GERALDINE’S POSTTRAUMATIC STRESS DISORDER
IN JUST ANOTHER KID NOVEL BY TOREY HAYDEN

A SARJANA PENDIDIKAN THESIS

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

By
Yosephine Wastu Prajnaputri
Student Number: 111214016

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2016
GERALDINE’S POSTTRAUMATIC STRESS DISORDER
IN JUST ANOTHER KID NOVEL BY TOREY HAYDEN

A SARJANA PENDIDIKAN THESIS

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

By
Yosephine Wastu Prajnaputri
Student Number: 111214016

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2016
A Sarjana Pendidikan Thesis on

GERALDINE’S POSTTRAUMATIC STRESS DISORDER IN
JUST ANOTHER KID NOVEL BY TOREY HAYDEN

By
Yosephine Wastu Prajnaputri
Student Number: 111214016

Approved by
Yuseva Ariyani Iswandari, S.Pd., M.Ed.
April 14th, 2016
A Sarjana Pendidikan Thesis on

GERALDINE’S POSTTRAUMATIC STRESS DISORDER IN
JUST ANOTHER KID NOVEL BY TOREY HAYDEN

By
YOSEPHINE WASTU PRAINAPUTRI
Student Number: 111214016

Defended before the Board of Examiners
on 3 May 2016
and Declared Acceptable

Board of Examiners
Chairperson : Paulus Kuswandono, Ph.D.
Secretary : Christina Lhaksmita Anandari, S.Pd., Ed.M
Member : Drs. L. Bambang Hendarto Y., M.Hum.
Member : Drs. Barli Bram, M.Ed., Ph.D.
Member : Yuseva Ariyani Iswandiari, S.Pd., M.Ed.

Yogyakarta, 3 May 2016
Faculty of Teachers Training and Education
Sanata Dharma University
Dean
Rohandi, Ph.D.
STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, 3 May 2016
The writer,

Yosephine Wastu Prajnaputri
111214016
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama : Yosephine Wastu Prajnaputri
Nomor Mahasiswa : 111214016

Demi pengembangan ilmu pengetahuan, saya memberikan kepada Perpustakaan Sanata Dharma karya ilmah saya yang berjudul:

GERALDINE’S POSTTRAUMATIC STRESS DISORDER IN JUST ANOTHER KID NOVEL BY TOREY HAYDEN

beserta perangkat yang diperlukan (bila ada). Dengan demikian saya memberikan kepada Perpustakaan Universitas Sanata Dharma hak untuk menyimpan, mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan data, mendistribusikan secara terbatas, dan mempublikasikannya di Internet atau media lain untuk kepentingan akademis tanpa perlu meminta izin dari saya maupun memberikan royalti kepada saya selama tetap mencantumkan nama saya sebagai penulis.

Demikian pernyataan ini yang saya buat dengan sebenarnya.
Dibuat di Yogyakarta
Pada tanggal: 3 Mei 2016

Yang menyatakan

Yosephine Wastu Prajnaputri
ABSTRACT

Prajnaputri, Yosephine Wastu. (2016). Geraldine’s Posttraumatic Stress Disorder in Just Another Kid novel by Torey Hayden. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This study analyzes Just Another Kid, an autobiographical novel written by Torey Hayden. The goals of conducting this study are to identify the diagnostic criteria of Posttraumatic Stress Disorder shown in Geraldine and Geraldine’s trauma. To achieve the goals, this study focuses on three questions: (1) How is Geraldine characterized in the novel? (2) What diagnostic criteria of Posttraumatic Stress Disorder are shown in Geraldine? (3) What is Geraldine’s trauma?

This study adopted the psychological approach to answer the questions. In this library study, two sources were used. The primary source was Just Another Kid novel by Torey Hayden. The secondary sources were electronic sources and books on character and characterization in literature, posttraumatic stress disorder, and trauma.

There are three findings of this study. First, Geraldine is characterized by using six methods of characterization. They are conflict reveals character, exposition, description, contrast reveals character, showing, and telling method. Second, five diagnostic criteria of posttraumatic stress disorder are shown in Geraldine. They are persistent avoidance, negative alterations, marked alterations, duration of the disturbances, and non-attributable disturbances to the physiological effects of substances. Third, Geraldine’s trauma is caused by a major loss. It belongs to single-blown and human-made types of trauma.

This study proposes suggestions. The suggestions are proposed to future researchers and teacher candidates. Future researchers may use this study as a reference to conduct studies of the therapy for children with posttraumatic stress disorder. The teacher candidates may refer to this study to enrich their knowledge of students’ psychological condition and mental disorder.

Keywords: characters and characterization, posttraumatic stress disorder, trauma
ABSTRAK


Studi ini menganalisa Just Another Kid, sebuah novel autobiografi yang ditulis oleh Torey Hayden. Studi ini bertujuan untuk mengidentifikasi kriteria diagnosa dari posttraumatic stress disorder yang ditunjukkan dalam diri Geraldine dan trauma Geraldine. Studi ini terfokus pada tiga pertanyaan: (1) Bagaimana karakterisasi Geraldine dalam novel? (2) Apakah kriteria diagnosa posttraumatic stress disorder yang ditunjukkan dalam diri Geraldine? (3) Apakah trauma Geraldine?


Kata kunci: character and characterization, posttraumatic stress disorder, trauma
I dedicate this work to everyone in my life and the readers.

“Carilah, maka kamu akan mendapatkan.
Ketuklah, maka pintu akan dibukakan.”

Matius 7:7
ACKNOWLEDGEMENTS

I would like to express my gratitude to Jesus Christ for always giving me opportunities to learn, love, and have faith. I thank my parents for the love and trust that do not seem to end (even though I am a constant headache to them).

I thank my undergraduate thesis advisor, Yuseva Ariyani Iswandari, S.Pd., M.Ed., who has supported me in conducting this study. I also thank my academic advisor, Christina Lhaksmita Anandari, S.Pd., M.Ed., for guiding me through the years of my study in the English Language Education Study Program (ELESP) of Sanata Dharma University, Drs. L. Bambang Hendarto Y., M.Hum. and Drs. Barli Bram, M.Ed., Ph.D., for being challenging examiners.

I also express my gratitude to all lecturers, staff, and my friends in ELESP. It is an honor to have these impressive years of learning in ELESP. Thanks to Ana, Vania, Arin, Vero, and Fanny for being great friends to share not only big but also small things.

Last but not least, I thank my friends in senthong - Teater Seriboe Djendela where the transitional period of my life began. I am grateful to share these exciting years with them.

Yosephine Wastu Prajnaputri
# 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>APPROVAL PAGES</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION AND MOTTO PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY</td>
<td>v</td>
</tr>
<tr>
<td>PERNYATAAN 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>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF FIGURE</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xiv</td>
</tr>
</tbody>
</table>

## CHAPTER I: INTRODUCTION

- A. Background of the Study .......................................................... 1  
- B. Problem Formulation ................................................................. 3  
- C. Objectives of the Study ............................................................. 3  
- D. Benefits of the Study ............................................................... 4  
- E. Definition of Terms ................................................................. 6  

## CHAPTER II: REVIEW OF RELATED LITERATURE

- A. Review of Related Theories ......................................................... 10  
  1. Psychological Approach ............................................................. 10  
  2. Theory of Character and Characterization .................................... 13  
     a. Character .................................................................................. 13  
     b. Characterization ...................................................................... 16
3. Posttraumatic Stress Disorder ......................................................19
   a. Definition of PTSD ...............................................................19
   b. Characteristic of PTSD .......................................................19
   c. Diagnostic Criteria of PTSD ................................................22
4. Trauma ....................................................................................26
   a. Definition of Trauma ............................................................27
   b. Types of Trauma ..................................................................28
   c. Causes of Trauma ..................................................................28
B. Theoretical Framework .............................................................30

CHAPTER III: METHODOLOGY
   A. Object of the Study ...............................................................31
   B. Approach of the Study ..........................................................32
   C. Method of the Study ...............................................................33

CHAPTER IV: ANALYSIS
   A. The Characterization and Character of Geraldine ..................35
      1. The Characterization of Geraldine ......................................36
         a. Conflict Characterizes Geraldine ....................................36
         b. Exposition Characterizes Geraldine ..............................37
         c. Description Characterizes Geraldine ............................38
         d. Contrast between Characters Characterizes Geraldine ....39
         e. Showing Method Characterizes Geraldine ....................40
         f. Telling Method Characterizes Geraldine ........................41
      2. Geraldine’s character ..........................................................41
         a. Source of Geraldine as a Character ...............................42
         b. Types of Geraldine as a Character ...............................42
   B. Geraldine’s Posttraumatic Stress Disorder ............................43
      1. Geraldine’s Persistent Avoidance ......................................46
      2. Geraldine’s Negative Alteration .......................................47
3. Geraldine’s Marked Alteration .................................................................49
4. Duration of Geraldine’s Disturbance .......................................................51
5. Geraldine’s Non-Attributable Disturbances to Psychological Effects of Substances ..................................................................................................................52
C. Geraldine’s Trauma .................................................................................53

CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS
A. Conclusions ...............................................................................................57
B. Implications ...............................................................................................59
C. Suggestions ...............................................................................................60

REFERENCES ...............................................................................................62
APPENDICES .................................................................................................64
LIST OF FIGURE

Page

1. Model of a Posttraumatic Stress .................................................................22
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Summary of <em>Just Another Kid</em></td>
<td>65</td>
</tr>
<tr>
<td>2.</td>
<td>The Cover of <em>Just Another Kid</em> novel</td>
<td>67</td>
</tr>
<tr>
<td>3.</td>
<td>The Biography of Torey Hayden</td>
<td>68</td>
</tr>
<tr>
<td>4.</td>
<td>The Picture of Torey Hayden</td>
<td>70</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

This chapter includes five sections, namely the background of the study, problem formulation, objectives of the study, benefits of the study, and definition of terms.

A. Background of the Study

A life can only be lived. It cannot be designed the way we want it to be; there are unpredictable events in our life. Events in life offer problems, solutions, sadness, comfort, and many others. One event may bring happiness, while another may bring sadness. People have methods to cope with events in their lives. However, there are some events that cannot be coped alone. Being unable to cope with them may usher oneself into depression or even a mental disorder. As declared by National Alliance of Mental Illness (NAMI), “1 in 5 adults experiences a mental health condition every year. 1 in 20 lives with a serious mental illness such as schizophrenia or bipolar disorder. In addition to the person directly experiencing by a mental illness, family, friends and communities are also affected” (2016). Numerous people are diagnosed suffering from a mental illness or a mental disorder each year. Considering the fact, it is essential to have knowledge and increase awareness of a mental disorder. NAMI (2016) also states that “early engagement and support are crucial to improving outcomes and increasing the promise of recovery”. Early awareness of a mental disorder helps
the best for the recovery. Thus, it is best to be aware of a mental disorder as a preventive stance.

