrin, 2007).

**Childhood trauma/trauma theory**

The impact of childhood trauma is often used to explain the strong associations between past histories of child abuse and neglect and adverse consequences in both children and adults.

Experiences of childhood trauma caused by abuse or neglect can lead to a variety of overwhelming emotions, such as anger, sadness, guilt, and shame. In order to avoid such feelings, children can take refuge in dissociation, denial, amnesia, or emotional numbing (Everett & Gallop, 2001). These coping mechanisms can become over-generalised with time and without protective factors (i.e., positive events or characteristics) to intervene, these negative outcomes may continue throughout life. Adult survivors of childhood trauma may also find it difficult to control emotions and or actions. For adults with a history of childhood trauma, recollections of past trauma can almost be as strongly felt as if it was happening again, which may lead to unexpected reactions, such as lashing out in anger or bursting into uncontrolled weeping in response to what most people would view as relatively minor events (Everett & Gallop, 2001).

**Multiple types of abuse**

Any maltreatment of a child may lead to damaging adverse consequences, however, research indicates that chronicity and experiencing multiple types of abuse and neglect may lead to more severe adverse outcomes in both childhood and adulthood (Arata, Langhinrichsen-Rohling, Bowers, & O’Farrill-Swails, 2005; Ethier, Lemelin, & Lacharite, 2004; Higgins & McCabe, 2001). Chronic abuse and neglect can be defined as "recurrent incidents of maltreatment over a prolonged period of time" (Bromfield, Gillingham, & Higgins, 2007). Chronic experiences of child abuse and neglect occurring over a long period of time increases the probability of more severe adverse outcomes in adult survivors (Gilbert et al., 2009; Sachs-Ericsson, Cromer, Hernandez, & Kendall-Tackett, 2009).

Research indicates that chronicity and experiencing multiple types of abuse and neglect may lead to more severe adverse outcomes for children and adults.
Long-term consequences of child abuse and neglect

Experiences of child abuse and neglect may lead to negative physical, cognitive, psychological, behavioural or social consequences in adulthood. Adverse outcomes of abuse and neglect that emerge in children and adolescents may continue in adults with histories of abuse and neglect (Miller-Perrin & Perrin, 2007).

For a more detailed discussion of the impact of child abuse and neglect on children see, The Effects of Child Abuse and Neglect for Children and Adolescents (Lamont, 2010).

The following section discusses the long-term effects of child abuse and neglect that may extend into adulthood. The research reviewed included high quality literature reviews/meta-analyses and primary research in English speaking countries. The negative consequences associated with past histories of abuse and neglect are often interrelated, as one adverse outcome may lead to another (e.g., substance abuse problems or engaging in risky sexual behaviour may lead to physical health problems). Adverse consequences are broadly linked to all abuse types, however, where appropriate, associations are made between specific types of abuse and neglect and specific negative outcomes.

Experiencing child abuse and neglect may lead to adverse physical, cognitive, psychological, behavioural or social consequences in adulthood.

Physical health problems

Adults with a history of child abuse and neglect are more likely to have physical health problems and chronic pain symptoms. Research indicates that adult survivors of childhood abuse and neglect have more health problems than the general population, including diabetes, gastrointestinal problems, arthritis, headaches, gynecological problems, stroke, hepatitis and heart disease (Felitti et al., 1998; Sachs-Ericsson et al., 2009; Springer, Sheridan, Kuo, & Carnes, 2007). In a review of recent literature, Sachs-Ericsson et al. (2009) found that a majority of studies showed that adult survivors of childhood abuse had more medical problems than non-abused counterparts. Using survey data from over 2,000 middle-aged adults in a longitudinal study in the United States, Springer et al. (2007) found that child physical abuse predicted severe ill health and several medical diagnoses, including heart and liver troubles and high blood pressure. Some researchers suggest that poor health outcomes in adult survivors of child abuse and neglect could be due to the impact early life stress has on the immune system or to the greater propensity for adult survivors to engage in high-risk behaviours (e.g., smoking, alcohol abuse and risky sexual behaviour) (Sachs-Ericsson et al., 2009; Watts-English, Fortson, Gilber, Hooper, & De Bellis, 2006).
Exposure to abuse and neglect in childhood may also contribute to the development of chronic pain disorders in adulthood (Davis, Luecken, & Zautra, 2005; Sachs-Ericsson et al., 2009). In a meta-analysis by Davis et al. (2005), studies assessing the abuse and neglect history of chronic pain patients indicated that patients were more likely to report having been abused or neglected in childhood than healthy controls.