*Just Another Kid* novel, the primary source of this study, does not directly talk about a mental disorder. The novel is an autobiography. It recounts Hayden’s experience of working with six children as a special education teacher. There are Mariana, Leslie, Shemona, Geraldine, Shamie, and Dirkie in her class. Geraldine is the object of this study. She is an eight-year-old girl. She looks like a normal child and a protective elder sister of Shemona in the early chapters. Shemona is the one who seems to suffer from a disorder. In spite of this, Hayden discovers that the siblings’ excessive dependence has been strangely growing. Geraldine frequently reveals her unbalanced temperament as well. Later, Hayden identifies that Geraldine suffers from a mental disorder without stating the specific type of the mental disorder.

Actually, the main character in the novel is Ladbrooke. She is Leslie’s mother who struggles to live without alcohol. Ladbrooke and other characters in the novel have each particular state that can be analyzed. However, the researcher considers Geraldine’s state as the most deplorable. Children’s unbalanced temperaments may only be considered as child nagging. However, if the children ever experience a traumatic event, the unbalanced temperament may also indicate a mental disorder. Children’s unbalanced temperaments is often so limitedly considered as child nagging because some people are unaware of children’s psychological condition and mental disorder. A child who has an unbalanced
temperament may suffer from a mental disorder, just like Geraldine. It is deplorable because even her closest relatives do not aware of her mental disorder.

Geraldine’s state challenges the researcher to identify her diagnostic criteria of PTSD and trauma to increase the awareness of children’s psychological condition and mental disorder. The researcher believes that this study is advantageous to many parties. It enriches the readers’ knowledge of children’s psychological condition and mental disorder. This study may also be a considerable help for teachers whose students show a similar state to Geraldine’s mental disorder. Teacher candidates may also get benefits from this study; reading this study is a step to be aware of students’ psychological condition. Furthermore, English learners and readers can refer to this study and Just Another Kid novel to learn more about English and English autobiographical novel.

B. Problem Formulation

In line with the background of the study, the researcher formulates three problems. They are:

1. How is Geraldine characterized in Just Another Kid novel?

2. What diagnostic criteria of Posttraumatic Stress Disorder are shown in Geraldine?

3. What is Geraldine’s trauma?

C. Objectives of the Study

There are three objectives of this study. The first objective is to examine Geraldine’s character and characterization in Just Another Kid novel. The second
objective is to identify the diagnostic criteria of Posttraumatic Stress Disorder shown in Geraldine. Last of all, the third objective is to explore Geraldine’s trauma.

D. Benefits of the Study

This study can be one of the sources for those who want to learn about children’s psychological condition and mental disorder. Specifically, this study is beneficial to some parties.

1. Teachers

Teachers need to be acquainted with students’ states. Dichtelmiller (1999) as cited in Bruney (2012) declares, “when children are recognized and respected, they feel good about themselves” (p. 12). Being acquainted and respected by teachers raise students’ self confidence. The self confidence will motivate students to learn as well. Being acquainted with students also assists teachers in identifying the best teaching method for students. However, some students may be difficult to be understood because of their deviant states. Teachers must have knowledge about children’s psychological condition and even mental disorder to deal with such states. This study will be one of the sources for teachers to be acquainted with students who develop similar states to Geraldine. Besides, early awareness of a mental disorder helps the best for the recovery. The recovery may be made earlier if teachers are able to identify students’ states as early as possible.
2. Students of the English Language Education Study Program as Teacher Candidates

As teacher candidates, students of the English Language Education Study Program (ELESP) of Sanata Dharma University need to be ready to have students with deviant states or even a mental disorder. Since the development of the states and mental disorder is hardly noticed, teacher candidates need to have knowledge about children’s psychological condition and mental disorder as a preventive stance.

3. Parents

This study will help parents to understand children better. Since it is difficult to understand children with deviant states, parents are frequently unaware that their children suffer from a mental disorder. The unawareness worsens the disorder and slows the recovery. However, parents also play a big role in the recovery of children with deviant states. As stated by Goodnow (1999) in Parritz and Troy (2011), “families have a special impact on normal and abnormal development because they are the first context of children’s experiences” (p. 21). The special impact of families and parents may help children to recover. Thus, parents ought to be aware and knowledgeable about children’s psychological condition and mental disorder.
E. Definition of Terms

To assist readers in understanding the study, there are some definitions of terms provided by the researcher. This part intends to help readers avoid a misunderstanding of the study. The terms are:

1. Mental Disorder

A mental disorder is often called a mental illness as well. Both refer to a similar definition. According to The Diagnostic and Statistical Manual of Mental Disorders (5th ed.; DSM-5; American Psychiatric Association [APA], 2013), a mental disorder is a syndrome characterized by an individual’s “clinically significant disturbance”. APA (2013) also states that the disturbances involve “cognition, emotional regulation, or behavior that reflects dysfunction in the psychological, biological, or developmental processes underlying mental functioning” (p. 20). A mental disorder is a set of disturbances shown by an individual that reflect a dysfunction in the mental functioning. Besides APA, National Alliance on Mental Illness (NAMI) defines mental illnesses as “medical conditions that disrupt a person’s thinking, feeling, mood, ability to relate to others and daily functioning” (2016). A mental disorder is a set of disturbances that disrupt person’s behavior, cognition, emotion regulation and the daily functioning. There are many types of a mental disorder such as bipolar, schizophrenia, depressive, and anxiety. In this study, the researcher focuses on posttraumatic stress disorder.
2. Posttraumatic Stress Disorder

Posttraumatic Stress Disorder (PTSD) is a mental disorder related to trauma. The inability of an individual to cope with traumatic events in life is the trigger of the development of PTSD. It is an extreme reaction to traumatic events. Scott and Straddling (2001) distinguished PTSD from an immediate reaction to traumatic events. When the reaction is immediate, an individual will return to normal several hours after the traumatic event. On the contrary, PTSD causes disturbances in an individual’s cognition, behavior, and moods for more than one month after the exposure of the traumatic event. APA (2013) proposes eight diagnostic criteria as guidelines on the identification of PTSD (pp. 270-271). The diagnostic criteria are:

a. Exposure to actual or threatened death, serious injury, or sexual violence.
b. Presence of one or more intrusion symptoms associated with the traumatic event(s).
c. Persistent avoidance of stimuli associated with the traumatic event(s) which begins after the traumatic event(s) occurred.
d. Negative alterations in cognitions and mood associated with the traumatic event(s) which begins or worsens after the traumatic event(s) occurred.
e. Marked alteration in arousal and reactivity associated with the traumatic event(s) which begins or worsens after the traumatic event(s) occurred.
f. Duration of disturbances is more than one month.
g. The disturbance caused clinically significant distress or impairment in social, occupational, or other important areas of functioning.

h. The disturbance is not attributable to the psychological effects of a substance or other medical condition.

According to APA (2013), a PTSD patient may develop the dissociative symptom as well. An individual may be diagnosed as a PTSD patient by referring to the diagnostic criteria. This study identifies the diagnostic criteria of PTSD that are shown in Geraldine.

3. Trauma

A trauma, as the trigger of PTSD, is a shape of an individual’s inability to cope with particular events in life. Events in life that cause a trauma are called traumatic events. Harvey (2002) defines a trauma as an “extreme psychological and physiological reactions to major losses” (p. 23). He limits the traumatic events on major losses only. According to Harvey (2002), major losses are “the deterioration of one’s own body due to aging and disease, the loss of a loved one in quick, violent way” (p. 2). Harvey argues that major losses in life are the only cause of a trauma. Apart from Harvey, Giller (1999) defines a trauma as an “unique individual experience of an event or enduring conditions in which the individual’s ability to integrate his or her emotional experience is overwhelmed” (p. 1). Giller’s definition considers a trauma as an experience where an individual’s emotional or psychological condition is overwhelmed. The definition
of a trauma used in this study is the combination of Harvey’s and Giller’s. A trauma is an extreme reaction to traumatic events or experiences.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter elaborates two sections, namely the review of related literature and theoretical framework. The first section discusses theories related to the study. The second section elaborates the contribution from presented theories to the study.

A. Review of Related Theories

The researcher discusses theories of psychological approach, character and characterization, posttraumatic stress disorder, and trauma in this section.

1. Psychological Approach

Psychological approach is one of critical approaches. Critical approaches refer to approaches to literature that are based on criticisms. The approaches are usually related to theories of particular fields of study. The theories support approaches to make the criticism objective. As stated by Rohrberger and Woods (1971), “No reasonable man will accept anybody’s statement of evaluative judgment unless he understands and accepts the standards upon which that judgment is based” (p. 3). A judgment, criticism, or analysis of an object is considered unreasonable when it is not based on facts, standards, or theories. Theories that are related to critical approaches support researchers’ analysis.
However, researchers must refer to one of the critical approaches that is the most closely related to the study. According to Rohrberger and Woods (1971), there are five critical approaches to literature, namely formalist, biographical, socio-cultural, mythopoeic, and psychological approaches. The researcher adopts the psychological approach because focuses of this study are both related to Geraldine’s psychological condition. Thus, the psychological approach is the mostly-related approach to the study. It is also known as a Psychoanalytic Approach and a Psychoanalytic Criticism to literature. Being frequently associated with Freud’s theory of psychoanalysis is the reason behind the other names. Freud’s psychoanalysis observes an individual’s psychological condition by revealing the suppressed meanings or unconsciousness. In its relevance to literature, Barry (2002) states that Freud’s interpretation is closely related to literature:

Freudian interpretation, then, is always been considerable interests to literary critics. The basic reason again, is that the unconscious, like the poem, or novel, or play, cannot speak directly and explicitly but does through images, symbols, emblems, and metaphors. Literature, too, is not involved with making direct explicit statements about life, but with showing and expressing experience through imagery, symbolism, metaphor and so on (p. 100).

Barry suggests that a literary analysis, like Freud’s psychoanalysis, is also an interpretation of indirect and implicit elements of life portrayed in literature’s images, symbols, emblems, and metaphors. In addition, Abrams (1985) asserts, “Literature and other arts, like dreams and neurotic symptoms, consist of the imagined or fantasized, fulfillment of wishes that are either denied by reality or are prohibited by the social standards of morality and propriety” (p. 264).
Besides carrying indirect and implicit elements of life, literature is one of the concealments of people’s imagination or fantasies. The imagination and fantasies are expressed through literature because they are prohibited by social and moral standards. Psychological approach is associated with Freud’s psychoanalysis because Freud’s is often used in a literary analysis. However, Knellwolf and Noris (2008) states that the psychological approach to literature is also associated with other experts; Jacques Lacan, Melanie Klein, and Carl Gustav Jung (p. 180). Psychological theory used in the approach is not limited to one expert only.

The psychological approach takes a psychological perspective. Guerin, Labor, Morgan, Reesman, and Willingham (2011) state that “psychological approach provides insight into the thematic and symbolic mysteries of a work of literature and enhances other readings” (p. 222). The approach interprets symbols and analyzes literature by referring to psychological theories. For example, a researcher wants to identify reasons behind a character’s transition of personality by adopting a psychological approach. At this point, the character’s behaviors, dialogues, or even facial expressions portrayed in the story are used as symbols, indicators, or clues to the identification. They are interpreted by the help of Freud’s dynamic of personality theory. The reasons are identified by applying Freud’s psychological theory.

The psychological approach analyzes literature by relating a literary work to the author’s life as well. Daiches (1981) says that “one could analyze a particular work and draw from the analysis inferences about the psychology of its author” (p. 334). He declares that the approach analyzes literature by referring to
the author’s psychological condition. Daiches (1981) explains that it is because the literary work may be affected by the author’s personalities, traumatic experiences, conflicts, or frustrations (p. 334). Those aspects construct literature because literature is seen as the concealment of people’s fantasies and suppressed meanings. Thus, understanding the author’s psychological condition may be helpful in the process of analyzing literature.

2. Theory of Character and Characterization

The researcher also uses the theory of character and characterization. Characters in Torey Hayden’s *Just Another Kid* are based on real people. It is because the novel is an autobiography. In addition, the fact that the characters are real people is found in Hayden’s official website; [www.torey-hayden.com](http://www.torey-hayden.com). Even though the characters are real people, the researcher needs the theory of character and characterization as well. The theory is used to reveal the characters’ portrayals in the novel. Specifically, the theory is used to identify Geraldine’s portrayal in the novel.

a. Character

Gill (1995) describes a character in a literary work as “someone who has some sorts of identity (it does not need to be a strong one)” (p. 127). The way Gill describes a character as “someone” implies that a character is an individual in the literary work. In addition, Gill states that the identity or personality of a character is made up by appearances, conversations, actions, names, and (possibly) thoughts
which going on his mind (p. 127). Thus, a character is an individual who is portrayed through his appearances, conversations, actions, names, and thoughts in a literary work.

1). Sources of a Character

The making of a character in a literary work is based on some sources. Schoonderwoerd and Laar (1963) define two sources of a character; “creative imagination and actual life” (p. 164). A character in a literary work is based on the author’s imagination or a real person. However, Schoonderwoerd and Laar (1963) assert that the author’s imaginative character should still resemble an individual. They emphasize that a pure fictitious character is “nearly unsatisfactory” (p. 165). Although the character cannot be found in the real life, the character should have natures of an individual. A pure imaginative character may be unrecognizable and unsatisfactory because of the extremely fictitious nature. For example, an author creates a character that purely comes from his imagination. The character’s physical appearance does not resemble an individual. It does not speak nor behave the way an individual do. Readers will have no clue about the character; it will not be recognized as a character. In line with Schoonderwoerd and Laar, Meredith and Fitzgerald (1972) believe that, “even when an author creates what he thinks is a purely fictional character, the character will have traits that the author has observed in people in real life”. Meredith and Fitzgerald (1972) re-assert Schoonderwoerd and Laar’s statement; imaginative character should still resemble individual’s traits or natures. They state that “primary source of fictional
characters is life” (p. 112). Sources of a literary character, author’s imagination and a real life person, should resemble an individual.

2). Types of a Character

A character in a literary work can be categorized into some types. Forster (1972) as cited by Abrams (1985) introduces a distinction between the round and flat type of a character. A flat character is a built-around “single idea or quality” character. It is presented without many individual details and can be described in a single phrase or a sentence. For example, a fruit seller character only appears once when the other characters buy fruits. This fruit seller character is identifiable as a character because of its identity as a fruit seller. However, it does not have many individual details. It can also be described in a single sentence; a fruit seller character. Round character, vice versa, is a complex character. This character is difficult to be described because of its capability to surprise readers (p. 24). Sherlock Holmes in the Sherlock Holmes novel is an example of a round character. He has many individual details that are developed throughout the story in the novel. It is insufficient to describe Sherlock Holmes as a character in Sherlock Holmes novel only in a sentence. Henkle (1977) also proposes a classification of character types. He proposes two types of character, namely a major and a minor character (p. 88). This classification is based on the character’s role in the development of the story. Major character has a significant role in the plot of the story while the minor has insignificant role. Forster’s and Henkle’s classifications of character’s types are derived from different perspectives.
Forster’s is derived from the character’s complexity range of description. Henkle’s is derived from the character’s role in the story.

b. Characterization

Characterization, in its connection with a character, is the method of portraying character. According to Gill (1995), “Characterization is a method and character is the product”. Gill defines that a character must have an “identity” or a personality. Presenting a character’s personality is considered as a method to produce a character. For example, an author wants to create a character with a sadistic personality. To do so, the author frequently presents murder events in which the character is put as the murder or the tyrant. The way the author put the character as the murder or the tyrant is the method to present the character’s personality. The character is identifiable for its personality. Thus, it is called the characterization. In addition to Gill, Meredith and Fitzgerald (1972) also proclaim that characterization is, “the use to which each character puts the traits with which he or she is endowed” (p. 106). They point out that a character’s traits or personalities are “endowed”. A character’s personality is put on the author’s need for the story. Meredith and Fitzgerald (1972) highlight that the portrayal of a character’s personality should be in line with his role in the story. Their definition of characterization is similar to Gill’s. Both define characterization as a method to present a character through the traits or personalities. The difference is in Meredith and Fitzgerald’s emphasis on the role of characterization in the plot of the story.
1). Methods of Characterization

Meredith and Fitzgerald (1972) also elaborate methods of characterization. The methods reveal a character through actions, conflicts, names, character tags, author’s descriptions, expositions, and many others. These methods are related to Gill’s definition of character; Meredith and Fitzgerald (1972) reveal a character by showing the character’s personalities. There are sixteen methods proposed by Meredith and Fitzgerald (1972). However, the researcher refers to four of them only because there are similarities among the methods. Those four methods, namely conflict reveals a character, exposition reveals a character, description reveals a character, and contrasting characters helps reveal a character.

- Conflict reveals a character

  This first method implies that each complication in the novel tests and reveals the true personalities of the characters. When a character involves in a conflict, the reader acknowledges the character’s personalities. For example, whenever a character involves in a conflict, the character always reacts angrily. The character’s reaction to the conflict gives readers information about the character’s quick-tempered personality.

- Exposition reveals a character

  In the exposition method, the definition of a character is revealed in the dialogues among characters. When other characters give an opinion about a character, the readers get information about the character. Other characters’
opinions in some dialogues lead the readers to assume that a character has particular personalities or physical appearances.

- **Description reveals a character**

  The description method implies that the information of a character is presented in the author’s narrative. The narrative acts as the third person’s point of view or omniscient. The author directly gives the information of a character in narrative.

- **Contrasting characters helps reveal character.**

  This method shows contrasts between a character and another character to reveal a character. The contrast gives readers information about the character. For example, there are two characters with opposite personalities in a literary work. The author frequently shows contrasts between them; a character is greedy and another is moderate.

  Abrams (1985) also defines other methods of characterization. They are showing and telling methods. In the showing method, an author “presents the characters talking and acting and leaves the reader to infer what motives and dispositions lie behind” (p. 25). The showing method does not allow an author to instantly describe a character’s personalities. On the contrary, the telling method instantly states a character’s personalities. Abrams (1985) cites Austen’s *Pride and Prejudice* (1813) as an example of the telling method: “Mr. Bennet was so
odd a mixture of quick parts, sarcastic humour, reserve, and caprice”. The citation is described by Abrams as the telling method of characterization because the author presents a character’s personalities right away.

3. Posttraumatic Stress Disorder

The preceding theory helps the researcher to identify Geraldine’s portrayal in *Just Another Kid* novel. Then, Geraldine’s Posttraumatic Stress Disorder (PTSD) is identified by some diagnostic criteria of PTSD shown in Geraldine. Therefore, the researcher presents theory of PTSD in this section to make the analysis becomes well-founded.

a. Definition of PTSD

PTSD is a mental disorder related to the trauma. According to *The Diagnostic and Statistical Manual of Mental Disorders* (5th ed.; *DSM-5*; American Psychiatric Association [APA], 2013), PTSD is a kind of disorder in which, “exposure to traumatic or stressful event is listed explicitly as a diagnostic criterion” (p. 265). The diagnostic criteria itself refers to guidelines of diagnoses that are determined by clinical judgments. In PTSD, traumatic or stressful events are causes of the development of PTSD.

b. Characteristic of PTSD

According to Scott and Straddling (2001), PTSD is distinguished from an immediate acute reaction to an extreme trauma. An immediate acute reaction lasts
four weeks. PTSD, vice versa, lasts more than four weeks. PTSD is not a response to an extreme trauma. To explain the distinction further, Scott and Straddling (2001) present an illustration.

Recently one of the authors assessed a man paralyzed from the chest down following a motorcycle accident. He was not disturbed by recollections of the accident but was suffering from depression because he could not engage in his previous roles. The trauma to which the client is exposed should be defined by the cognitive construction that the response to the trauma itself had a positive tone – ‘I could have been dead and I am not’ (p. 3).

The illustration shows that an extreme response to the traumatic event is immediate. After the immediate response, an individual returns to normal and positive. In PTSD, repeated exposures to the traumatic event produce a continuous disorder instead of an immediate response.

Everly and Lating (2004) clarify that PTSD represents Complex Clinical Syndrome (CCSs). The clarification is based on the distinction between CCSs and Simple Clinical Reaction (SCRs) proposed by Millon (1999):

> SCRs represent psychiatric presentations that derive from specific neurochemical dysfunctions or are prompted by rather distinctive stimulus experiences. Simple reactions operate somewhat independently of the patient’s overall personality pattern; their form and content are determined largely by the character of a biologic vulnerability or the specifics of an external precipitant. (Millon, 1999, as cited in Everly & Lating, 2004, p. 24)

SCRs is a simple reaction. The appearance of SCRs depends on patient’s personality. For example, a patient who suffers from SCRs may acutely develop his SCRs because of his paranoid personality. PTSD, as CCSs, is unaffected by the personality.

> CCSs represent psychiatric syndromes that are rooted in part to pervasive personality vulnerabilities and coping styles. ..
Complex syndromes usually arise when the patient’s established personality equilibrium has been upset or threatened. . . Complex syndromes usually signify the activation of several traits that make up the varied facets of a personality style. (Millon, 1999, as cited in Everly & Lating, 2004, p. 24)

PTSD, as CCSs, is a complex syndrome in which an individual’s equilibrium of personality has been threatened and upset. This threatened and upset equilibrium of personality causes a make-up or a change of personality. Scott and Straddling (2001) also states, “PTSD clients who have been traumatized many years before are often currently more preoccupied with the sense of being damaged and with their difficulties in relating to those close to them than with the trauma itself” (p. 2). A PTSD’s patient may look like a different person after the exposure of traumatic events. The trauma changes an individual’s personality; it makes the traumatic events repeatedly recur as distressing memories. This recurrent haunts the patient and causes a change of personality. For example, a girl is exposed to a traumatic event where she is kidnapped and frequently tortured for a week. After the traumatic event, she loses her cheerful personality and develops her paranoia.