**Mental health problems**

Persisting mental health problems are a common consequence of child abuse and neglect in adults. Mental health problems associated with past histories of child abuse and neglect include personality disorders, post-traumatic stress disorder, dissociative disorders, depression, anxiety disorders and psychosis (Afifi, Boman, Fleisher, & Sareen, 2009; Chapman et al., 2004; McQueen et al., 2009; Springer et al., 2007). Depression is one of the most commonly occurring consequences of past abuse or neglect (Kendall-Tackett, 2002). In an American representative study based on the National Co-morbidity Survey, adults who had experienced child abuse were two and a half times more likely to have major depression and six times more likely to have post-traumatic stress disorder compared to adults who had not experienced abuse (Afifi et al., 2009). The likelihood of such consequences increased substantially if adults had experienced child abuse along with parental divorce (Afifi et al., 2009). In a prospective longitudinal study in the United States, Wisdom, DuMont, and Czaja (2007) found that children who were physically abused or experienced multiple types of abuse were at increased risk of lifetime major depressive disorder in early adulthood.

**Suicidal behaviour**

Consistent evidence shows associations between child abuse and neglect and risks of attempted suicide in young people and adults. In the Adverse Childhood Experiences (ACE) study in the United States, Felitti et al. (1998) indicated that adults exposed to four or more adverse experiences in childhood were 12 times more likely to have attempted suicide than those who had no adverse experiences in childhood. In a meta-analysis by Gilbert et al. (2009), retrospective studies, which record participants recollections of past traumatic events showed a strong association between child abuse and neglect and attempted suicide in adults. Prospective studies, which trace participant’s experiences of traumatic events over several years indicated a more moderate relationship. The higher rates of suicidal behaviour in adult survivors of childhood abuse and neglect has been attributed to the greater likelihood of adult survivors suffering from mental health problems.
Eating disorders and obesity

Eating disorders and obesity are common among adult survivors of child abuse and neglect (Johnson, Cohen, Kasen, & Brook, 2002; Kendall-Tackett, 2002; Rodriguez-Srednicki & Twaiete, 2006; Rohde et al., 2008; Thomas, Hypponen, & Power, 2008). Prospective research studies have consistently shown links between child abuse and neglect and obesity in adulthood (Gilbert et al., 2009). Using a large population-based survey, Rohde and colleagues (2008) found that both child sexual abuse and physical abuse were associated with a doubling of the odds of obesity in middle-aged women. In a prospective longitudinal study in the United Kingdom, results indicated that severe forms of childhood adversity, such as physical abuse, witnessing domestic violence and neglect were associated with increased risk of obesity in middle adulthood by 20 to 40% (Thomas et al., 2008). In a community based study, Johnson and colleagues found (2002) that adolescents and young adults with a history of child sexual abuse or neglect were five times more likely to have an eating disorder compared to individuals who did not have a history of abuse. Stress and mental health problems such as depression may increase the likelihood of adults with a history of abuse and neglect becoming obese or having an eating disorder (Rodriguez-Srednicki & Twaiete, 2006).

Re-victimisation

Research suggests that adults, particularly women, who were victimised as children are at risk of re-victimisation in later life (Mouzos & Makkai, 2004; Whiting, Simmons, Havens, Smith, & Oka, 2009; Widom, Czaja, & Dutton, 2008). Findings from the Australian component of the International Violence Against Women Survey (IVAWS) indicated that 72% of women who experienced either physical or sexual abuse as a child also experienced violence in adulthood, compared to 43% of women who did not experience childhood abuse (Mouzos & Makkai, 2004). In a prospective study by Widom and colleagues (2008), all types of childhood victimisation (physical abuse, sexual abuse and neglect) were associated with increased risk of lifetime re-victimisation. Findings indicated that childhood victimisation increased the risk for physical and sexual assault/abuse, kidnapping/stalking, and having a family friend murdered or commit suicide (Widom et al., 2008). Women who experience childhood violence or who have witnessed parental violence could be at risk of being victimised as adults as they are more likely to have low self-esteem and they may have learnt that violent behaviour is a normal response to dealing with conflict (Mouzos & Makkai, 2004).