PTSD is a complex syndrome that comes from an extreme reaction to traumatic events.

Everly and Lating (2004) also state that “posttraumatic stress represents a dynamic ‘process’ rather than a monothetic formulation” (p. 23). The statement is based on a model of posttraumatic stress. The model presents a developmental process of traumatic events. A traumatic event causes shock to an individual. Then, the shock is developed and results syndromes or disorders.
The severity of stages that follows the traumatic event may vary. A PTSD patient’s reaction and interpretation to a traumatic event tremendously influences the degree of the severity. It depends on the patient. Therefore, PTSD is not a monotonous disorder.

c. Diagnostic Criteria of PTSD

According to APA (2013), there are eight diagnostic criteria of PTSD. They are divided into the diagnostic criteria for adults and the diagnostic criteria for children. The first type of the diagnostic criteria is applied to adults, adolescents, and children older than 6 years old. The second type of the diagnostic criteria is applied to children younger than 6 years old. Geraldine as the object of the analysis is an eight-year-old girl. Therefore, the researcher only presents PTSD’s diagnostic criteria for adults, adolescents, and children older than 6 years.
1). Exposure to Actual or Threatened Death, Serious Injury, or Sexual Violence in One (or More) Ways

There are some exposures included in this criterion. Those exposures are directly experiencing the traumatic event(s), witnessing the event(s) as it occurred to others in person, learning that the traumatic event(s) occurred to close family member or close friend, learning actual or threatened death of a family member or friend which is violent or accidental, and experiencing repeated or extreme exposure to concrete details to the traumatic event(s).

2). Presence of One (Or More) of Intrusion Symptoms Associated with the Traumatic Event(S) after the Traumatic Event(S) Are Occurred

The criterion includes five intrusion symptoms, namely recurrent or involuntary and intrusive distressing memories of the traumatic event(s), recurrent distressing dreams in which the content and/or affect of the dream are related to the traumatic event(s), dissociative reactions in which the individual feels or act as if the traumatic event(s) were recurring, intense or prolonged psychological distress at exposure to internal or external cues that symbolize or resemble an aspect of the traumatic event(s), and marked psychological reactions to internal or external cues that symbolize or resemble an aspect of the traumatic event(s).

3). Persistence Avoidance of Stimuli Associated with the Traumatic Event(s) which Begins after the Traumatic Event(s) Occurred

This persistence avoidance is classified into two. The first is the avoidance or efforts to avoid distressing memories, thought, and feelings about or closely
associated with the traumatic event(s). The second is the avoidance or efforts to avoid external reminders (people, places, conversations, activities, objects, situations) which arouse distressing memories, thought, and feelings about or closely associated with the traumatic event(s).

4). Negative Alterations in Cognitions and Mood Associated with the Traumatic Event(s) which Begins or Worsens after the Traumatic Event(s) Occurred

The negative alterations are identified by some changes in an individual. They are the inability to remember an important aspect of the traumatic event(s) due to dissociative amnesia, the persistent and exaggerated negative beliefs or expectations about oneself, others, or the world, the persistent distortive cognitions about the cause or consequences of the traumatic event(s) that lead the individual to blame himself/herself or others, the persistent negative emotional state (e.g., fear, horror, anger, guilt, or shame), the markedly diminished interest or participation in significant activities, the feelings of detachment or estrangement from others, and the persistent inability to experience positive emotions (e.g., inability to experience happiness, satisfaction, or loving feelings).

5). Marked Alterations in Arousal and Reactivity Associated with the Traumatic Event(s) which Begins or Worsens after the Traumatic Event(s) Occurred

The marked alterations are identified by some irritable behaviors and angry outbursts (with little provocation). They are typically expressed as verbal or physical aggression towards people or objects, reckless or self – destructive
behavior, exaggerated vigilance, exaggerated startle response, problems with concentration, and sleep disturbance.

6). Duration of the Disturbance Is More Than 1 Month

This criterion implies that disturbances stated in the previous criteria happen for more than one month after the traumatic event. If the duration of the disturbances does not last for more than one month, an individual does not suffer from PTSD. The disturbances may indicate an immediate reaction to traumatic event instead of PTSD.

7). The Disturbance Causes Clinically Significant Distress or Impairment in Social, Occupational, or Other Important Areas of Functioning

If the set of disturbances stated in the previous criteria does not cause clinically significant distress or impairment, the individual does not suffer from PTSD as well. The set of disturbances is identified as PTSD when it causes clinically significant distress or impairment of an individual.

8). The Disturbance Is Not Attributable to the Physiological Effects of a Substance (e.g., Medication, Alcohol) or another Medical Condition

This last criterion implies that the set of PTSD’s disturbances should not be attributable to the physiological effects of a medication, alcohol, or other medical condition. If the set of disturbances is attributable to the effect of substances, it is not considered as PTSD’s disturbances.
APA (2013) also states that a PTSD’s patient may develop dissociative symptoms. Dissociative symptoms are persistent or recurrent experiences as the result of a trauma. The dissociative symptoms are categorized in two, namely depersonalization and derealization. The first category implies that persistent or recurrent experiences of feeling detached from the body are experienced by the patient. Depersonalization happens like a dream; the patient senses being in the unreal self or body. The second category implies that persistent or recurrent experiences of unreal surroundings are experienced by the patient. Derealization happens like a mirage. The patient may fantasize an unreal surrounding.

PTSD may be developed at any age after the first year of life. The above criteria are identified in three months after the traumatic event occurs. Even though there are eight diagnostic criteria, an individual may also be diagnosed as a PTSD’s patient when only some criteria are met. It is a common because the development of PTSD may vary. It depends on an individual’s psychological condition. The diagnostic criteria provided are the complete diagnostic criteria. An individual may be diagnosed suffers from PTSD, although he meets only four criteria; it depends on the psychological condition.

4. Trauma

Traumas are the causes of PTSD’s development. Identifying traumas help reveal PTSD deeper. Thus, the researcher also identifies Geraldine’s trauma(s). Experts define and elaborate traumas in different ways. Thus, the researcher will only present two of them to confine the analysis.
a. Definition of Trauma

Harvey (2002) states that “trauma is a specific term referring to extreme psychological and physiological reactions to major losses, such as death of close others” (p. 23). Traumas are extreme reactions to major losses. Harvey (2002) defines major losses as, “the deterioration of one’s own body due to aging and disease, the loss of a loved one in quick, violent way, such as an airline disaster which often results in an experience of trauma” (p. 2). Harvey states that traumas, as the results of major losses, comprise the deterioration of one’s own body and the loss of a loved one in a quick or violent way.

In addition to Harvey, Giller (1999) defines traumas as “unique individual experiences of an event or enduring conditions in which the individual’s ability to integrate his/her emotional experience is overwhelmed” (p. 1). Giller states that the definition of traumas is a broad definition because traumas are experienced differently by each person.

Trauma is defined by the experience of the survivor. Two people could undergo the same noxious event. One person might be traumatized while the other person remained relatively unscathed. It is not possible to make blanket generalizations such that "X is traumatic for all who go through it" or "event Y was not traumatic because no one was physically injured." …You cannot assume that the details or meaning of an event, such as a violent assault or rape, that are most distressing for one person will be same for another person. Trauma comes in many forms…But the similarities and patterns of response cut across the variety of stressors and victims, so it is very useful to think broadly about trauma. (p. 2)

Giller’s definition of traumas is made broad because she believes that each person experiences traumas in different ways.
b. Types of Trauma

Terr (n.d.) as cited in Giller (1999) categorizes traumas into two; single-blow and repeated trauma. Moreover, Giller (1999) defines that a single-blow trauma is a traumatic reaction to single shocking event while a repeated trauma is a traumatic reaction to repeated shocking events (p. 2). Giller (1999) believes that an individual may be traumatized after one shocking event or repeated shocking events. It depends on an individual’s ability to cope with the shocking event. On the other hand, Harvey (2002) does not categorize traumas. He believes that traumas are extreme reactions to major losses. There is only one type of the traumas; it cannot be classified furthermore.

c. Causes of Trauma

Giller (1999) defines causes of traumas as natural and human-made causes of traumas. The natural cause includes natural disasters such as earthquakes, hurricanes, floods, and volcanoes as the causes because they eventually bring a great shock. The human-made cause includes man-made violence such as war or political violence, human right abuses (kidnappings, torture, and killings), criminal violence (robbery, plundering, hijacking), domestic violence (violence happens in certain relationship), child abuse, and sexual abuse (pp. 3-4). Giller (1999) declares that the most serious mental health problems are triggered by traumas that are caused by human-made causes.

Harvey identifies major losses as the only causes of a trauma. He expounds, “When a loss is experienced as traumatic, the loss usually involves
some types of sudden violence, death, or the threat of sudden death” (p. 2). Losses that are experienced in a shocking, violent, or tragic way trigger an extreme reaction, namely trauma. Harvey (2002) also illustrates a trauma scenario to explain a trauma (p. 10). According to the scenario, traumatic events cause a crisis of ordinary meanings. In the crisis, an individual’s assumptive world is shattered; an individual’s assumption or belief is broken. For example, a person gets traumatized from a car accident. The traumatic event stops him to believe that riding a car is safe. After the crisis, an individual has three possible reactions. Harvey (2002) argues, each reaction leads to different phases as well. An individual may be recovered after the first crisis or experienced another. If he is recovered, his assumption will be recovered; he will (once again) believe in things he previously believed. However, Harvey (2002) also says that if he is not recovered, he will experience another crisis; a crisis of an extraordinary meaning. During the second crisis, an individual will question his existence. This crisis has only two possible reactions; despair or transcendence. Harvey (2002) affirms that both reactions are identified by some conditions. Despair is identified by vulnerability in seeing the world as unjust and uncontrolled, loss of self-esteem, hopeless, and purposeless. Transcendence, the reverse, is identified by vulnerability in perceiving limits of a control and justice, intact self-esteem, hopeful, and purposeful.
B. Theoretical Framework

This study aims to answer three formulated problems presented in the former chapter. To answer the formulated problems, the researcher applies some theories. They are used to support the analysis. Each theory contributes to answer the formulated problems.

The researcher adopts psychological approach which is proposed by Rohrberger and Woods (1971). The approach is the most suitable approach to the study; it takes psychological perspective to analyze literature. Besides, the researcher applies theory of character and characterization from several experts. The definition of character proposed by Gill (1995) is used to define Geraldine as an individual. The theory of the sources of character proposed by Schoonderwoerd and Laar (1963) is used to identify the source of Geraldine as a character in the novel. Next, the researcher applies theory of the types of characters proposed by Abrams (1985) and Henkle (1977). The definition of characterization proposed by Gill (1995) is adopted to define to Geraldine’s characterization. The methods of Geraldine’s characterization are discovered by the help of the theories proposed by Abrams (1985) and Meredith and Fitzgerald (1972). Afterwards, the identification of Geraldine’s mental disorder is done by the help of Posttraumatic Stress Disorder (PTSD) theory proposed by APA (2013). Geraldine’s trauma is analyzed by the help of some theories proposed by Giller (1999) and Harvey (2002). They are theories of the definition of trauma, types of trauma, and causes of trauma.
CHAPTER III

METHODOLOGY

This chapter contains three sections, namely the object of the study, approach of the study, and method of the study. The object of the study section provides information about *Just Another Kid* novel. The approach of the study section presents an approach adopted to analyze the novel. The method of the study section elaborates procedure of the study.

A. Object of the Study

This study analyzes one of Torey Hayden’s books entitled *Just Another Kid*. It was firstly published in the United States by Avon Books in 1988. Later, following editions of *Just Another Kid* are published in London by HarperCollins Publishers. The object of this study is the edition published in 2006 by HarperCollins Publishers. *Just Another Kid* is an autobiographical novel. It reveals Hayden’s six-month experience of teaching six children with special needs. Consisted of more than 500 pages, this book presents daily experience of Hayden’s teaching.

Victoria Lynn Hayden who is widely known as Torey Hayden is the author of *Just Another Kid* novel. She was born on 21 May 1952 in Livingston, Montana, USA. She is a 1969’s graduate of Billings Senior High School in Billings, Montana. Hayden had several careers before becoming an author and a counseling consultant nowadays. Torey Hayden is also an active volunteer and charitable person. Hayden was a president of North Wales Childline in 1988-
1989. She remains active in charity work and volunteer up to recently. As an author, Hayden has wrote 13 books; *One Child, Somebody Else’s Kids, Murphy’s Boys, Sunflower Forest, Just Another Kid, Ghost Girl, Tiger’s Child, The Mechanical Cat/Overheard in A Dream, Beautiful Child, The Very Worst Thing, Twilight Children, Ziji, and Innocent Foxes*. Eight of them are non-fiction novels, three of them are fictional novels, and two of them are children’s books.

*Just Another Kid* consists of 512 pages which are divided into 33 chapters. The novel contains Hayden’s daily experience with her seven students. Actually, her registered students are only six students; Mariana, Dirkie, Leslie, Shemona, Geraldine, and Shammie. Later, Hayden also gets Ladbrooke in her assistance. She is Leslie’s mother who joins Hayden’s class as an aide. Then, Ladbrooke becomes one of Hayden’s students because Hayden discovers that Ladbrooke needs her help. Each of Hayden’s students has a special condition; Mariana is an overaggressive kid with precocious sexual behavior, Dirkie has childhood schizophrenia and very poor prognoses for improvement, Leslie who is an autistic kid with brittle diabetes, Shemona who suffers from traumatic stress and an elective mutism, Geraldine with a complex traumatic disorder, and Shammie who suffers from a depression. *Just Another Kid* mostly focuses on Ladbrooke’s positive self development. However, this study focuses on Geraldine.

**B. Approach of the Study**

The researcher adopts the psychological approach to answer the problems of this study. The approach is the mostly-related approach to the study because it
takes psychological point of view in analyzing literature. Since this study analyzes Geraldine’s psychological condition, the psychological approach is adopted to understand Geraldine’s posttraumatic stress disorder and trauma.

C. Method of the Study

The researcher conducted library research in this study. Some sources used in this study are classified into primary and secondary sources. The primary source is *Just Another Kid* novel by Torey Hayden. The secondary sources are electronic sources and books on character and characterization, posttraumatic stress disorder, and trauma.

A number of steps were taken by the researcher in conducting this study. The first step was reading the novel. The researcher spent one and a half months to read and re-read the novel. It was done to gain deep understanding of the story and discourse arouse in the novel. The second step taken was drawing three questions as problems in this study. This third step was labeling some parts of the novel. The parts were labeled because they were regarded important for the study. The fourth step was seeking for theories. Since theories support the study, the researcher sought and collected them from books in the library and articles in the internet. However, those sources were not enough. Since the researcher only had little knowledge about mental disorder before conducting this study, the researcher clarified assumptions about Geraldine’s posttraumatic stress disorder. The clarification was sought from a psychologist who is also a Psychology lecturer of Sanata Dharma University. The lecturer advised the researcher to seek
for elaboration of Posttraumatic Stress Disorder symptoms from a manual entitled *The Diagnostic and Statistical Manual of Mental Disorders* published by the American Psychiatric Association. Afterwards, the fifth step taken by the researcher was analyzing the novel. Those are several steps taken by the researcher in conducting this study.
CHAPTER IV
ANALYSIS

This chapter elaborates three sections as answers to the questions in problem formulation section. The first section elaborates methods of Geraldine’s characterization and the analysis of Geraldine as a character of a literary work in *Just Another Kid* novel. The second section elaborates the diagnostic criteria of Posttraumatic Stress Disorder (PTSD) in Geraldine. The third section elaborates Geraldine’s trauma.

A. The Characterization and Character of Geraldine

A character in literature is analyzed by elaborating its methods of characterization and its nature as a character. “Characterization is a method and character is the product” (Gill, 1995, p. 127). A character is characterized by methods of characterization. There are six methods applied to characterize Geraldine in *Just Another Kid* novel. Four of them are proposed by Meredith and Fitzgerald (1972) and two of them are proposed by Abrams (1985). A character, as the product of characterization, is “someone who has some sorts of identity” (Gill, 1995, p. 127). Two sub-parts will be elaborated to analyze the nature of Geraldine as a character in a literary work. They are the source of Geraldine as a character and the types of Geraldine as a character.
1. The Characterization of Geraldine

Every character in a literary work is characterized by using methods of characterization. The portrayal of characters in *Just Another Kid* is done by using the methods as well. Six methods are used to characterize Geraldine. Four of the methods, as proposed by Meredith and Fitzgerald (1972), are conflict reveals character, exposition reveals character, description reveals character, and contrasting characters reveals character method. The next two methods, as proposed by Abrams (1985), are showing and telling method.

a. Conflict Characterizes Geraldine

Each conflict in the novel reveals the character. Reactions showed by a character to the conflict reveal the character’s personalities. Hocker and Wilmot (n.d.), as cited in Isenhart and Spangle (2000), states that, “conflict is an expressed struggle between at least two independent parties” (p. 3). Geraldine’s conflicts refer to her displeasure, disagreements, and struggles against other characters’ opinions, statements, or behavior. The researcher will elaborate three of Geraldine’s conflicts as examples.

The first conflict is identified when Geraldine tries to make Dirkie away from Shemona (pp. 16-17). The incident begins when Dirkie gets obsessed with Shemona’s yellow hair. Geraldine is displeased because she believes Shemona does not like Dirkie. She drives him away but Dirkie does not settle down easily. Then, Geraldine reacts by reporting Dirkie to Hayden. This reaction reveals Geraldine’s displeasure and her protective personality. Geraldine’s reaction to
Dirkie reveals her personality as a character in the novel. The second conflict is identified when Geraldine involves in a conflict with Shamie (pp. 116-117). The conflict is raised by a misunderstanding. Geraldine gets angry at Shamie’s statement. She thinks that Shamie considers her father as an informant. Geraldine reacts furiously, although it is merely a misunderstanding. She screams, cries, and yells at Shamie. This reaction reveals Geraldine’s personality by showing her displeasure and her quick-temper. The third conflict is identified when Geraldine involves in a conflict with Shemona (p. 85). Shemona shows her disagreement over Geraldine’s idea about the baby Jesus, but Geraldine reacts by attacking Shemona. Later, Shemona offers her doll as a substitute of Geraldine’s baby Jesus. Knowing that Shemona offers her doll, Geraldine attacks Shemona furiously. This conflict reveals her disruptive and quick-tempered personalities. Thus, Geraldine is characterized by conflict.

b. Exposition Characterizes Geraldine

According to Meredith and Fitzgerald (1972), an author may reveal a character by presenting some dialogues that contain information about a character. In *Just Another Kid* novel, this method is rarely used. The exposition method used to characterize Geraldine is found only in two dialogues. The first dialogue is Shemona and Hayden’s. It happens when Shemona tells Hayden about what Geraldine has said, “She says I got to always obey her and do whatever she wants” (p. 189). This dialogue reveals Geraldine’s control over Shemona. Even though it does not directly state Geraldine’s personality, Shemona’s statement
strengthens Geraldine’s portrayal as an over-protective elder sister. The second dialogue is Mrs. Lonrho and Hayden’s (p. 91). Hayden discusses Geraldine’s vindictive personality with Mrs. Lonrho (Geraldine’s aunt). Then, Mrs. Lonrho tells Hayden that Geraldine is a vindictive girl. This dialogue is different from the first dialogue; it directly gives information about Geraldine’s personality. However, both dialogues give illustrations of Geraldine. Thus, the exposition method reveals Geraldine as a character in *Just Another Kid*.

c. Description Characterizes Geraldine

This method is frequently used in *Just Another Kid* novel. Hayden’s position lets her to describe other characters in the description freely. Since the novel is an autobiography, Hayden frequently describes other characters in a direct way. Geraldine is mostly characterized by using the description method. The elaboration entails only three examples of the description method used to characterize Geraldine.

The first is identified when Geraldine arrives in the class for the first time. Hayden describes Geraldine and Shemona by using description method, “Geraldine wore glasses with ghastly pink plastic frames that gave her the look of a fifties housewife […] her dark hair was cut in a short, blunt style that we used to call a Dutch bob when I was little” (p. 15). The first description reveals Geraldine’s physical appearance. Hayden gives information about Geraldine’s physical appearance to introduce Geraldine as one of the characters for the first time. The second description is identified when Hayden elaborates her analysis of
Geraldine’s condition (p. 195). She states that Geraldine is her most-enigmatic student in the class. She admits that she had misjudged her. She also states her concern about Geraldine’s trauma and her future. This description gives readers information about Geraldine’s condition. The third description is identified when Hayden reflects on what she and Geraldine had been through. After some incidents, Hayden sees Geraldine only as a disturbed child. Hayden acknowledges that she had lost her chance of being with Geraldine; they had become opponents. She reflects on how many times she lost her chances to understand Geraldine (p. 404). The description illustrates how Geraldine is seen as an enigmatic and disturbed child in the class. Just like the previous descriptions, this description reveals Geraldine’s personality as well.

d. Contrast between Characters Characterizes Geraldine

This method is mostly used to characterize Geraldine in the early chapters of *Just Another Kid*. The use of this method is identified when Hayden elaborates Geraldine and Shemona’s dependant relationship. Hayden puts contrast between Geraldine and Shemona to inform the readers.