Alcohol and substance abuse

Associations have often been made between childhood abuse and neglect and later substance abuse in adulthood (Simpson & Miller, 2002; Widom, White, Czaja, & Marmorstein, 2007). In a systematic review by Simpson and Miller (2002) of 224
studies, a strong relationship was found between child physical and sexual abuse and substance abuse problems in women. Less of an association was found among men, although men with child sexual abuse histories were found to be at greater risk of substance abuse problems. The authors suggested that it is possible that men are less likely to disclose childhood abuse due to social values and expectations (Simpson & Miller, 2002). In the Adverse Childhood Experiences Study in the United States, adults with four or more adverse experiences in childhood were seven times more likely to consider themselves an alcoholic, five times more likely to have used illicit drugs and ten times more likely to have injected drugs compared to adults with no adverse experiences (Felitti et al., 1998). The higher rates of substance abuse problems among adult survivors of child abuse and neglect may, in part, be due to victims using substances to self-medicate from trauma symptoms such as anxiety, depression and intrusive memories caused by an abusive history (Whiting et al., 2009).

Aggression, violence and criminal behaviour

Violence and criminal behaviour is another frequently identified long-term consequence of child abuse and neglect for adult survivors, particularly for those who have experienced physical abuse or witnessed domestic violence (Gilbert et al., 2009; Kwong, Bartholomew, Henderson, & Trinke, 2003; Miller-Perrin & Perrin, 2007). Widom (1989) compared a sample of adults with a history of substantiated cases of child abuse and neglect in the United States with a sample of matched comparisons and found that adults with a history of abuse and neglect had a higher likelihood of arrests, adult criminality, and violent criminal behaviour. In a study of 36 men with a history of perpetrating domestic violence, Bevan and Higgins (2002) found that child maltreatment (particularly child neglect) and low family cohesion were associated with the frequency of physical spouse abuse. Witnessing domestic violence (but not physical abuse) as a child had a unique association with psychological spouse abuse and trauma symptomatology. Adults with a history of child physical abuse or witnessing domestic violence may be more likely to be violent and involved in criminal activity as they have learned that such behaviour is an appropriate method for responding to stress or conflict resolution (Chapple, 2003). Substance abuse problems are also associated with higher rates of criminal behaviour (e.g., theft, prostitution) to support addiction (Dawe, Harnett, & Frye 2008).

Intergenerational transmission of abuse and neglect

Evidence suggests that adults who are abused or neglected as children are also more likely to abuse or neglect their own children (Kwong et al., 2003; Mouzos & Makkai, 2004; Pears & Capaldi, 2001). In a study by Pears and Capaldi (2001), parents who had experienced physical abuse in childhood were significantly more likely to engage in abusive behaviours toward their own children or children in their care. Oliver (1993) in a review of the research literature concluded that an estimated one-third of children who are subjected to child abuse and neglect go on
to repeat patterns of abusive parenting towards their own children. This is a significant number, however, it is also important to note that Oliver’s estimations indicate that a majority of maltreated children do not go on to maltreat their own children. Kwong and colleagues (2003) determined that growing up in an abusive family environment can teach a child that the use of violence and aggression is a viable means for dealing with interpersonal conflict, which can increase the likelihood that the cycle of violence will continue when the child reaches adulthood. Although links have been made between adult survivors of child physical abuse perpetrating the same type of abuse on their own children (Kwong et al., 2003; Pears & Capaldi, 2001), there is little evidence to suggest that maltreating parents who experienced other forms of abuse or neglect, such as child sexual abuse will perpetrate the same type of abuse on their own children.

**High-risk sexual behaviour**

Adults who have experienced childhood abuse and neglect, particularly child sexual abuse are more likely to engage in high-risk sexual behaviour. This can lead to a wide range of sexually transmitted diseases or early pregnancy (Cohen et al., 2000; Hillis, Anda, Felitti, Nordenberg, & Marchbanks, 2000; Steel & Herlitz, 2005). Using a random population sample in Sweden, Steel and Herlitz (2005) found that a history of child sexual abuse was associated with a greater frequency of unintended pregnancy, younger age at first diagnosis of a sexually transmitted disease, greater likelihood of participation in group sex and a greater likelihood of engaging in prostitution. In a large retrospective study in the United States, the prevalence of sexually transmitted diseases was three and a half times higher for men and women who were exposed to three to five adverse childhood experiences compared to adults who had no adverse childhood experiences (Hillis et al., 2000). Steel and Herlitz (2005) determined that factors that may increase the likelihood of engaging in risky sexual behaviours include: the inability to be assertive and prevent unwanted sexual advances, feeling unworthy and having competing needs for affection and acceptance. These are all feelings that may occur as a consequence of child abuse and neglect.