> What a pair Shemona and Geraldine made. They were two halves of a whole, rather than two separate children. Shemona was truly mute, spending every day in total silence…Geraldine, however, was clingy, noisy, and infantile. (p. 23)

The contrast is made to give an illustration of Geraldine and Shemona. The contrast becomes so clear because Shemona and Geraldine are portrayed very differently. Shemona is passive while Geraldine is active. This method is used
only in the early chapters because their dependence ends in the middle chapter. As some conflicts between Geraldine and Shemona are raised, Hayden stops using this method. The conflicts initiate changes in Geraldine and Shemona’s relationship. Thus, Hayden stops using contrast method; it is difficult to contrast two characters when they are in the middle of changes. However, Geraldine is characterized by using contrast reveals character method in the early chapters.

e. Showing Method Characterizes Geraldine

Abrams (1985) defines showing method as a method to present a character in talks and actions. Then, readers are left to infer what “motives and dispositions” lie behind them (p. 25). This method does not clearly provide information of a character. Rather, it leaves the interpretation to the readers. This method is used to characterize all characters in *Just Another Kid*, including Geraldine. Geraldine is one of the characters who frequently talks throughout 33 chapters of the novel. Despite motives and dispositions behind the talk, the frequency of Geraldine’s talk also reveals her talkative and proactive personalities. The use of showing method is clearly identified when Geraldine provokes the whole class to have a nativity play for Christmas (p. 77). Geraldine insists to have a nativity play for Christmas. Hayden refuses the idea because she thinks that a play will be too hard to handle. However, Geraldine insists, “You’ve got to have a Nativity play, Miss. Else it wouldn’t be Christmas, would it?” (p. 77). Regardless to Hayden’s refusal, she continues, “Miss, we’ve got to have a Nativity play. Please?” (p. 77). Later, Geraldine even has Shamie and Mariana by her side. All insist to have a nativity
play and Hayden finally agrees. These talks characterize Geraldine as a talkative and proactive character. Beside the talks, Geraldine is characterized through her action. Geraldine’s strongest act that indicates her personality is the act when she is angry. Whenever she is angry, she tends to react physically. Showing method is used to characterize Geraldine; her talks and action characterize her.

f. Telling Method Characterizes Geraldine

This method has similarity to the exposition and description methods proposed by Meredith and Fitzgerald (1972). In this method, the author “instantly tells the character’s personalities to the readers” (Abrams, 1985, p. 26). Information about a character is provided by the author; the readers do not need to interpret anything. By reading the portrayal provided by the author, readers will be able to identify a character. An example of the use of this method to characterize Geraldine can be seen in the early chapter. Hayden describes Geraldine’s physical appearance in Geraldine’s first day in the class. This description of physical appearance gives readers a clear illustration of Geraldine as a character in the novel. Thus, telling method is used to characterize Geraldine.

2. Geraldine as a Character

Geraldine, as a character in Just Another Kid novel, is a product of characterization. There are some natures that she has as a character in a literary work as well. These natures will be elaborated on the analysis of the source of Geraldine as a character and the type of Geraldine as a character. This source of a
character section elaborates the source of Geraldine as a character in the literary work. Afterwards, the type of the character part elaborates the Geraldine’s type of a character in the literary work. The analysis uses some theories proposed by Schoonderwoerd and Laar (1963), Forster (1972) as cited in Abrams (1985), and Henkle (1977).

a. Source of Geraldine as a Character

Based on the theory proposed by Schoonderwoerd and Van de Laar (1963), Geraldine belongs to actual life-based character. She is not an imaginative character. It is because Hayden’s *Just Another Kid* is an autobiographical novel. Characters in the novel are real individuals who share the same experience as Hayden. The story of *Just Another Kid* is based on factual events as well. Moreover, the fact that Geraldine is real can be found in Hayden’s official website namely [www.torey-hayden.com](http://www.torey-hayden.com). In her official site, she elaborates the up-to-date condition Geraldine. Thus, Geraldine is an actual life-based character.

b. Type of Geraldine as a Character

According to the types of character proposed by Forster (1972) as cited by Abrams (1985), Geraldine is a *round* type of character. This is mainly because she cannot be described in one single phrase. She is complex; her personalities and individual details are developed throughout the story. The portrayal of her personalities grows throughout the story although she contributes very little to the plot of the story. Geraldine’s unbalanced temperament donates the complexion of
her personalities. She may be a caring girl in one situation and a destructive girl in another situation. Her change is abrupt. For example, before the nativity play, Geraldine treats Shemona very nicely. She really cares for her little sister. However, when Shemona disagrees on her idea about the baby Jesus, she attacks Shemona furiously (pp. 85-88). After the incident, Geraldine goes back to her caring elder sister nature. Her temperament makes her complex and round. Besides her complexity, Geraldine’s posttraumatic stress disorder strengthens the identification of Geraldine as round character.

Based on another classification proposed by Henkle (1977), Geraldine is a minor character. She is a minor who has an insignificant role to the plot of the story. The plot is identified as a progressive plot; it goes forward. However, the conflict within the novel has no climax because the story talks about some children who easily become disturbed. The characters’ frequent disturbances cover the climax conflict. Thus, it is difficult to determine which character develops the plot of the story and triggers the climactic conflict. However, the story mostly talks about Ladbrooke; she contributes the most in the story. Geraldine has insignificant role in the plot or development of the story. Thus, Geraldine is identified as a minor character.

**B. Geraldine’s Posttraumatic Stress Disorder**

As one of Hayden’s students, Geraldine is an eight-year-old girl whose past is a tragic. She lost her parents and little brother during the riot in Ulster, Belfast, Northern Ireland. The riot leaves Geraldine and Shemona (Geraldine’s
little sister) with no parent. Hayden states that Geraldine has a genuine psychopathology (mental disorder) without stating the specific mental disorder.

I knew she was and undoubtedly always had been, the most unbalanced child in the group. Nothing gave me the feeling there was anything organic or intrinsic about Geraldine’s problems. Hers was a genuine psychopathology, which, unfortunately was a fairly rare phenomenon in a class such as mine (p. 195).

Strengthened by Hayden’s statement, the researcher traces Geraldine’s portrayal in the novel to identify the diagnostic criteria of Posttraumatic Stress Disorder (PTSD) in Geraldine.

Geraldine is portrayed not only as a caring but also a protective elder sister of Shemona in the early chapters. In chapter 4, Hayden states that “Geraldine does everything but pee for Shemona. Geraldine clothes Shemona, wraps muffler around her neck, pulled her hat down, and carefully cut her food” (p. 23). Besides a caring elder sister, she is so protective of Shemona:

Shemona’s behavior abruptly deteriorated.
...When I grabbed Shemona, Geraldine panicked, “Don’t smack her, Miss! Don’t smack her! It’s in my bag. I’ve brought it back. Shemona took it, but I’ve brought it back,” Geraldine was on her feet and across the room of her cubby (p. 67).

The above incident happens when Mariana accuses Geraldine of stealing her eraser. Geraldine rejects the accusation but Mariana persistently carries on her accusation. Abruptly, Shemona’s behavior is deteriorated. Hayden catches Shemona to calm her down but Geraldine seems to misunderstand Hayden.

Geraldine changes bit by bit since chapter 12. She is portrayed as a vindictive, furious, and dangerous child. In chapter 12, Shemona rejects Geraldine’s idea of the baby Jesus. She persists in using the girl doll as the baby
Jesus (p. 85). Later, Shemona offers her own Curious George to be the baby Jesus. Geraldine shifts her caring and protective personalities after being aware of the offer. She tries to attack Shemona furiously and even manages to hit the class aide because she tries to stop Geraldine. “She socked Ladbrooke in the mouth, and blood went everywhere” (p. 88). Geraldine goes on with her unbalanced temperament afterwards. The researcher observes that this change indicates her disorder.

Although Hayden does not specifically state Geraldine’s mental disorder, the researcher identifies that Geraldine suffers from Posttraumatic Stress Disorder (PTSD). It is because Geraldine meets the diagnostic criteria of PTSD. PTSD is a mental disorder triggered by a trauma. According to The Diagnostic and Statistical Manual of Mental Disorders (5th ed.; DSM-5; American Psychiatric Association [APA], 2013), PTSD has eight diagnostic criteria and two specified dissociative symptoms. Thus, this section will present an elaboration of PTSD’s diagnostic criteria found in Geraldine.

The researcher identifies that Geraldine meets five diagnostic criteria and develops one dissociative symptom of PTSD. Three of the five diagnostic criteria indicate Geraldine’s disturbances. The rest criteria indicate the duration of the disturbances and the non-attributable of physiological effect of the disturbances. Three criteria which indicate her disturbances are; persistent avoidance of stimuli associated with the traumatic event(s), negative alterations in cognition and mood associated with the traumatic event(s), and marked alterations in arousal and reactivity associated with the traumatic event(s). The researcher distributes this
section into parts namely the diagnostic criteria of PTSD which are found in Geraldine.

1. Geraldine’s Persistent Avoidance

According to APA (2013), there are two types of avoidance which indicate this criterion. They are namely avoidance/efforts to avoid distressing memories and avoidance/efforts to avoid external reminders associated with the traumatic event (p. 271). Geraldine meets this criterion when she persistently says that Ulster (her hometown) was a good place. Geraldine utters it firstly in chapter 6. Geraldine introduces Shamie on his first day in Hayden’s class. Geraldine states that Shamie lives in Ulster; he lives three doors down her house. Shamie corrects her right away by saying that they do not live in Ulster anymore. Geraldine responds by saying that Shemona and Geraldine must go back to Ulster soon. Geraldine says that she and Shemona must buy their house in Ulster back (p. 41). Geraldine avoids remembering Ulster as the town where her family members were tragically died. Another effort is identified in chapter 28.

“We’d have our garden all laid out by now,” Geraldine said, as she sat down.
...“It was good,” Geraldine said.
...“It was. We had our garden in by now. Daddy was making our garden.”
...“I was going to have a wee bit of garden for myself. Daddy said.”

(pp. 169-170).

Despite the fact that Ulster was and still in jeopardy, Geraldine persistently says that Ulster was good and that it is right to go back to Ulster. The researcher identifies her persistence as an effort to avoid distressing memories. Her distressing memories are the stimulus to the traumatic event. Thus, Geraldine only
remembers happy memories she had of Ulster. She avoids the fact that the Ulster’s riot kills her family members.

2. Geraldine’s Negative Alterations

APA (2013) states seven alterations which can be identified in an individual that indicate this second criterion. Amongst them, Geraldine persistently develops four alterations. Those are: inability to remember an important aspect of the traumatic event, persistent exaggerated negative beliefs, persistent negative emotional state, and inability to experience positive emotions (pp. 271-272). The researcher identifies that the first alteration of this criterion is similar with the previous criterion’s avoidance. The effort that Geraldine shows to avoid distressing memories also indicates her inability to remember an important aspect of the traumatic event. She is not able to remember Ulster the way it was. Ulster was the place where her family members died tragically. However, she does not remember the tragic aspect.