**Homelessness**

Strong associations have been made between histories of child abuse and neglect and experiences of homelessness in adulthood. A study by Herman, Susser, Struening, and Link (1997) found that the combination of lack of care and either physical or sexual abuse during childhood was highly associated with an elevated risk of adult homelessness. Adults who experienced a combination of a lack of care and either child physical or sexual abuse were 26 times more likely to have been homeless than those with no experiences of abuse. In a study examining whether adverse childhood events were related to negative adult behaviours among homeless adults in the United States, 72% of the sample had experienced one or more adverse childhood events (Tam, Zlotnick, & Robertson, 2003). Higher rates of homelessness among adult survivors of abuse and neglect could be
due to difficulties securing employment or experiences of domestic violence. Although evidence associating past histories of child abuse and neglect and unemployment is limited, a small body of research suggests that children and adolescents affected by abuse and neglect risk poor academic achievement at school, which may lead to difficulties finding employment in adulthood (Gilbert et al., 2009). The relationship between homelessness and adult survivors of abuse and neglect may also be connected to other adverse outcomes linked to child abuse and neglect such as substance abuse problems, mental health problems and aggressive and violent behaviour. These consequences may make it difficult to achieve stable housing.

Conclusion
The effects of child abuse and neglect can lead to a wide range of adverse outcomes in adulthood. Adverse outcomes associated with past histories of child abuse and neglect are often inter-related. Experiencing chronic and multiple forms of maltreatment can increase the risk of more severe and damaging adverse consequences in adulthood.

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References

"A dramatic symbolised version of female revolt against the norms of the Arab world"
Guardian

"Saadawi tells this story with the nakedness of truth, passion and pain. Her prose is simple, but sharp and enflaming. 'Woman at Point Zero is the story of one Arab woman, but it reads as if it is every woman's life.'"
Spare Rib

"Behind the story lies a major radical and feminist analysis of women's oppression, not only in the Arab world or the Third World, but the world over."
Connexions

"'Woman at Point Zero should begin the long march towards a realistic and sympathetic portrayal of Arab women and Arab women writers.'"
Middle East International

"'This bestseller ... turns a savage eye not only on 'kings, princes and rulers', husbands, fathers and lovers, but on their God.'"
City Limits

"Cries out loudly against the prevalent gender and class oppression of contemporary Egypt at a time when few others have had the courage to raise their voices."
Middle East Report

"Highly readable ... a potent reminder of the suffering that many have had to endure."
Afkar

"A powerful indictment of the treatment of women in many parts of the Middle East."
Labour Herald

Woman at Point Zero
Nawal El Saadawi

Translated by Sherif Hetata
Let me speak. Do not interrupt me. I have no time to listen to you. They are coming to take me at six o'clock this evening. Tomorrow morning I shall no longer be here. Nor will I be in any place known to man. This journey to a place unknown to everybody on this earth fills me with pride. All my life I have been searching for something that would fill me with pride, make me feel superior to everyone else, including kings, princes and rulers. Each time I picked up a newspaper and found the picture of a man who was one of them, I would spit on it. I knew I was only spitting on a piece of newspaper which I needed for covering the kitchen shelves. Nevertheless I spat, and then left the spit where it was to dry.

Anyone who saw me spitting on the picture might think I knew that particular man personally. But I did not. I am just one woman. And there is no single woman who could possibly know all the men who get their pictures published in the newspapers. For after all, I was only a successful prostitute. And no matter how successful a prostitute is, she cannot get to know all the men. However, all the men I did get to know, every single man of them, has filled me with but one desire: to lift my hand and bring it smashing down on his face. But because I am a woman I have never had the courage to lift my hand. And because I am a prostitute, I hid my fear under layers of make-up. Since I was successful, my make-up was always of the best and most expensive kind,
just like the make-up of respectable upper-class women. I always had my hair done by stylists who tended to upper-class society women. The colour I chose for lipstick was always "natural and suave" so that it
never disguised, nor accentuated the seductiveness of my
lips. The skillful lines pencilled around my eyes hinted at just
the right combination of attraction and rejection favoured by
the wives of men in high positions of authority. Only my
make-up, my hair and my expensive shoes were "upper class".
With my secondary school certificate and suppressed desires
I belonged to the 'middle class'. By birth I was lower class.