The second alteration, persistent and exaggerated negative beliefs, is indicated when Geraldine states her belief about revenge. Revenge is a negative belief but Geraldine considers it as positive. It is portrayed in chapter 25. Hayden asks Geraldine’s opinion about fighting. Geraldine states that fighting “doesn’t seem good” (p. 172). Then, Geraldine adds that “just because some things aren’t good, doesn’t mean they aren’t right” and she states that they have to take revenge (p. 173). Hayden responds it by asking whether revenge is a good thing or not. Without hesitation, Geraldine nods and states that revenge is justice (p. 172).
Geraldine believes that revenge is right. Later, Geraldine admits that her negative belief is developed when she lost her daddy.

…”I used to think like Shamie did—you know—that they shouldn’t keep doing all those things, all that hurting”…”Then Mammy and Matthew got killed.”
…”Then my daddy died”
“And that change your mind?” She nodded. (p. 173)

Her statement proves that her negative belief is related to the trauma; it develops after the traumatic event.

The persistent negative emotional state as the third alteration of this criterion has relation with the next criterion. The next criterion contains outburst anger as one of its aspects. Geraldine’s persistent negative emotional state is identified whenever her outburst anger is showed. The researcher identifies that Geraldine’s outburst anger is showed whenever she has a conflict with Shemona or Shamie. In chapter 12, the negative emotional state is indicated when Geraldine attacks, yells, and rages furiously at Shemona when Shemona refuses her idea about the baby Jesus (pp. 87-89). Afterwards, she also rages furiously when Shamie talks about her daddy. Geraldine misunderstands Shamie; she thinks that Shamie considers her daddy as an informant. Shamie never says so but Geraldine rages furiously regardless to Shamie’s explanation (pp. 116-117). Those furious rages are prolonged throughout the 33 chapters. Whenever Shamie raises a topic about Ulster and the riot, Geraldine becomes furious. Shemona’s refusals and disagreements also emerge her rage. The researcher observes that Geraldine might be afraid of losing Shemona. In chapter 26, Shemona tells Hayden what Geraldine used to say to control her (p. 189). Then, Geraldine shows a desperate rage when
Shemona refuses her invitation to go back to Ulster (p. 204). The researcher observes that controlling Shemona is Geraldine’s way to keep Shemona by her side. Thus, Geraldine’s anger is easily outburst when dealing with Shemona’s refusal and disagrees. The researcher identifies that Geraldine shows persistent negative emotional state when dealing with her trauma of losing family member and Ulster’s riot.

The fourth alteration, inability to experience positive emotions, is identified when Geraldine does not show her sympathy or sadness at her cat. In chapter 11, Geraldine, Shemona, and Shamie are late because their cat got killed. Shamie and Shemona cry over the cat because the cat got killed right out in the street while they were getting into the car (p. 81). Shamie and Shemona are sad because the cat is loved by the whole family. However, Geraldine is the only one who does not seem bothered about the death cat. The researcher observes that Geraldine is unable to express the positive emotion; she cannot express her sympathy for the cat.

3. Geraldine’s Marked Alterations

This criterion has six aspects of marked alterations as stated in APA (2013). The researcher identifies that Geraldine develops two of them. They are irritable behaviors or outburst anger that typically expressed as verbal or physical aggression to people or objects and reckless or self-destructive behaviors. The first aspect of alterations is identified in some chapters while the second is only identified in the last chapter.
The first is associated with Geraldine’s negative emotional state. Her negative emotional state is showed by the outburst anger. In chapter 12, Geraldine shows her anger outburst for the first time. Geraldine makes an attempt to attack and hurt Shemona (pp. 87-88). The second is identified in chapter 17 when Geraldine misunderstands Shamie. She furiously yells at Shamie. Besides, she vents her spleen on Hayden (pp. 115-117). Her misunderstanding does not stop easily. Later, Hayden finds that Geraldine asks Shemona to take a revenge on Shamie. Geraldine and Shemona scatter and turn the class into a catastrophe. They also ruin Shamie’s artwork (pp. 118-120). Geraldine’s outburst anger at Shamie is expressed both verbally and physically. The third is showed when Shemona refuses Geraldine’s invitation to go back to Ulster. Geraldine attacks Shemona.

Even though I had hold of her, she managed to pull herself free and attack Shemona again. Pushing the younger girl down, she leaped on top of her, yanking Shemona’s hair...
...“Yes, go back to your retard class! Back to your baby class!”
...“Go away!”
...“Go away, bitch.” (pp. 203-204)

Geraldine vents her spleen on Hayden as well. Geraldine refuses Hayden’s companion after the incident. The fourth outburst anger is identified when she is caught stealing from other students. In chapter 30, a teacher reports that Geraldine often steals other students’ stuffs. Hayden tries to be fair and asks Geraldine to share her stickers as an apology to the students. Geraldine yells at Hayden and cries after that (pp. 403-405). She does not want to apologize to the students. Throughout the 33 chapters, Geraldine expresses her outburst anger in both verbal and physical aggression.
The second aspects of marked alterations are reckless and self-destructive behaviors. They only happen once in the novel. The aspects happen in chapter 28 when Geraldine gets so desperate after hearing Shemona’s refusal to go back to Ulster. The researcher identifies that expressing her outburst anger at Shemona does not enough for Geraldine. She is so shocked and sad. Few minutes after the fighting, Geraldine is found injured. “Geraldine had her left arm extended across the hardwood floor, the palm of her hand upward. A huge six-inch nail had been straight through the palm,” (p. 205). Then, Hayden finds out that Geraldine hurts herself. She nails her own palm with six-inch nail. There is no clear elaboration why Geraldine does so. However, the researcher observes that this self-destructive behavior is Geraldine’s alteration. Geraldine always declares that she is going back to Ulster with Shemona; it is what Geraldine really wants. Geraldine thinks that going back to Ulster will fix things. Therefore, Geraldine feels like losing Shemona when Shemona refuses Geraldine’s invitation. The researcher observes that Geraldine does not want to go back to Ulster alone; she needs Shemona. This incident has a strong relation to Geraldine’s trauma. Geraldine develops the reckless and self-destructive aspects of marked alteration of PTSD.

4. Duration of Geraldine’s Disturbances

The above elaboration of the PTSD’s criteria and its aspect is based on 33 chapters of Just Another Kid novel. The novel contains Hayden’s six-month experience of teaching her students. Thus, Geraldine’s disturbances portrayed in the aspect of PTSD’s criteria are certainly based on Hayden’s six-month
experience. It signifies that Geraldine’s disturbance lasts more than one month. The duration of the disturbances is in line with the diagnostic criterion of PTSD proposed by APA (2013); the disturbances are more than 1 month (p. 272). Geraldine’s disturbances meet PTSD’s criterion of duration.

5. Geraldine’s Non-Attributable Disturbances to Physiological Effects of Substances

APA (2013) also states that the disturbances should not be attributable to the physiological effects of a substance such as medication or alcohol (p. 272). Geraldine’s disturbances portrayed in the novel happen in the school time; the disturbances are proved not to be attributable to alcohol. In addition, there is no statement that Geraldine is under any medication in the novel. Geraldine’s disturbances are not attributable to the physiological effects of a substance such as medication or alcohol.

Geraldine develops a dissociative symptom as well. It has a relation to the first and second criteria. Geraldine is unable to associate the reality with the imagination because she wants to avoid her distressing memories of Ulster. Geraldine’s dissociative symptom is identified when she says that Ulster was good. This statement indicates Geraldine’s inability to see the real Ulster. Moreover, Geraldine is persistent in stating how good Ulster was. The persistent proves that Geraldine develops dissociative symptom of PTSD. Geraldine meets five diagnostic criteria of PTSD and develops a dissociative symptom.
C. Geraldine’s Trauma

The cause of Geraldine’s posttraumatic stress disorder is a trauma. According to Harvey (2002), a trauma is “an extreme psychological and physiological reaction to major losses” (p. 23). The researcher identifies that Geraldine’s trauma must be a reaction to the major loss in her life as well.

The researcher identifies that Geraldine experiences the major loss when she lost her parents and a little brother. Losing family members in such a young age must be hard. Moreover, her family members passed away in tragic ways. Hayden states that Geraldine’s mother and brother died when their house was burnt by a petrol bomb. Their house was bombed because Geraldine’s father was an active IRA man. He was ever been arrested and released by the Royal Ulster as well. The family was harassed after his release because he was accused as an informant. The house was burnt by the molesters. They threw the petrol bomb to kill the informant’s family. Her father was later found hanged; he committed suicide three weeks after the burn (p. 14). Geraldine experience loss as the result of Ulster’s riot. This condition meets Harvey’s precondition for major loss, “when a loss is experienced as traumatic, the loss usually involves some types of sudden, violence death or the threat of sudden death” (p. 2). Geraldine’s loss was also experienced in a shocking, violent, and tragic way. Thus, losing family members in the Ulster’s riot is Geraldine’s major loss.

As an extreme reaction to a major loss, Geraldine’s trauma is identified when she shows an excessive protectiveness towards Shemona and outburst anger at Shamie. Geraldine manages to preserve her nature as Shemona’s elder sister.
subsequent to her major loss. She has always been so protective to Shemona. She takes care and does everything for Shemona (p. 23). It is because Shemona is her last family member. Geraldine ever expresses concern about her family when Hayden shows sympathy for her:

“Our brother Matthew died too, not just our mam and dad,” Geraldine added.

...“Now Shemona is the youngest,” Geraldine said. “Used to be me, then Shemona, then our Matthew. Now she’s the youngest. And I’m the oldest. I’ll always be the oldest.” “Unless I get killed too. Then Shemona will be an only child” (p. 25).

The researcher observes that Geraldine may have a similar thought if she loses Shemona; she will be an only child. Geraldine protects Shemona because she does not want to lose her. The protectiveness is later identified as Geraldine’s way to control Shemona. Geraldine controls Shemona so that she stays so close to Geraldine. After Shemona decides to take back the control by refusing Geraldine’s order, Geraldine becomes furious. Geraldine is so depressed when Shemona refuses to go back to Ulster with Geraldine (pp. 203-204). This depression signifies that Geraldine considers losing control over Shemona is equivalent to losing Shemona. It is Geraldine’s extreme reaction to avoid another loss; losing Shemona as her last family member. Another extreme reaction is identified when Geraldine shows outburst anger at Shamie. She misunderstands Shamie when Shamie talks about her father. Geraldine accuses Shamie for saying that her father was an informant. Shamie does not say so but Geraldine refuses to hear Shamie’s explanation. Rather, she becomes furiously angry at Shamie (pp. 116-117). Shamie’s talk reminds Geraldine to her major loss. Thus, she becomes
too sensitive about it. The outburst anger is another extreme reaction to Geraldine’s major loss.