My father, a poor peasant farmer, who could neither read,
nor write, knew very few things in life. How to grow crops,
how to sell a buffalo poisoned by his enemy before it died,
how to exchange his virgin daughter for a dowry when there
was still time, how to be quicker than his neighbour in
stealing from the fields once the crop was ripe. How to bend
over the headman's hand and pretend to kiss it, how to beat
his wife and make her bite the dust each night.

Every Friday morning he would put on a clean galabeya
and head for the mosque to attend the weekly prayer. The
prayer over, I would see him walking with the other men like
himself as they commented on the Friday sermon, on how
convincing and eloquent the imam had been to the degree that
he had surpassed the unsurpassable. For was it not verily true
that stealing was a sin, and killing was a sin, and defaming
the honour of a woman was a sin, and injustice was a sin, and
beating another human being was a sin ...? Moreover, who
could deny that to be obedient was a duty, and to love one's
country too. That love of the ruler and love of Allah were
one and inseparable. Allah protects us from many long
years and may he remain a source of inspiration and strength
to our country, the Arab Nation and all Mankind.

I could see them walking through the narrow winding lanes,
moulding their heads in admiration, and in approval of every-
thing his Holiness the Imam had said. I would watch them as
they continued to nod their heads, rub their hands one
against the other, wipe their brows while all the time in
voking Allah's name, calling upon his blessings, repeating His
holy words in a guttural, subdued tone, muttering and
whispering without a murmur's requisite.

On my head I carried a heavy earthenware jar, full of
water. Under its weight my neck would sometimes jolt
backwards, or in the left or to the right. I had to exert
myself to maintain it balanced on my head, and keep it from
collapsing. I kept my legs moving in the way my mother had
taught me, so that my neck remained upright. I was still
young at the time, and my breasts were not yet rounded. I
knew nothing about men. But I could hear them as they
invoked Allah's name and called upon His blessings, or
repeated His holy words in a subdued guttural tone. I would
observe them moulding their heads, or rubbing their hands one
against the other, or coughing, or clearing their throats with a
rasping noise, or constantly scratching under the armpits
and between the thighs. I saw them as they watched what
went on around them with wary, doubting, stealthy eyes,
eyes ready to pounce, full of an aggressiveness that seemed
strangely servile.

Sometimes I could not distinguish which one of them was
my father. He resembled them so closely that it was difficult
to tell. One day I asked my mother about him. How was it
that she had given birth to me without a father? First she
beat me. Then she brought a woman who was carrying a
small knife or maybe a razor blade. They cut off a piece of
flesh from between my thighs.

I cried all night. Next morning my mother did not send
me to the fields. She usually made me carry a load of manure
on my head and take it to the fields. I preferred to go to the
fields rather than stay in our hut. There, I could play with
the goats, climb over the water-wheel, and swim with the
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
O my long night
O mine eyes. Oh,' When my uncle would clamber into the train, and bid me farewell, I would cry and beg him to take me with him to Cairo. But my uncle would ask, 'What will you do in Cairo, Fikadoa?' And I would reply: 'I will go to El Azhar and study like you.'

Then he would laugh and explain that El Azhar was only for men. And I would cry, and hold on to his hand, as the train started to move. But he would pull it away with a force and suddenness that made me fall flat on my face.

So I would retrace my steps with bent head, pondering the shape of my toes, as I walked along the country road, wondering about myself, as the questions went round in my mind. Who was I? Who was my father? Was I going to spend my life sweeping the dung out from under the animals, carrying manure on my head, kneading dough, and baking bread?

Back in my father's house I stared at the mud walls like a stranger who had never entered it before. I looked around almost in surprise, as though I had not been born here, but had suddenly dropped from the skies, or emerged from somewhere deep down in the earth, to find myself in a place where I did not belong, in a home which was not mine, born from a father who was not my father, and from a mother who was not my mother. Was it my uncle's talk of Cairo, and the people who lived there that had changed me? Was I really the daughter of my mother, or was my mother someone else? Or was I born the daughter of my mother and later changed into someone else? Or had my mother been transformed into another woman who resembled her so closely that I could not tell the difference?

I tried to recall what my mother had looked like the first time I saw her. I can remember two eyes. I can remember her eyes in particular. I cannot describe their colour, or their shape. They were eyes that I watched. They were eyes that watched me. Even if I disappeared from their view, they could see me, and follow me wherever I went, so that if I faltered while learning to walk they would hold me up.

Every time I tried to walk, I fell. A force seemed to push me from behind, so that I fell forwards, or a weight from in front seemed to lean on me so that I fell backwards. It was something like a pressure of the air wanting to crush me, something like the pull of the earth trying to suck me down into its depths. And in the midst of it all there I was, struggling, straining my arms and legs in an attempt to stand up.

But I kept falling, buffeted by the contradictory forces that kept pulling me in different directions, like an object thrown into a limitless sea, without shores and without a bed, slashed by the waters when it starts to sink, and by the wind if it starts to float. Forever sinking and rising, sinking and rising between the sea and the sky, with nothing to hold on to except the two eyes. Two eyes to which I clung with all my might. Two eyes that alone seemed to hold me up. To this very moment I do not know whether they were wide or narrow, nor can I recall if they were surrounded by lashes or not. All I can remember are two rings of intense white around two circles of intense black. I only had to look into them for the white to become whiter and the black even blacker. As though sunlight was pouring into them from some magical source neither on earth, nor in the sky, for the earth was pitch black, and the sky dark as night, with no sun and no moon.

I could tell she was my mother, how I do not know. So I crawled up to her seeking warmth from her body. Our hut was cold, yet in winter my father used to shift my straw mat and my pillow to the small room facing north, and occupy my corner in the oven room. And instead of staying by my side to keep me warm, my mother used to abandon me alone and go to my father to keep him warm. In summer I would see her sitting at his feet with a tin mug in her hand as she washed his legs with cold water.

When I grew a little older my father put the mug in my hand and taught me how to wash his legs with water. I had
now replaced my mother and did the things she used to do.
My mother was no longer there, but instead there was another
woman who hit me on my hand and took the mug away
from me. My father told me she was my mother. In fact,
she looked exactly like my mother; the same long garments,
the same face, and the same way of moving. But when I
used to look into her eyes I could feel she was not my
mother. They were not the eyes that held me up each time I
was on the point of falling. They were not two rings of pure
white surrounding two circles of intense black, where the
white would become even whiter, and the black even
blacker every time I looked into them, as though the light
of the sun or the moon kept flowing through them.

No light seemed ever to touch the eyes of this woman,
even when the day was radiant and the sun at its very
brightest. One day I took her head between my hands and
turned it so that the sun fell directly on her face, but her
eyes remained dull, impervious to its light, like two extin-
guished lamps. I stayed awake all night weeping alone,
trying to muffle my sobs so that they would not disturb my
little brothers and sisters sleeping on the floor beside me.
For, like most people, I had many brothers and sisters. They
were like chicks that multiply in spring, shiver in winter and
lose their feathers, and then in summer are stricken with
diarrhoea, waste away quickly and one by one creep into a
corner and die.

When one of her female children died, my father would eat
his supper, my mother would wash his legs, and then he
would go to sleep, just as he did every night. When the child
that died was a boy, he would beat my mother, then have his
supper and lie down to sleep.

My father never went to bed without supper, no matter
what happened. Sometimes when there was no food at home
we would all go to bed with empty stomachs. But he would
never fail to have a meal. My mother would hide his food
from us at the bottom of one of the holes in the oven. He

I was so hungry that I could not cry. I sat in front of him
watching as he ate, my eyes following his hand from the
moment his fingers plunged into the bowl until it rose into
the air, and carried the food into his mouth. His mouth was
like that of a camel, with a big opening and wide jaws. His
upper jaw kept clamping down on his lower jaw with a loud
grinding noise, and chewed through each morsel so
thoroughly that we could hear his teeth striking against each
other. His tongue kept rolling round and round in his mouth
as though it also was chewing, darting out every now and
then to lick off some particle of food that had stuck to his
lips, or dropped on his chin.