Besides the extreme reactions, Geraldine involves in a crisis related to the traumatic event. As proposed by Harvey (2002), a traumatic event ensues a crisis of an ordinary meaning. During the crisis, individual’s belief on particular things will be broken. If the broken belief is later recovered, the individual is recovered from the trauma. If the broken belief stays, the individual develops despair and trauma (p. 26). In Geraldine’s case, the traumatic event happens when she lost her family members. The researcher observes that Geraldine’s crisis results a broken belief that has not been recovered. It is identified when Geraldine tells Hayden about her belief in revenge and killing. She states that she used to believe that revenge and killing were not right. However, she also states that she changes her mind. She believes that revenge and killing are right act after her family members died (pp. 172-173). The statement proves that Geraldine’s belief about revenge and killing is broken. Geraldine undergoes same steps as mentioned in the traumatic scenario proposed by Harvey (2002). Geraldine involves in a crisis after the traumatic event; she has not been recovered.

Geraldine’s trauma belongs to a single-blown type of trauma. Giller (1999) affirms that a single-blown trauma is a traumatic reaction to single shocking event (p. 2). The researcher identifies that Geraldine’s trauma is also a reaction to single shocking event. Although Geraldine lost her mother and little brother before her father, the events happened in sequence. There is no repetition after the loss
happened; Geraldine does not lose another family member afterwards. Thus, Geraldine’s trauma is a single-blow type.

Giller (1999) categorizes causes of trauma into two namely human-made and natural. The researcher identifies that the cause of Geraldine’s trauma belongs to human-made type. It is because there is no natural disaster when she lost her family members. Geraldine’s family members died during the riot in Ulster. It happens during war violence. Thus, the cause of Geraldine’s trauma is human-made. The trauma happens because of the violence made by human.
CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter contains three sections, namely the conclusions, implications, and suggestions. The first section provides conclusions of the analysis chapter. The second section includes explanation and reflection on the meaning and implication of the study for education. The third section presents some suggestions proposed for the future researcher.

A. Conclusions

This section is relevant to the analysis in the preceding chapter. There are three findings of the problem formulation. Those are Geraldine’s characterization and character, the diagnostic criteria of Geraldine’s posttraumatic stress disorder, and Geraldine’s trauma. Six methods are used to characterize Geraldine. Those are conflict reveals character, exposition reveals character, description reveals character, contrast reveals character, showing, and telling method. Each method is used to characterize Geraldine in *Just Another Kid* novel. The first method implies that conflicts in the novel characterize Geraldine. The second method implies that other characters’ dialogues in the novel characterize Geraldine. The third method implies the author’s description in the novel characterize Geraldine. The fourth method implies contrast with other characters in the novel characterize Geraldine. The fifth and sixth methods imply that direct and indirect way in the novel characterize Geraldine. As a character in *Just Another Kid* novel, Geraldine
is an actual life-based, round, and minor character. She is an actual life-based character because Geraldine is based on a real individual. She is a round character because of her complex personalities and a minor character because of her insignificant role to the story.

The next finding is the diagnostic criteria of Geraldine’s Posttraumatic Stress Disorder (PTSD). Geraldine meets five diagnostic criteria of PTSD and one dissociative symptom. Those diagnostic criteria are persistent avoidance of stimuli associated with the traumatic event, negative alterations in cognition and mood associated with the traumatic event, marked alterations in arousal and reactivity associated with the traumatic event, duration of the disturbance, and non-attributable to the effects of medication or alcohol disturbances.

The cause of Geraldine’s PTSD is trauma. There are some findings of Geraldine’s trauma. The first finding is on her trauma. It is related to the loss she experienced. Her loss of parents and little brother in Ulster triggers an extreme reaction to Geraldine’s psychological condition. The second finding is on a Geraldine’s broken belief as a result of her trauma. The broken belief is the result of a crisis that Geraldine experiences after the trauma. Her belief is shaken and broken because of the trauma. The third finding is on the types of Geraldine’s trauma. It belongs to single-blow type because her trauma is triggered by one event. It also belongs to human-made trauma because the traumatic event involves a violence made by human.
B. Implications

*Just Another Kid* novel is an autobiographical novel. Every event narrated in the story is factual. As the story is factual, the characters are also based on real people; Geraldine is a real person. What portrayed throughout the chapters are what really happened when she was in Hayden’s class; her outburst angers, deviant behaviors, and disorders are all factual. Geraldine’s story implies that it is essential to be aware of children’s psychological condition and mental disorder.

Trauma and mental disorder can be developed by anyone. However, an early identification of them helps the best for the recovery. If Geraldine’s trauma is identified earlier, it might not be developed into a posttraumatic stress disorder. Geraldine has been unable to cope with the trauma for too long. It burdens her and makes her develop PTSD. It is vital for parents, closely relatives, and teachers to be aware of children’s psychological condition. Children’s unbalanced temperament may indicate problems in children’s psychological condition. Moreover, in the epilogue of the story, Hayden states that Geraldine had been in the special class without noticeable improvement for several years. Hayden states that Geraldine has grown very difficult to control. Her mental disorder has not been recovered yet. It is vital to be aware of children’s psychological condition especially when they ever experienced traumatic event. The researcher learns many things along the study process. Children with unbalanced temperament might develop something more than just a childhood nagging. They might develop a trauma especially when the children ever experience tragic or
unpleasant events in the past. Thus, it is essential to increase awareness of children’s psychological condition and mental disorder.

In the teaching world, not all students are in a good psychological condition as well. Teachers need to be aware of this kind of condition. However, psychological condition is hardly noticed. Geraldine is the factual example. She suffers from posttraumatic stress disorder while she looks like a common child. Thus, the researcher implies that *Just Another Kid* novel and this study can be a reference for teachers to increase awareness of children’s psychological condition.

C. Suggestions

The researcher suggests future researchers to analyze the novel by taking other perspectives than psychological perspective. The researcher identifies that most of Torey Hayden’s novel are analyzed psychologically. However, the literary work written by Hayden may also be analyzed in other perspectives, i.e. the literary aspects of the novels can be analyzed. The researcher observes that autobiographical novel tends to have an unpredictable plot. Since the work is based on the factual event, the story telling within non-fiction may be compiled without clear information about time. Thus, it may be interesting and challenging to do a study about the plot in this novel.

In addition, the future researcher may conduct research on the therapy method for Geraldine’s posttraumatic stress disorder. The research will complete the study of Geraldine’s posttraumatic stress disorder. It will also be a
considerable help for parents and teachers whose kids or students have developed
similar state to Geraldine’s.
REFERENCES


APPENDICES
Appendix 1: The Summary of *Just Another Kid* novel by Torey Hayden

**Just Another Kid**

Torey Hayden was a special education teacher before she decided to be a full-time writer. She had not meant to be teaching again until a director of a special education school contacted her. At that time, she was waiting for a permanent British visa. She took an offer to be a substitute teacher for six months before her visa came out. Actually, Hayden only had three students in the beginning. They were Leslie Considyne, Mariana Gilchrist, and Dirkie. Leslie was an untrained autistic girl with diabetes. Mariana was an overaggressive child with borderline IQ and a history of precocious sexual behavior. Dirkie was a schizophrenic child with assortment of obsessions. Geraldine and Shemona McCulley arrived a week after the class started. Geraldine was eight years old and Shemona was five years old. Both came from Northern Ireland where a war between the Catholics and the Protestants happened. Shemona was mute and Geraldine was her private spokesperson. Hayden’s story of the daily activity in her class portrayed the students’ disturbances; Dirkie with his obsessions, Mariana with her overaggressive behavior, Leslie with her blankness, and Shemona with her muteness. Mariana and Geraldine were the only two who completed the daily assignment in the class. Considering the condition, Hayden decided to see their parents or relatives. She met Mrs. Lornho (Geraldine and Shemona’s aunt) and Mr. Tom Consydine (Leslie’s father). Hayden gained information that she needed from them. She also got additional information about Ladbrooke (Leslie’s mother) from Mr. Tom Consydine. As Hayden continued the daily activity, she began to
develop an interest in Ladbrooke’s condition. Hayden discovered that Ladbrooke was a drunkard. She also discovered that Ladbrooke had several problems related to speaking ability and nervousness. At that time, Shamie joined Hayden’s class. He was Geraldine and Shemona’s cousin who also came from Northern Ireland. Similar to Geraldine, Shamie joined the class only to prepare before entering another school. Ladbrooke also joined the class soon after Shamie’s arrival. She voluntarily joined as a class aide. The daily classroom activity then portrayed a series of the students’ episodes in school. Hayden and Ladbrooke’s friendship was also portrayed in the novel. Hayden tried to help Ladbrooke to stop being addicted to alcohol. The novel generally told the story of Ladbrooke being just another kid in Hayden’s class.
Appendix 2: The Cover of *Just Another Kid* by Torey Hayden
Appendix 3: The Biography of Torey Hayden

VICTORIA LYNN HAYDEN

Victoria Lynn Hayden is widely known as Torey Hayden. She was born on May 21st of 1952 in Livingston, Montana, USA. She is a 1969’s graduate of Billings Senior High School in Billings, Montana. Four years then, she got her Bachelor of Arts degree on biology/chemistry from Whitman College. Her Master of Science degree on special education was obtained in 1975 from Montana State University. Hayden has progressive career both in education and psychology. She got her Title III of special education auxiliary during 1969-1972 which was followed by Title III of special education teacher/learning support person during 1973-1974. She was a regular education teacher in 1974 before becoming a private clinical therapy during 1975-1976. For one year afterwards, she was a special education teacher. She had several careers during the afterwards three years. She became a special education learning support consultant as well as private clinical therapist in 1977-1979. In addition, she also had two other careers throughout those two years. They are namely psychiatric unit research coordinator in 1978-1979 and a university/graduate lecturer in 1977-1979. Hayden had other numerous careers before becoming a counseling consultant nowadays.

Torey Hayden is also an active volunteer and charitable person. She was a consultant with autism unit during 1981-1983 before joining North Wales Childline as counselor in 1987-1991. Hayden was also a president of North Wales Childline during 1988-1989. She remains active in charity work and volunteer up
to recently. As an author, Hayden has wrote 13 books; *One Child*, *Somebody Else’s Kids*, *Murphy’s Boys*, *Sunflower Forest*, *Just Another Kid*, *Ghost Girl*, *Tiger’s Child*, *The Mechanical Cat/Overheard in A Dream*, *Beautiful Child*, *The Very Worst Thing*, *Twilight Children*, *Ziji*, and *Innocent Foxes*. Eight of her books are nonfiction while three others are fictional novels and the remaining two are children’s books. The nonfiction novels are her autobiographical work. In which, she tells daily stories of her classroom activities.
Appendix 4: The Picture of Torey Hayden