At the end of his meal my mother would bring him a glass
of water. He drank it, then belched loudly, expelling the air
from the mouth or belly with a prolonged noise. After that
he smoked his water pipe, filling the room around him with
thick clouds of smoke, coughing, snorting and inhaling
deeply through his mouth and nose. Once over with his pipe
he lay down, and a moment later the hut would resonate
with his loud snoring.

I sensed he was not my father. Nobody told me, and I
was not really aware of the fact. I could just feel it deep
down inside me. I did not whisper the secret to anyone
but kept it to myself. Every time my uncle came back for
the summer holidays, I would hang on to his gallabeya
when the time came for him to leave, and ask that he take
me with him. My uncle was closer to me than my father. He
was not so old, and he allowed me to sit beside him and look
at his books. He taught me the alphabet, and after my father
died he sent me to elementary school. Later, when my
mother died, he took me with him to Cairo.
In Woman at Point Zero, Nawal El Saadawi describes her experiences as a psychiatrist in Egypt, studying the psychological effects of prison on female prisoners. She states in her introduction that when she was conducting these studies, she had no idea that one day she would be imprisoned by the government. On one visit to Qanatir prison, Nawal meets a doctor who tells her that there is a prisoner there who is truly remarkable. She is awaiting the death penalty for killing a man, but the doctor cannot believe that this woman is capable of killing anyone. He wrote out a request for a pardon, but the condemned woman refused to sign it. Nawal desperately wants to meet with this woman, named Firdaus, but Firdaus keeps refusing to meet with her. Finally, the day before she is to be put to death, Firdaus agrees to meet with Nawal.

Nawal goes to Firdaus’s cell, and Firdaus commands her to sit on the ground. Firdaus begins to tell her life story. She was born into an extremely poor family in the countryside. Her father often beat her mother; sometimes he beat her as well. Firdaus used to play in the fields with other children. A boy named Mohammadain was her special playmate, and when they were young, they used to
play “bride and bridegroom.” Firdaus got pleasure from her sexual experiments with Mohammadain. One day, her mother performed a clitoridectomy on her, and after that, Firdaus is no longer allowed to play with Mohammadain, nor does she ever feel sexual pleasure in the same way. Soon, Firdaus’s mother and father die, and Firdaus is sent to live with her uncle, a sometime scholar, who lives in Cairo.

At first, everything goes well for Firdaus in Cairo. She and her uncle get along well, and she is allowed to go to school, which she loves. She and her uncle share a bed and are close. Her uncle gets married and the new wife does not like Firdaus, so Firdaus is sent to a boarding school. Firdaus is an excellent student and works hard. Unlike the other girls, she does not fantasize about boys and marriage. She spends most of her time at the library and in the courtyard, where she encounters a teacher named Miss Iqbal, with whom she forms a friendship. When Firdaus graduates, she is given an award, but she and her family are not at the ceremony, so Miss Iqbal accepts it for Firdaus. When school is over, Firdaus’s uncle comes to get her.

Back at her uncle’s house, Firdaus is miserable. One night, she overhears her aunt and uncle discussing whether they will marry Firdaus to her aunt’s old uncle, Sheikh Mahmoud. He is sixty and has a facial deformity. Firdaus runs away, but while she is on the streets, she is terrified by the strange men who approach her, so she returns home. They marry her to Sheikh Mahmoud. He is selfish and stingy and beats Firdaus. His facial deformity is a large swelling on his chin with a hole in the middle that leaks pus. After one bad beating, Firdaus runs away. She ends up in a coffee shop, where she meets Bayoumi, the coffee shop
owner. She goes with him to his apartment. At first Bayoumi is kind to Firdaus. Then Firdaus announces that she wants to get a job, and Bayoumi is enraged. He beats her and begins to lock her in the apartment when he leaves. He brings his friends home and allows them to have sex with her. Firdaus escapes with the help of a neighbor and flees Bayoumi’s apartment for the city.

Resting by the Nile, Firdaus feels hopeless until an wealthy-looking woman approaches her. Her name is Sharifa, and she is a prostitute. She takes Firdaus in and teaches her to become a high-class prostitute. Sharifa makes money from Firdaus’s body until one night when her friend Fawzy comes over. Firdaus overhears Sharifa and Fawzy fighting over who will get to keep her, so she runs away again. Still a prostitute, Firdaus becomes her own boss and eventually has a beautiful home and expensive things. One night, a client named Di’aa tells her that she is not a respectable woman, and Firdaus is devastated. She gives up her nice apartment and beautiful things, moves into a shack, and begins working as an office assistant. There, she realizes that the life of an assistant is in many ways worse than the life of a prostitute. She meets a man named Ibrahim, and falls in love with him. They have a relationship, and Firdaus begins to feel that the world is not so horrible, until she discovers that Ibrahim has become engaged to the boss’s daughter.

Firdaus leaves the company and becomes a prostitute again. She is very expensive and very popular. Many powerful men come to her, and she turns some of them away to prove that she has power over her own body, and because she despises them. Ibrahim comes to her, and she realizes he never loved her; rather,
he just wanted free sex. A pimp tries to take over Firdaus’s life, and for a little while, she lets him. Then they fight and she kills him. Shortly after that, Firdaus meets an Arab prince who takes her home and offers her $3,000. She sleeps with him, rips up the money, and slaps him. Terrified, the man calls the police. They come and arrest Firdaus. Firdaus is tried and sentenced to death.

She is, she tells Nawal, just waiting to die, because she is excited to go somewhere new. She knows that the men who sentenced her want to kill her because they’re afraid of the truth she has to tell, not because they’re afraid she’ll kill again. After she finishes her story, police come to her cell and take her away to be executed. Nawal leaves the cell and is ashamed of the world. As Nawal drives away from the prison, she thinks about running people over with her car, but she doesn’t. She realizes that Firdaus is braver than she is.

*Taken from: http://www.sparknotes.com/lit/pointzero/summary.html*
APPENDIX 5
THE BIOGRAPHY OF NAWAL EL SAADAWI

Nawal El Saadawi is a world renowned writer. She is a novelist, a psychiatrist, and author of more than forty books fiction and non fiction. She writes in Arabic and lives in Egypt. Her novels and her books on the situation of women have had a deep effect on successive generations of young women and men over the last five decades.

As a result of her literary and scientific writings she has had to face numerous difficulties and even dangers in her life. In 1972, she lost her job in the Egyptian Ministry of Health because of her book “Women and Sex” published in Arabic in Cairo (1969) and banned by the political and religious authorities, because in some chapters of the book she wrote against Female Genital Mutilation (FGM) and linked sexual problems to political and economic oppression. The magazine *Health*, which she founded and had edited for more than three years, was closed down in 1973. In September 1981 President Sadat put her in prison. She was released at the end of November 1981, two months after his
assassination. She wrote her book “Memoirs” from the Women’s Prison on a roll of toilette paper and an eyebrow pencil smuggled to her cell by an imprisoned young woman in the prostitutes ward. From 1988 to 1993 her name figured on death lists issued by fanatical religious political organizations.

On 15 June, 1991, the government issued a decree which closed down the Arab Women’s Solidarity Association over which she presides and handed over its funds to the association called Women in Islam. Six months before this decree the government closed down the magazine Noon, published by the Arab Women’s Solidarity Association. She was editor-in-chief of the magazine. During the summer of 2001, three of her books were banned at Cairo International Book Fair. She was accused of apostasy in 2002 by a fundamentalist lawyer who raised a court case against her to be forcibly divorced from her husband, Dr. Sherif Hetata. She won the case due to Egyptian, Arab and international solidarity. On 28 January, 2007, Nawal El Saadawi and her daughter Mona Helmy, a poet and writer, were accused of apostasy and interrogated by the General Prosecutor in Cairo because of their writings to honor the name of the mother.

They won the case in 2008. Their efforts led to a new law of the child in Egypt in 2008, giving children born outside marriage the right to carry the name of the mother. Also FGM is banned in Egypt by this law in 2008. Nawal El Saadawi was writing and fighting against FGM for more than fifty years.
Her play “God Resigns At the Summit Meeting” was banned in Egypt during November 2006 and she faced a new trial in Cairo court raised against her by Al Azhar in February 2007, accusing her of apostasy and heresy because of her new play. She won the case on 13 May 2008.

Nawal El Saadawi had been awarded several national and international literary prizes, lectured in many universities, and participated in many international and national conferences.

On May 3, 2009, in New York she presented the Arthur Miller Lecture at the Pen International Literary Festival. Her works have been translated into more than thirty languages all over the world, and some of them are taught in a number of universities in different countries.

*Taken from: http://www.nawalsaadawi.net/*